

Minnesota Attorney General: Administrative Rules Proceedings

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Version 3
August 20, 2018

ATTORNEY GENERAL RULE

2010.0200 AUTHORITY.

Parts 2010.0200 to 2010.1400 govern the submittal to and review by the attorney general of rules adopted without a public hearing pursuant to Minnesota Statutes, sections 14.22 to 14.28 and emergency rules adopted pursuant to Minnesota Statutes, sections 14.29 to 14.36 by agencies pursuant to the Administrative Procedure Act, Minnesota Statutes, chapter 14.

2010.0300 DOCUMENTS NECESSARY FOR REVIEW OF A RULE ADOPTED WITHOUT A PUBLIC HEARING.

To submit a rule adopted without a public hearing to the attorney general for review and approval pursuant to Minnesota Statutes, section 14.26, the agency must submit to the attorney general the following documents:

✓ A. A copy or photocopy of the notice of solicitation of outside information or opinions as published in the State Register, if the agency sought to obtain information or opinions in preparing to propose a rule from sources outside the agency as provided by Minnesota Statutes, section 14.10. For the recommended format of the notice, see part 2010.9900.

NA B. A copy of the petition for adoption, suspension, amendment, or repeal of a rule if the agency has adopted the rule in response to a petition filed pursuant to Minnesota Statutes, section 14.09 and part 2010.0600. For the prescribed format of the petition, see part 2010.9905.

✓ C. (2) If the agency is a multi-member agency as provided in Minnesota Statutes, section 15.0597, subdivision 1a, the ✓ certificate of the multi-member agency's authorizing resolution or a copy of a delegation of authority. The ✓ resolution must direct and delegate to an individual the authority to sign and to give the notice of the agency's intent to adopt the rule without a public hearing. The delegation of authority must expressly authorize an individual to sign and to give the notice of the agency's intent to adopt a rule without a public hearing. The resolution or delegation of authority must be adopted at a meeting duly called and attended by a quorum. For the recommended format of the resolution, see part 2010.9910.

✓ D. A copy of the proposed rule with a certificate of approval as to form by the revisor of statutes attached.

✓ E. The notice of intent to adopt a rule without a public hearing as mailed. The notice must be signed by a person authorized to adopt the rule or authorized to sign and give notice of the intent to adopt the rule without a public hearing and must contain the following:

(1) A statement that the agency intends to adopt a rule without a public hearing pursuant to the authority of [citation to the specific statutory authority for the proposed rule] and is following the procedures set forth in the Administrative Procedure Act for adopting rules without a public hearing in Minnesota Statutes, sections 14.22 to 14.28.

(2) A statement that the public has 30 days in which to submit comment in support of or in opposition to the proposed rule or any part or subpart of the proposed rule and that comment is encouraged.

(3) A statement that each comment should identify the portion of the proposed rule addressed, the reason for the comment and any change proposed.

(4) A statement that if 25 or more persons submit a written request for a public hearing within the 30-day comment period, a public hearing will be held unless a sufficient number withdraw their request in writing. If the agency is fixing fees by rulemaking pursuant to Minnesota Statutes, section 16A.128, subdivision 2a, on or before July 1, 1987, subitem (15) is applicable.

(5) A statement of the manner in which persons may submit comments or requests for a public hearing.

(6) A statement that any person requesting a public hearing should state his or her name and address, and is encouraged to identify the portion of the proposed rule addressed, the reason for the request, and any change proposed.

(7) A statement that if a public hearing is required, the agency will proceed pursuant to Minnesota Statutes, sections 14.131 to 14.20.

(8) A statement that the proposed rule may be modified if the modifications are supported by data and views submitted to the agency and do not result in a substantial change in the proposed rule as noticed.

(9) A statement that if no hearing is required, upon adoption of the rule, the rule and the required supporting documents will be submitted to the attorney general for review as to legality and form to the extent form relates to legality; a statement that any person may request notification of the date of submission to the attorney general; and a statement of the manner in which the request must be made.

(10) If an entire rule is proposed to be repealed, a statement stating that fact and citing the rule to be repealed.

(11) A statement that the proposed rule is

attached to the notice; or if the proposed rule is not attached to the notice sent to persons on the agency rulemaking mailing list, a statement describing the nature and effect of the proposed rule and the manner in which a free copy may be requested.

(12) A statement that the statement of need and reasonableness is available to the public and the manner in which that document may be requested.

(13) If required by Minnesota Statutes, section 14.11, subdivision 1, a statement relating to the expenditure of public money by local public bodies.

(14) If the agency elects to comply with Minnesota Statutes, section 14.115, subdivision 4, by following paragraph (a) of the statute, a statement that the proposed rule will have an impact on small businesses and a description of the probable quantitative and qualitative impact of the proposed rule, economic or otherwise, upon affected classes of persons as provided by Minnesota Statutes, section 14.115, subdivision 4, paragraph (a).

(15) If the agency is fixing fees by rulemaking without a public hearing pursuant to Minnesota Statutes, section 16A.128, subdivision 2a, on or before July 1, 1987, subitem (4) of this subpart is inapplicable and is substituted with a statement that no public hearing need be held unless 20 percent of the persons who will be required to pay the fee submit to the agency during the 30-day period allowed for comment a written request for a public hearing on the proposed rule. For fees established or adjusted after July 1, 1987, subitem (4) is applicable.

(16) Any other notices required by law or rule to be included in the notice of intent to adopt a rule without a public hearing.

For the recommended format of the notice, see part 2010.9915.

F. The statement of need and reasonableness in support of the proposed rule complying with part 2010.0700.

Office of Attorney General has

G. The affidavit of mailing the notice of intent to adopt a rule without a public hearing. The affidavit or affidavits must state that the mailing list maintained by the agency pursuant to Minnesota Statutes, sections 14.22 and 14.14, subdivision 1a is accurate, complete, and current and that the notice of intent to adopt the rule without a public hearing was mailed to all persons and groups whose names appear on the list. If the person who mailed the notice is not the same person who can attest to the accuracy of the mailing list, separate affidavits signed by the appropriate person must be

submitted. For the recommended format of the affidavit, see part 2010.9920.

H. A copy or photocopy of the notice of intent to adopt the rule without a public hearing as published in the State Register. The notice as published must contain the statements required by part 2010.0300, item E.

I. Four copies of the rule as adopted. Any modification made to the proposed rule must be reflected on the rule as adopted and be approved as to form by the revisor of statutes.

J. If the agency is a multi-member agency as provided in Minnesota Statutes, section 15.0597, subdivision 1a, the certificate of the multi-member agency's resolution adopting the rule. The resolution must be adopted at a meeting duly called and attended by a quorum.

The resolution must approve and adopt the rule and authorize a named individual to sign findings of fact, conclusions, and order adopting the rule and perform the necessary acts to provide that the rule has the force and effect of law. If the multi-member agency is so empowered, the resolution may also authorize the named person to modify the rule under stated circumstances or as necessary to obtain the approval of the rule by the attorney general. For the recommended format of the resolution, see part 2010.9925.

K. The findings of fact, conclusions, and order adopting the rule which must contain the following:

(1) a statement that proper notice of intent to adopt a rule without a public hearing was given;

(2) a statement that the statement of need and reasonableness was prepared before the notice of intent to adopt a rule without a public hearing was mailed to all persons on the rulemaking mailing list and published in the State Register and was available to the public;

(3) for rules that establish or adjust fees after July 1, 1987, a statement that before the notice of intent to adopt rules was submitted to the State Register, a copy of the notice and the proposed rule was sent to the chairs of the house appropriations committee and senate finance committee;

(4) a statement that all persons were given the opportunity to submit comment on the proposed rule for 30 days after the notice of intent to adopt a rule without a public hearing;

(5) a statement of the number of persons that requested a public hearing and the number of persons that

requested a public hearing and withdrew their request;

(6) if any changes were made between the rule as proposed and the rule as adopted, findings of fact and conclusions supporting the reasons for the changes and explaining why the changes do not constitute substantial changes as provided in the attorney general rules, part 2010.1000, item D;

(7) if the agency received no requests for a hearing, or received no submissions or comments on the rule required to be submitted to the attorney general by item L, or received no requests for notice of submission of the adopted rule to the attorney general, an applicable statement to that effect; and

(8) a statement that the rule as adopted is needed and reasonable and that the rule is hereby ordered to be adopted and the date on which the order is signed.

The findings of fact, conclusions, and order adopting the rule must be signed by a person authorized to adopt the rule or authorized to sign the findings of fact, conclusions, and order adopting the rule. For the recommended format of the findings of fact, conclusions, and order, see part 2010.9930.

L. All written requests, submissions, or comments on the rule received by the agency except requests solely for copies of the rule or of the statement of need and reasonableness.

Office of Attorney General

M. The declaration of the attorney in the attorney general's office who represents the agency. The declaration must state:

(1) that the attorney has examined the rule and the rulemaking record;

(2) that the Administrative Procedure Act and chapter 2010 have been followed with a listing of any exceptions; and

(3) for attorney general billing purposes, the four-digit docket client code is ..... For the recommended format, see part 2010.9935.

N. The notice of submission of the rule to the attorney general, if applicable. If any persons requested notification of the date of submission of the rule to the attorney general, the notice must be given on the same day the rule is submitted to the attorney general. The notice must contain the following:

(1) the date of submission of the rule to the

attorney general;

(2) if the proposed rule has been modified, the notice must state that fact and must state that a free copy of the rule as modified is available upon request from the agency or that a copy of the rule as modified is enclosed with this notice;

(3) the attorney general rule review time period;

(4) a statement that comments may be submitted to the attorney general and that any comments submitted must address only the issue of legality of the rule or the legality of the specific parts or subparts of the rule and make a reference to the attorney general standards of review as set forth in part 2010.1000;

(5) the length of the comment period;

(6) a statement that upon written request to the attorney general a copy of the attorney general decision will be provided;

(7) the address of the attorney general division where comments and requests must be submitted; and

(8) a statement that any written comments to the attorney general must also be submitted simultaneously to a named person for the agency and the address of that person.

For the recommended format of the statement, see part 2010.9940.

O. The affidavit of mailing notice of submission of the rule to the attorney general, if applicable. The affidavit must state that a copy of the notice of submission of the rule to the attorney general was mailed to all persons and associations who requested the notification. For the recommended format of the affidavit, see part 2010.9945.

2010.0400 DOCUMENTS NECESSARY FOR REVIEW OF EMERGENCY RULE.

To submit an emergency rule to the attorney general for review and approval pursuant to Minnesota Statutes, section 14.32, the agency must submit to the attorney general the following documents:

A. A copy or photocopy of the notice of solicitation of outside information or opinions, as published in the State Register, if the agency sought to obtain information or opinions in preparing to propose a rule from sources outside the agency as provided by Minnesota Statutes, section 14.10. For the recommended format of the notice, see part 2010.9900.

RULE REVIEW CHECKLIST

File No. 1423
DATE RECEIVED 12/17/87
REVIEW DATE 12/26/87
DUE DATE 12/31/87

APPROVED
DISAPPROVED 12/31/87 992
WITHDRAWN

Docket No. 05.0009.0035
ADOPTED W/O HEARING X
EMERGENCY RULE

REVISOR APPROVED ✓
REVISOR DISAPPROVED
FIELD W/SEC.STATE
RETURNED TO AGENCY

✓ Rule as adopted (4 copies)
✓ Notice to Solicit Outside Information/Opinion
12/2/85 Date published in State Register
yes Comments
~~Petition for Adoption of a Rule~~
✓ Board's Authorizing Resolution
Proposed rule
yes Revisor's Certificate
✓ Notice of Intent to Adopt Rule
121.11 subd 12 Statutory Authority
no Small Business Statement
no Yes, fiscal note Expenditure of public money statement
yes Signature
✓ Statement of Need and Reasonableness
No Small Business Statement
No Fees - § 16A.128
✓ Affidavit of Mailing Notice of Intent to Adopt Rule
9/28/87 Date (30)/25 days before adoption
✓ Publication in State Register
10/5/87 Date (30)/25 days before adoption
✓ Resolution Adopting
✓ Findings of Fact, Conclusions & Order Adopting
12/8/87 Date
✓ Written requests, submissions or comments
✓ Declaration of attorney
Laura Mattson Name of SAAG representing agency
✓ Notice of Submission to Attorney General
✓ Affidavit of Mailing Notice to Attorney General

Rule: Changes on Adopted
→ did not read this rule

Comments:

Request Hearing: HH 1

Authority
121.11 subd 12 ok

Department of Education

Adopted Rules Relating to Libraries

Rules as Adopted

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Definition of library media program.** The library media program provides all users, including students, teachers, and administrators, with ~~**materials**~~ resources for learning and with instructional programs and services. The program utilizes all types of informational resources including, but not limited to, books, people, periodicals, slides, filmstrips, films, audio, video, computer ~~courseware and any~~ ~~other~~ formats, and corresponding equipment.

The program's components shall include:

A. instruction in locating and using information;

B. instruction in the production of ~~**media**~~ resources;

C. guidance in reading, listening, and viewing;

D. participation in curriculum development;

E. provision for inservice programs relating to information and technology;

F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

H. evaluation and selection of all types of ~~**media**~~ resources;

I. organization of all types of ~~**materials**~~ resources and equipment;

J. use of educational technology including electronic and nonelectronic ~~**materials**~~ resources and equipment;

K. production of instructional ~~**materials**~~ resources for teachers;

L. provision for reference services and ~~**materials**~~ resources;

M. participation in information networking and

Approved by Revisor

utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. It is revised every five years. When a new edition is published, the new edition replaces the older edition in this item. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

Subp. 2. **Personnel.** In all schools, library media instruction and service shall be given by a licensed media person as defined by the Board of Teaching. Licensed media personnel shall be assigned in numbers that assure all components of subpart 1 are fully implemented. Provisions must be made for support staff as necessary.

Subp. 3. **Resources.** There shall be provided for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these ~~**materials**~~ resources. The ~~**materials**~~ resources shall include a variety of formats such as books, periodicals, and projected and electronic ~~**software**~~ resources, selected in accordance with a school board adopted selection policy. Each year a percentage of the ~~**materials**~~ resources shall be updated.

Subp. 4. **Facilities.** There shall be a well-equipped, centrally located, library media center of a size appropriate to the library media program and the enrollment in every elementary, middle, and secondary school building. Additional space and facilities shall be provided for work storage, listening, viewing, technological, and conference purposes. In one- and two-room elementary schools, provisions shall be made

Approved by Revisor _____

for library media services.

REPEALER. Minnesota Rules, part 3500.0700 is repealed.

Approved
by Revisor _____

Department of Education

Adopted Rules Relating to Libraries

Rules as Adopted

3500.0710 LIBRARY MEDIA PROGRAM.

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F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

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Approved
by Revisor _____

for library media services.

REPEALER. Minnesota Rules, part 3500.0700 is repealed.

Approved
by Revisor _____

Office of the Revisor of Statutes

Administrative Rules

TITLE: Adopted Permanent Rules Relating to Libraries

AGENCY: Department of Education

MINNESOTA RULES: Chapter 3500

INCORPORATION BY REFERENCE:

Part 3500.0710, subpart 1 - Model Learner Outcomes for Educational Media and Technology (E370)

The attached rules are approved for
filing with the Secretary of State

Lorna M. Breiter

Lorna M. Breiter
Assistant Deputy Revisor

Department of Education

Adopted Rules Relating to Libraries

Rules as Adopted

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Definition of library media program.** The library media program provides all users, including students, teachers, and administrators, with ~~materials~~ resources for learning and with instructional programs and services. The program utilizes all types of informational resources including, but not limited to, books, people, periodicals, slides, filmstrips, films, audio, video, computer ~~courseware and any other~~ formats, and corresponding equipment.

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B. instruction in the production of ~~media~~ resources;

C. guidance in reading, listening, and viewing;

D. participation in curriculum development;

E. provision for inservice programs relating to information and technology;

F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

H. evaluation and selection of all types of ~~media~~ resources;

I. organization of all types of ~~materials~~ resources and equipment;

J. use of educational technology including electronic and nonelectronic ~~materials~~ resources and equipment;

K. production of instructional ~~materials~~ resources for teachers;

L. provision for reference services and ~~materials~~ resources;

M. participation in information networking and

Approved by Revisor

utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. It is revised every five years. When a new edition is published, the new edition replaces the older edition in this item. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

Subp. 2. **Personnel.** In all schools, library media instruction and service shall be given by a licensed media person as defined by the Board of Teaching. Licensed media personnel shall be assigned in numbers that assure all components of subpart 1 are fully implemented. Provisions must be made for support staff as necessary.

Subp. 3. **Resources.** There shall be provided for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these ~~**materials**~~ resources. The ~~**materials**~~ resources shall include a variety of formats such as books, periodicals, and projected and electronic ~~**software**~~ resources, selected in accordance with a school board adopted selection policy. Each year a percentage of the ~~**materials**~~ resources shall be updated.

Subp. 4. **Facilities.** There shall be a well-equipped, centrally located, library media center of a size appropriate to the library media program and the enrollment in every elementary, middle, and secondary school building. Additional space and facilities shall be provided for work storage, listening, viewing, technological, and conference purposes. In one- and two-room elementary schools, provisions shall be made

Approved
by Revisor _____

for library media services.

REPEALER. Minnesota Rules, part 3500.0700 is repealed.

Approved
by Revisor _____

Office of the Revisor of Statutes

Administrative Rules

TITLE: Adopted Permanent Rules Relating to Libraries

AGENCY: Department of Education

MINNESOTA RULES: Chapter 3500

INCORPORATION BY REFERENCE:

Part 3500.0710, subpart 1 - Model Learner Outcomes for Educational Media and Technology (E370)

The attached rules are approved for
filing with the Secretary of State

Lorna M Breiter

Lorna M. Breiter
Assistant Deputy Revisor

Item H

upon ten days' written notice if any of the following events occur or conditions develop, and if the commissioner judges them to be material. Such events shall include:

A. failure of the plan to comply with parts 2766.0100 to 2766.1300, with all applicable requirements of Minnesota Statutes, chapters 60A, 65A, 65B, 72B, and 72C, or Minnesota Statutes, section 70A.20, or with other applicable Minnesota statutes or rules;

B. failure of the plan to comply with any lawful order of the commissioner;

C. a deterioration of the plan's financial integrity to the extent that its present or future ability to meet obligations promptly and in full is or will be significantly impaired; or

D. upon notification from the commissioner of revenue that the plan has failed to make payments as required by Minnesota Statutes, chapter 60F.

Subp. 4. **Runoff period.** A plan shall continue to exist as a runoff plan after its authority to self-insure has ended, for the purpose of paying claims, preparing reports, and administering transactions associated with the period when the plan provided coverage. A runoff plan must continue to comply with all appropriate provisions of parts 2766.0100 to 2766.1300, and with all other applicable Minnesota statutes and rules. However, authority to exist as a runoff plan is open-ended, and does not require renewal of authority under part 2766.0400.

Subp. 5. **Dissolution.** A plan, including a runoff plan, that desires to cease existence shall apply to the commissioner for authorization to dissolve. Applications must be approved or disapproved within 60 days of receipt. Dissolution without authorization is prohibited and void, and does not absolve a plan or runoff plan from fulfilling its continuing obligations, and does not absolve its members from assessment under part 2766.0800. The plan's assets at the time of dissolution must be distributed as provided in the bylaws. Authorization to dissolve must be granted if either of the following conditions are met:

A. the plan demonstrates that it has no outstanding liabilities, including incurred but not reported liabilities; or

B. the plan has obtained an irrevocable commitment from a licensed insurer that provides for payment of all outstanding liabilities, and for providing all related services, including payment of claims, preparation of reports, and administration of transactions associated with the period when the plan provided coverage.

Subp. 6. **Appointment of receiver.** If the commissioner determines that a plan in the process of dissolution has failed to comply with the provisions of this chapter, the commissioner, on determining the action necessary to protect the public interest, may apply to the district court for the county in which the plan is located for appointment of a receiver to receive the assets of the plan for the purpose of liquidating or rehabilitating its business or for such other relief as the nature of the case and the interest of the claimants may require. The reasonable and necessary expenses of the receivership shall constitute the first claim on the surety bond.

Department of Education

Proposed Rules Relating to Libraries

Notice of Intent to Adopt a Rule Without a Public Hearing

Notice is hereby given that the State Board of Education intends to adopt the above-entitled rule without a public hearing following the procedures set forth in the Administrative Procedure Act for adopting rules without a public hearing in *Minnesota Statutes*, sections 14.22 to 14.28. The statutory authority to adopt the rule is found in *Minnesota Statutes* section 121.11 subd. 12 (1986).

All persons have 30 days in which to submit comment in support of or in opposition to the proposed rule or any part or subpart of the rule. Comment is encouraged. Each comment should identify the portion of the proposed rule addressed, the reason for the comment, and any change proposed.

Any person may make a written request for a public hearing on the rule within the 30-day comment period. If 25 or more persons submit a written request for a public hearing within the 30-day comment period, a public hearing will be held unless a sufficient number withdraw their request in writing. Any person requesting a public hearing should state his or her name and address, and is encouraged to identify the portion of the proposed rule addressed, the reason for the request, and any change proposed. If a public hearing is required, the agency will proceed pursuant to *Minnesota Statutes*, sections 14.131 to 14.20.

Comments or written requests for a public hearing must be submitted to:

Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN 55101
(612) 296-1570

The proposed rule may be modified if the modifications are supported by data and views submitted to the agency and do not result in a substantial change in the proposed rule as noticed.

A copy of the proposed rule is attached to this notice.

A Statement of Need and Reasonableness that describes the need for and reasonableness of each provision of the proposed rule and identifies the data and information relied upon to support the proposed rule has been prepared and is available from Joan Wallin upon request.

If no hearing is required, upon adoption of the rule, the rule and the required supporting documents will be submitted to the Attorney General for review as to legality and form to the extent the form relates to legality. Any person may request notification of the date of submission to the Attorney General. Persons who wish to be advised of the submission of this material to the Attorney General, or who wish to receive a copy of the adopted rule, must submit the written request to Joan Wallin.

Dated: 18 September 1987

Ruth E. Randall, Secretary
State Board of Education

Rules as Proposed (all new material)

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Definition of library media program.** The library media program provides all users, including students, teachers, and administrators, with materials for learning and with instructional programs and services. The program utilizes all types of informational resources including books, people, slides, filmstrips, films, audio, video, computer courseware and any other formats, and corresponding equipment.

The program's components shall include:

A. instruction in locating and using information;

B. instruction in the production of media;

C. guidance in reading, listening, and viewing;

D. participation in curriculum development;

E. provision for inservice programs relating to information and technology;

F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

H. evaluation and selection of all types of media;

I. organization of all types of materials and equipment;

J. use of educational technology including electronic and nonelectronic materials and equipment;

K. production of instructional materials for teachers;

L. provision for reference services and materials;

M. participation in information networking and utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. It is revised every five years. When a new edition is published, the new edition replaces the older edition in this item. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

Subp. 2. **Personnel.** In all schools, library media instruction and service shall be given by a licensed media person as defined by the Board of Teaching. Licensed media personnel shall be assigned in numbers that assure all components of subpart 1 are fully implemented. Provisions must be made for support staff as necessary.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." ADOPTED RULES SECTION — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Subp. 3. **Resources.** There shall be provided for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these materials. The materials shall include a variety of formats such as books, periodicals, and projected and electronic software, selected in accordance with a school board adopted selection policy. Each year a percentage of the materials shall be updated.

Subp. 4. **Facilities.** There shall be a well-equipped, centrally located, library media center of a size appropriate to the library media program and the enrollment in every elementary, middle, and secondary school building. Additional space and facilities shall be provided for work storage, listening, viewing, technological, and conference purposes. In one- and two-room elementary schools, provisions shall be made for library media services.

REPEALER. Minnesota Rules, part 3500.0700 is repealed.

Department of Labor and Industry

Proposed Permanent Rules Relating to Occupational Safety and Health Standards

Notice of Hearing

The above-entitled standards were proposed for adoption on May 25, 1987 (11 S.R. 2183). Written objections have been filed on several of those standards and a hearing requested. Therefore, notice is hereby given that a public hearing in the above-entitled matter will be held pursuant to *Minnesota Statutes* 182.655 (1986) in Room 5, State Office Building, St. Paul, Minnesota, commencing at 9:00 a.m. on Thursday, November 12, 1987.

All interested or affected persons will have an opportunity to participate concerning the proposed standards captioned above. The conduct of the hearing, which is legislative in type, will be governed by *Minnesota Rules* 5210.0010 to 5210.0100 'Promulgation of Standards" which are part of the Occupational Safety and Health Rules adopted by the Department of Labor and Industry. *Minnesota Rule* 5210.0060, subpart 2, item E, requires those persons who wish to appear at the hearing to file a notice of intention to appear together with a statement of the position to be taken with regard to the issues and of the evidence to be adduced in support of the position. Whether or not an appearance is made at the hearing, written statements or material may be submitted to the presiding officer, Administrative Law Judge Peter Erickson, Office of Administrative Hearings, Fourth Floor Summit Bank Building, 310 Fourth Avenue South, Minneapolis, Minnesota 55415, either before the hearing or within a period of time after the hearing as may be established by the presiding officer. Such statements will be entered into, and become part of, the record. Testimony or other evidence to be submitted for consideration should be pertinent to the matter at hand. For those wishing to submit written statements or exhibits, please furnish three copies. In order to save time and avoid duplication, it is suggested that those persons, organizations, or associations having a common viewpoint or interest in these proceedings join together where possible and present a single statement in behalf of such interests.

The department's authority to adopt these proposed standards is contained in *Minnesota Statutes* 182.655 which requires that standards shall be proposed, adopted, modified or revoked by the Commissioner in order to serve the objectives of the Occupational Safety and Health Act.

Proposed amendments to *Minnesota Rules* Chapter 5205 and the addition of new Chapter 5207 were published on May 25, 1987 (11 S.R. 2138). Objections, comments, and requests for hearing were accepted until June 26, 1987. At the close of the comment period, commenters were contacted and an attempt made to clarify problems and issues raised by the proposed standards. The most complex and controversial of these issues will be discussed at the public hearing. Standards that received no comments or that were not substantively modified have been adopted. (The adoption notice is published elsewhere in this issue.) Two standards from the original publication are being withdrawn for further study—5205.0080 and 5207.0220, both entitled "Portable Ladders." These standards are not being adopted nor will they be discussed at the public hearing.

The proposed standards open for discussion at the hearing may be modified as a result of the hearing process. The department therefore urges those who are potentially affected in any manner by the proposed standards to participate in the hearing process.

The proposed standards to be discussed in this hearing are published as part of this notice. One free copy of this notice and the proposed rules is available and may be obtained by writing to the Occupational Safety and Health Division, Department of Labor and Industry, 444 Lafayette Road, St. Paul, Minnesota 55155, or by calling (612) 296-2116 or 297-3254. In addition, copies will be available at the door on the date of the hearing.

Minnesota Statutes Chapter 10A requires each lobbyist to register with the State Ethical Practices Board within five days after such person commences lobbying. A lobbyist is defined in *Minnesota Statutes* Section 10A.01, subdivision 11 (1986) as an individual:

(a) Engaged for pay or other consideration, or authorized by another individual or association to spend money, who spends more than five hours in any month or more than $250, not including his own travel expenses and membership dues, in any year, for the

Item F

State of Minnesota
State Board of Education

Department of Education
Instructional Effectiveness Division

STATEMENT OF NEED AND REASONABLENESS FOR PROPOSED MINNESOTA RULE PART 3500.0700 FOR LIBRARY MEDIA PROGRAMS AND PERSONNEL.

INTRODUCTION

In August 1983, the Minnesota Educational Media Organization's (MEMO) board of directors appointed a task force to pursue a revision and update of the Minnesota State Board of Education Rule Part 3500.0700, which pertains to requirements for public school libraries. The charge to the committee from the profession included developing a definition of contemporary library media programs, as well as specifying minimum requirements for staffing, materials, and facilities.

School libraries have emerged as media centers, resource centers, curriculum centers, learning centers or library media centers. Media resources in all formats have been organized into unified collections and have become an integral part of the curriculum. Library media professionals are no longer traditional librarians who organize and safeguard books and equipment. The library media professional is an information specialist who knows about and can work with all types of technology, including computers and telecommunications.

Responsibilities of library media professionals include the management of the software and other learning materials that accompany the technology. Library media professionals have been educated as media teachers who work with students, other teachers, administrators, and parents. Library media professionals are familiar with a variety of information formats and use this knowledge to provide an instructional design function which has become basic to instruction. By providing direct instruction, curriculum development, resources, research materials, and public relations, library media professionals have become an essential part of the teaching/learning process.

The present library media program rule of the Minnesota State Board of Education does not reflect the changes indicated above. The rule fails to define a library media program and to provide definitive requirements for library media programs, personnel, materials and facilities.

Throughout the State of Minnesota, students have unequal opportunities to acquire, analyze, and generate information in all media formats (See Appendix A). Further, students and teachers have unequal access to services of qualified and licensed library

media personnel; to technologies, materials, and equipment; and to strategically located library media facilities with sufficient space to house existing and emerging technologies. The proposed rule states minimum media program components so that comparable opportunities will be available to all Minnesota students and teachers.

3500.0710
Subpart 1. Definition of Library/Media Program.

Library media programs have changed significantly since the existing rule was adopted. Schools need a clear definition of the components a library media program includes. Subpart 1 will provide a comprehensive definition of a library media program.

A definition is needed to provide a common vocabulary and a basis for understanding the components of library media programs. The adoption of the definition will promote equal opportunities for Minnesota students to learn by accessing and producing information using all types of media. The components listed in the definition may also serve as the basis for an evaluation tool for self-assessment of library media programs.

The definition is based on the competencies currently needed to obtain a media generalist license. This license was adopted in 1971 and became effective in 1974. The definition is in accord with Media Programs: District and School the guidelines issued jointly by the American Library Association (ALA) and the Association for Educational Communications and Technology's (AECT), with the North Central Association's Policies and Standards for the Accreditation of Elementary, Middle, and Secondary Schools, and with the Minnesota State Board of Education's adopted Minimum and Long-Range Goals for Media Programs.

The first three components of the definition relate to the current elementary and secondary curriculum rules which require a media and technology curriculum. Minnesota Rule pt. 3500.1150, REQUIRED OFFERINGS FOR ELEMENTARY SCHOOLS, effective fall 1986, mandates a media and technology curriculum consisting of equipment familiarity and use; materials retrieval, selection and use; media production; and viewing skills. Minnesota Rule pt. 3500.2100, REQUIRED CURRICULUM OFFERINGS FOR FOUR-YEAR SENIOR SECONDARY SCHOOLS, effective fall 1984, mandates that an information technology curriculum be offered. The proposed library media rule enables the implementation of these new mandates within the library media program.

The program components listed in proposed Subpart 1 are consistent with national and state standards for media programs and reflect current practice in school library media programs. The definition is also consistent with the written library media program philosophies that have been implemented by such school districts as Bloomington, Brainerd, Minneapolis, Pine Island, Robbinsdale, and Saint Cloud. These components would provide guidance for Minnesota schools in developing their library media programs.

Subpart 2. PERSONNEL

The current rule states that "In all schools, library or library media service appropriate to the enrollment and educational program shall be given by persons licensed for their positions." The state board of education has not defined in rule the term "appropriate" and the current rule does not address the need for clerical personnel. The new rule ties the level of staffing to the program provided to students and teachers.

The proposed Subpart 2 requires that districts obtain licensed library media personnel and support staff. Meeting the requirements in this subpart will ensure that students and teachers have better access to programs provided by qualified and licensed library media personnel. Recent research findings on exemplary elementary schools indicate that the single most important variable in an excellent library media program is staffing by both professional and clerical personnel. The "Research Report: School Library Media Services in 209 Schools Identified as Exemplary by the U.S. Dept. of Education 1986", states that "Having a fine facility stocked with ample materials and equipment is essential, but without the critical staffing component, services suffer and the impact on education is drastically lowered." (See Appendix B)

A licensed library media professional will offer necessary instruction and services to provide students and teachers with access to information, resources, technologies, and equipment. The library media professional will assist students and teachers in producing materials and making presentations using all media formats.

The definition in Subpart 1 lists instructional components and requires districts to provide staff members with inservice in a variety of technologies. This underscores the necessity of having a teaching and library media license for the library media position.

In order to ensure that licensed library media professionals can devote time to students and teachers, support staff is necessary to perform routine, clerical functions. Licensed library media staff and clerical staff are called for in North Central Standards, Minnesota's Minimum and Long-Range Goals, and AECT and ALA Media Programs: District and Schools.

The 1986 MEMO task force "Media Staffing and Resource Purchase Report" stated that there were at least 100 schools in Minnesota without licensed, assigned professional library media staff. (See Appendix C) The 1984 State Department of Education study reported that 168 schools in Minnesota did not have the services of licensed library media professional staff persons and 401 schools did not have library media support staff. (See Appendix D) This report listed the essential functions of a media program and asked

who performed these functions in each school. In most categories, some schools reported that these functions were not being performed for students and staff. (See Appendix A)

In order to ensure that all components of a library media program are implemented, a media professional in each school is needed. This person serves as both program coordinator and instructor.

Subpart 3. RESOURCES

The current rule states that "The instructional collection shall consist of an adequate number of appropriate materials and equipment organized to meet pupil and teacher needs." The state board of education has not defined in rule the terms "adequate" and "appropriate." The current rule does not provide for replacement of old and outdated materials or for a school board-adopted selection policy. It also does not include electronic software or technological systems.

The proposed Subpart 3 suggests the types of resources that are needed for a comprehensive library media program and requires that each year a percentage of the materials be updated. Adherence to this requirement will improve access to new technologies, up-to-date materials and equipment for students and teachers.

Several components of the library media program as defined require a collection of up-to-date resources and accompanying technologies. Subpart 3 requires that library media programs include a collection of materials to support the curriculum.

ALA and AECT's Media Programs: District and School, North Central Association's Policies and Standards for the Accreditation of Elementary, Junior High/Middle, and Secondary Schools, and the Minnesota State Board of Education's adopted "Minimum and Long-Range Goals for Media Programs" all recommend an up-to-date collection of materials in a variety of formats and the necessary equipment to use them. North Central's policies also require a school board adopted selection policy.

The "Summary of School Library/Media Report and District Library/Media Report for 1983-84 School Year" (See Appendix D), "EDU 6 Materials Survey" and "A Sketch of Media Collections in Duluth Public Schools" (See Appendix E), and the Educational Media Unit's survey on "The Status of Book Collections in Minnesota School Libraries" (See Appendix F), all indicate that school library media collections in the State of Minnesota need to be updated. The majority of materials surveyed were purchased prior to 1980 and therefore are not current. Student research projects and reports require current and accurate resources.

The secondary and elementary curriculum rules require that students learn about and with a variety of information technologies. For example, Minnesota Rules part 3500.2010, (Curriculum offerings for three-year senior secondary high

schools) requires that a variety of technologies be used. Subpart 3 of that rule states: "a school must provide an information technology program to meet individual student needs. Information technology includes such things as student learning about and with one or more of the following: computers, telecommunications, cable television, interactive video, film, low power television, satellite communications, and microwave communications. Information technology may be integrated with course content of other subject areas."

Similarly, rules regarding media and technology requirements in elementary schools (Minnesota Rules, part 3500.1150 subp. 2J) have the following components: 1) equipment familiarity and use; 2) materials retrieval, selection and use; 3) media production; and 4) viewing skills.
The library media program plays both coordinating and instructional roles in assuring that all of these requirements are met. Resources in all formats are necessary to meet this requirement.

In addition to requiring a variety of materials, the new rule requires updating of materials. School library media collections should be constantly updated and expanded to include new technological formats if they are to successfully meet students' learning needs. Each school needs to provide funds for materials purchase and a district policy to guide such purchases.

Subpart 4. FACILITIES

Subpart 4 describes the requirements for library media center facilities.
Students and teachers will have access to centrally located library media facilities with sufficient space to house existing and emerging technologies.

Few changes have been made to this section of the rule. The change from "central" to "centrally located" refers to a strategic location in the school rather than the physical center of the building. Spaces and facilities will be needed by the library media program to provide an area for audio, video, photographic and computer activities which are now a part of information technology curricula.

FISCAL NOTE

The Minnesota Department of Education estimates that there will be an increased cost to some local school districts in the state to implement the rule changes proposed. The cost figures which follow are based on a 1986 staffing and resource study conducted by the Minnesota Educational Media Organization (MEMO) because the data is the most recent and complete available. Increased costs will vary from district to district depending on existing staff and programs currently being offered. Lack of complete data makes it difficult to project a precise cost estimate. The MEMO estimate is based on needs identified in each of the categories listed below.

LICENSED PERSONNEL:

New and existing language, as it pertains to licensed personnel, are substantially the same. Consequently, if districts are in compliance witn the old rule, there should be no additional cost to implement that portion of the rule requiring a licensed media person.

SUPPORT STAFF:

For the first time, the proposed rule would require that some level of support staff be provided in each building. In MEMO's April 1986 survey, 316 buildings have no paid support staff. 49 schools did not answer this question on the survey. Assuming that a halftime support position is a reasonable minimum and assuming an average halftime salary of $6,100.00, filling 316 halftime support positions would cost $1,927,600.00 per year, for the two years following adoption of the rule. The level of support staff may vary from building to building. Each building will determine the exact number of hours necessary to provide clerical assistance to the library media program. School officials may wish to consider one or more of the following ways to provide for support service:

1. Reassign support staff.
   Shifting responsibilities may provide opportunities to use current staff more effectively.

2. Extend part-time support service hours.
   Lengthen the day of current employees.

3. Hire new support staff.

4. Volunteers.
   Volunteers can be used until funds become available to hire support staff.

RESOURCES:

The proposed rule language indicates that at a minimum all schools must purchase a percentage of materials each year to replace those becoming outdated. In other words, a school must purchase some new learning resources each year. The collections of resource materials in Minnesota schools have deteriorated during the past decade. A survey conducted by the MEMO EDU6 Rule Change Task Force indicates that elementary and secondary schools have 50 percent fewer recent copyright books in 1980-85 than was true in the the 1970-75 time span. This has happened even though more materials are being published today. In MEMO's April 1986 survey, 62 schools including 16,873 students reported that they did not purchase any materials during the 1985-86 school year. 20 schools did not answer this question on the survey. It is imperative that schools look at ways to provide timely materials to students in all settings. This can be done by sharing materials as well as purchasing them. Other than North Central Association standards, national or state recognized minimum budget figures for materials do not exist. Minnesota Department of Education financial reports indicate that in FY86 the total expenditure for books, audiovisual materials, and computer software was $11,570,460.96. This figure does not include textbooks. The average per pupil amount was $16.55. If school buildings who reported that they spent nothing on materials were to buy materials at the average per pupil amount of FY 86, the estimated additional cost would be $ 279,248.15 statewide per year for the two years following adoption of the rule. This amount is about 2% of the total spent for materials in FY86. The amount per district would vary according to the number of pupils. Each school must look at its own situation and make decisions about how to best provide its students with access to quality materials. School officials may wish to consider one or more of the options below to provide additional money for the building of school library media collections:

1. Block Grant Funds.
   Use Block Grant (Chapter II) fund for library media materials purchase.

2. Special Levy.
   Enact a one-time special levy to develop a basic, current collection.

3. Capital Funds.
   Use capital funds for purchase of library media materials.

IMPACT ON SMALL BUSINESS

This rule is not expected to impact small business in any way.

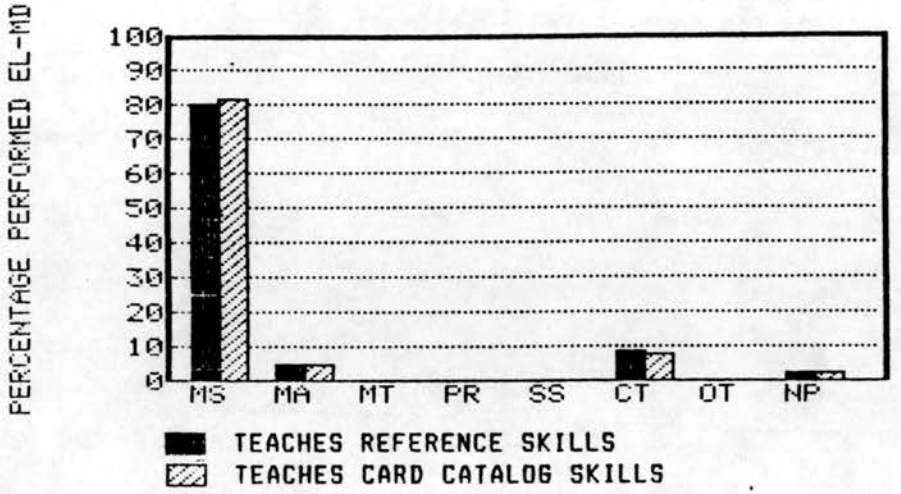
APPENDICES

APPENDIX A

PERFORMANCE OF MEDIA PROGRAM COMPONENTS FROM 1984 SCHOOL LIBRARY/MEDIA REPORT

MN DEPT OF ED
EDUCATIONAL
MEDIA
UNIT

INSTRUCTION IN LOCATING AND USING INFORMATION



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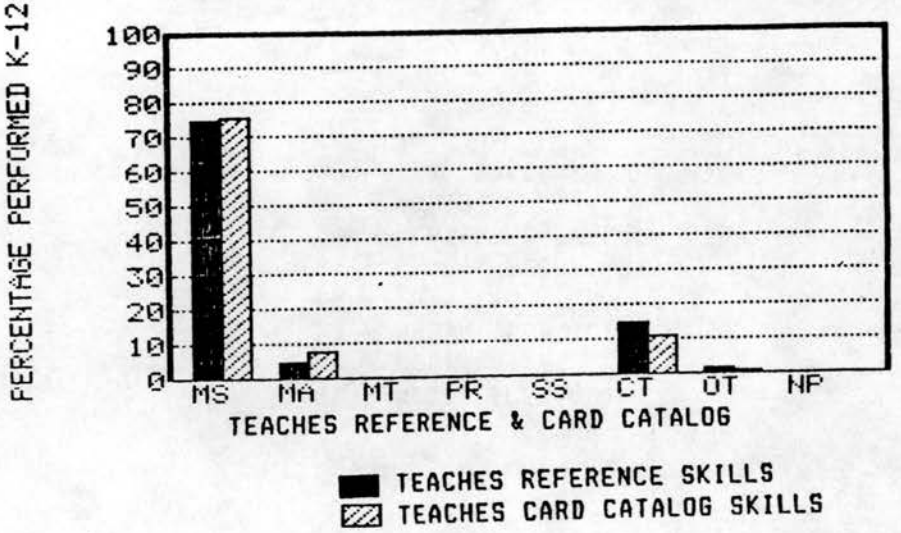

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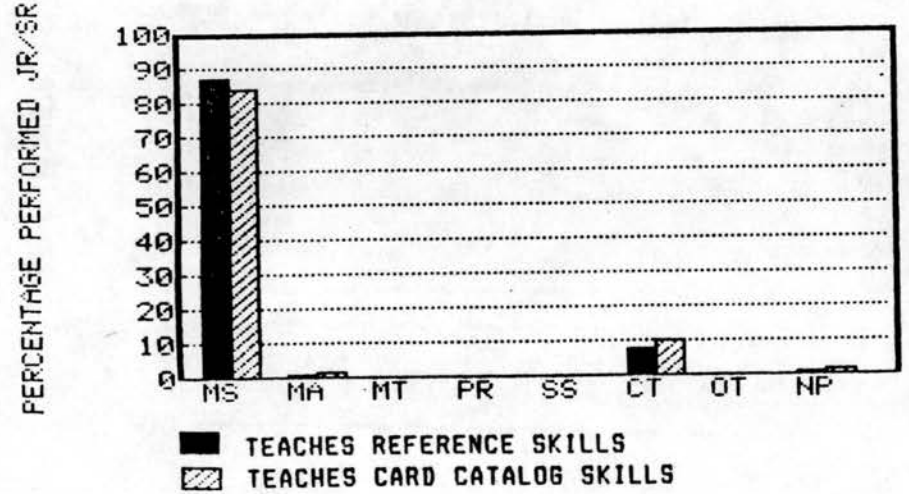

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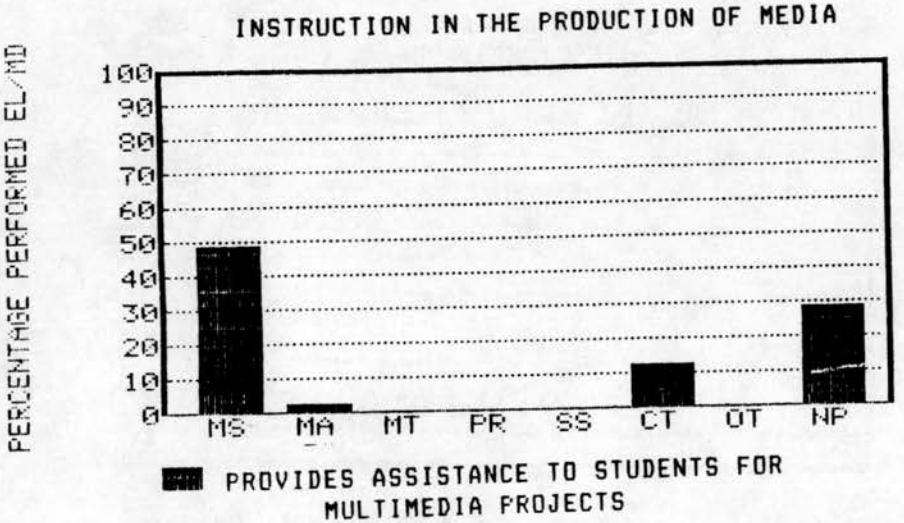

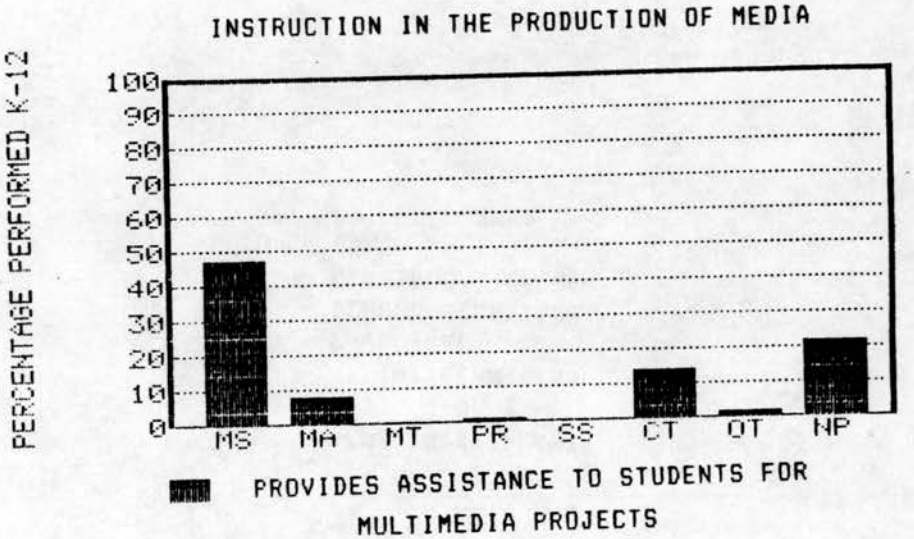

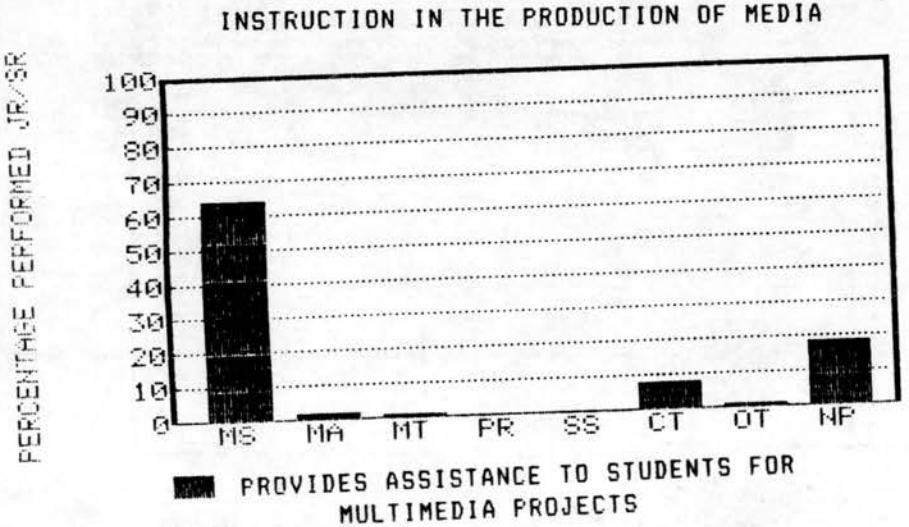

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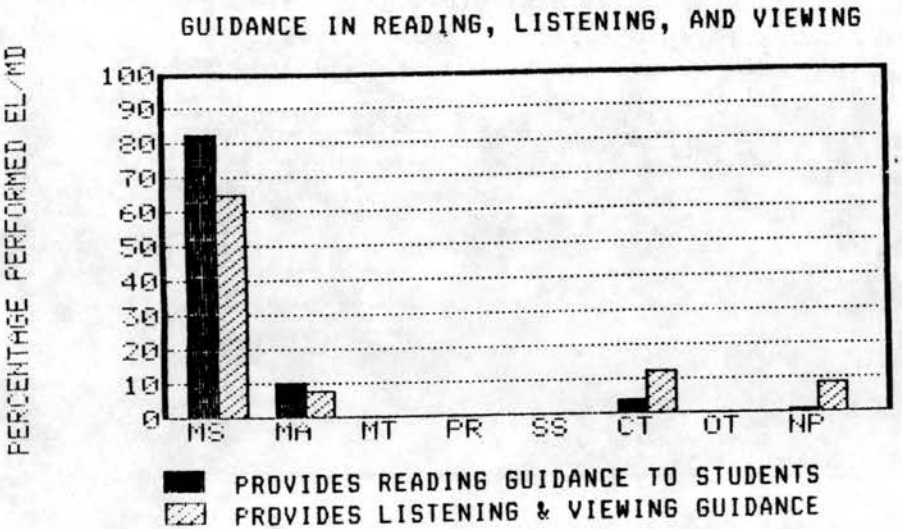

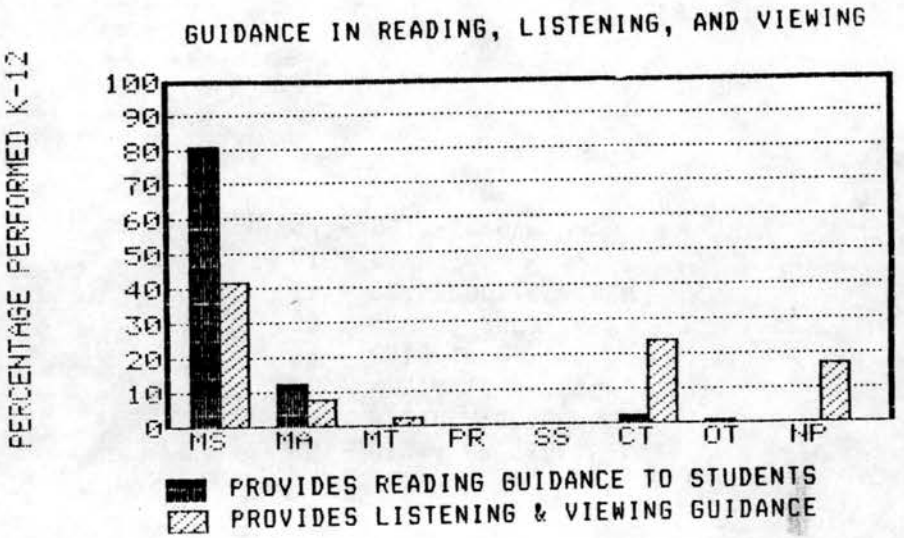

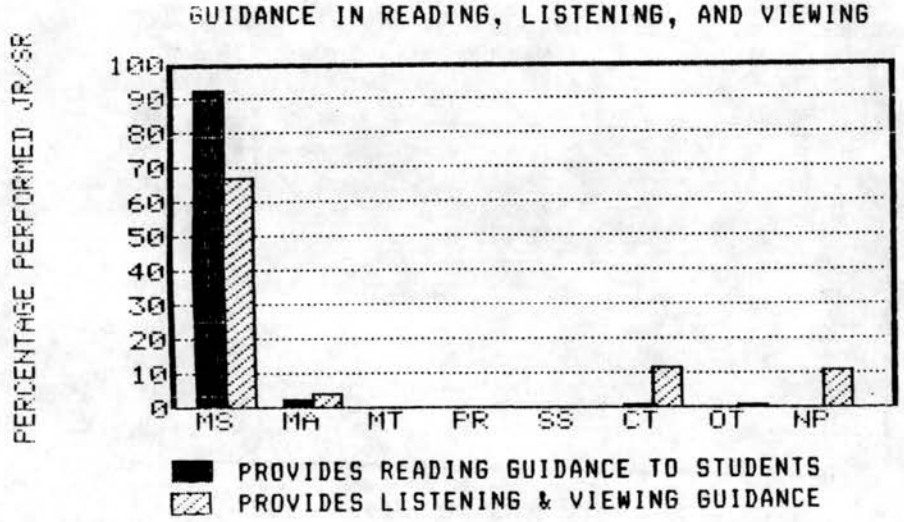

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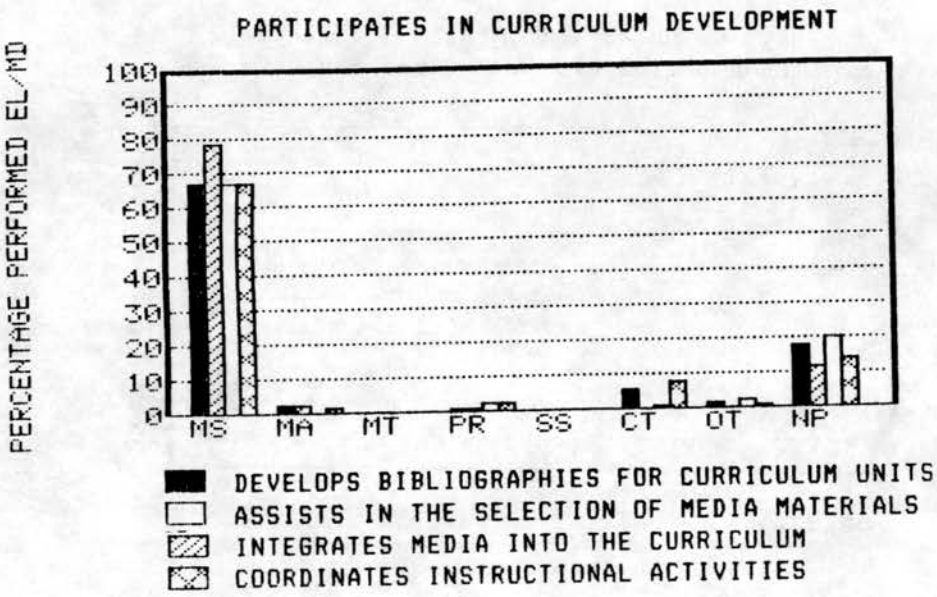

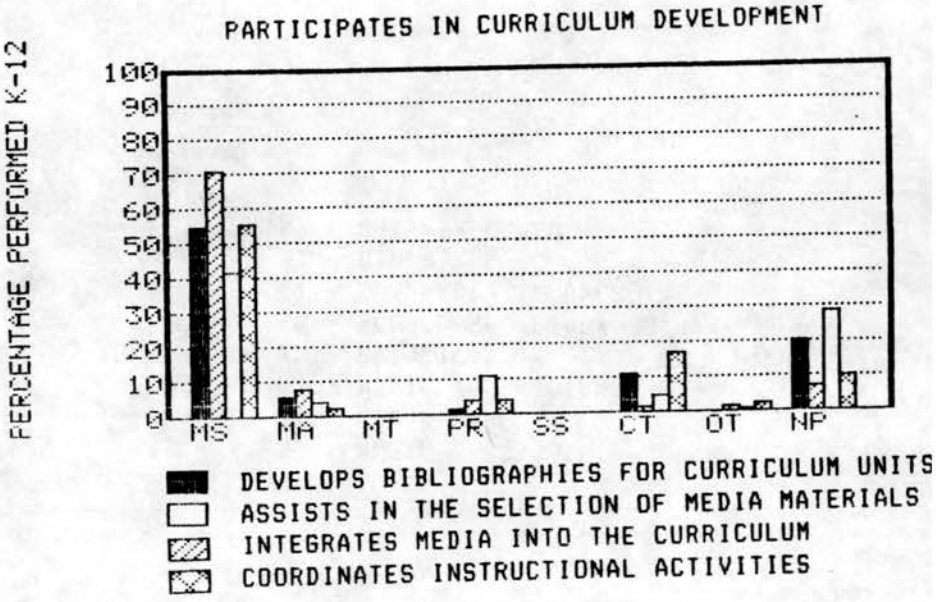

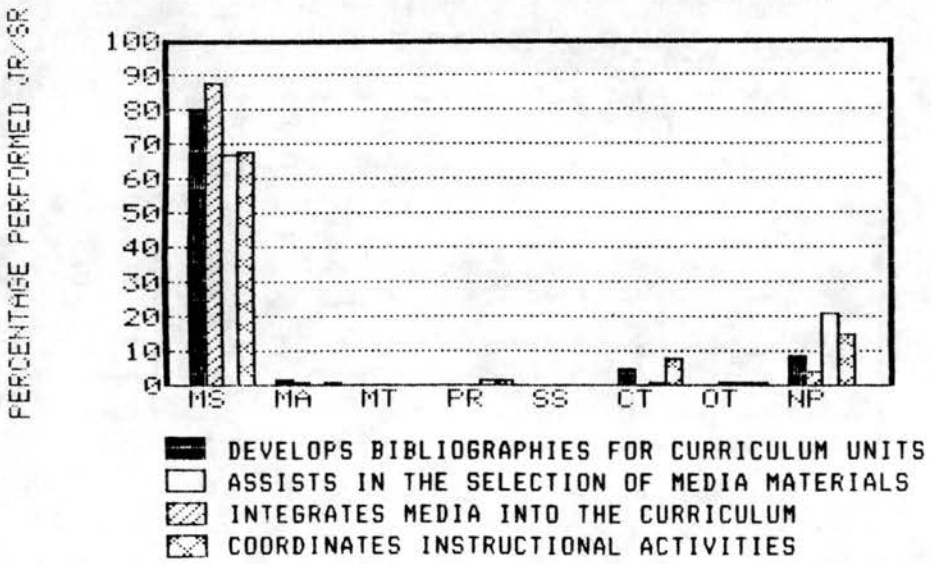

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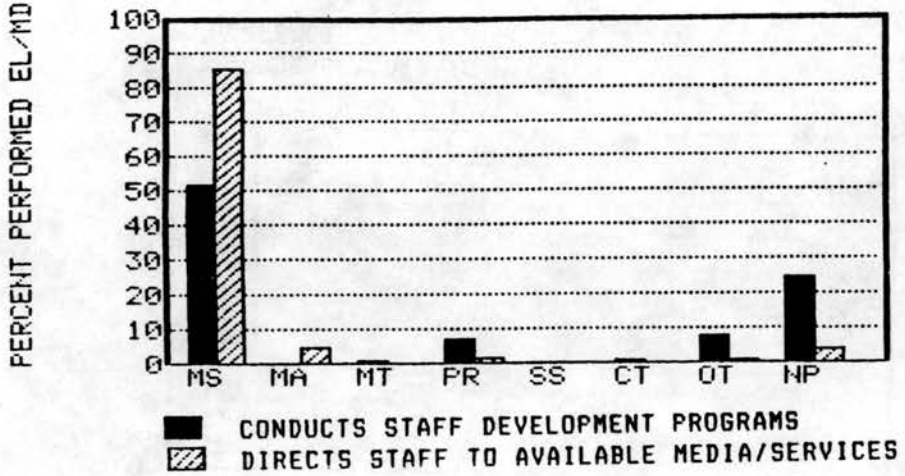
PROVISION FOR INSERVICE PROGRAMS
RELATED TO INFORMATION AND TECHNOLOGY



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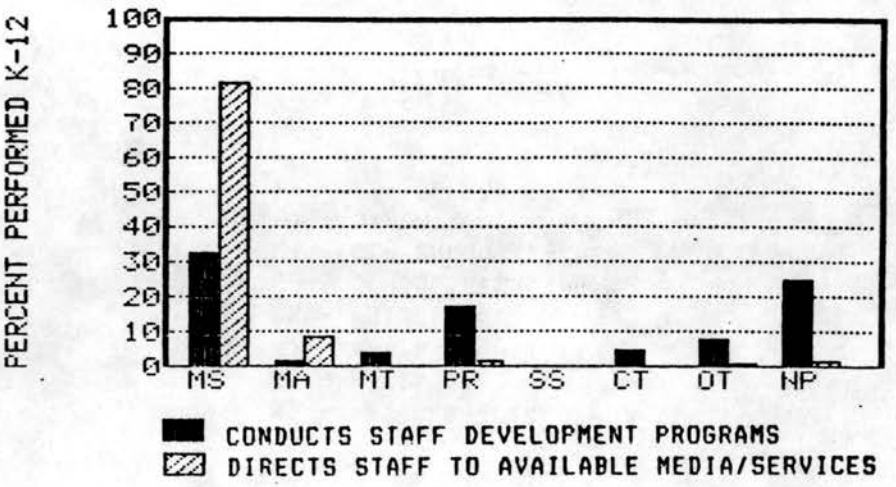

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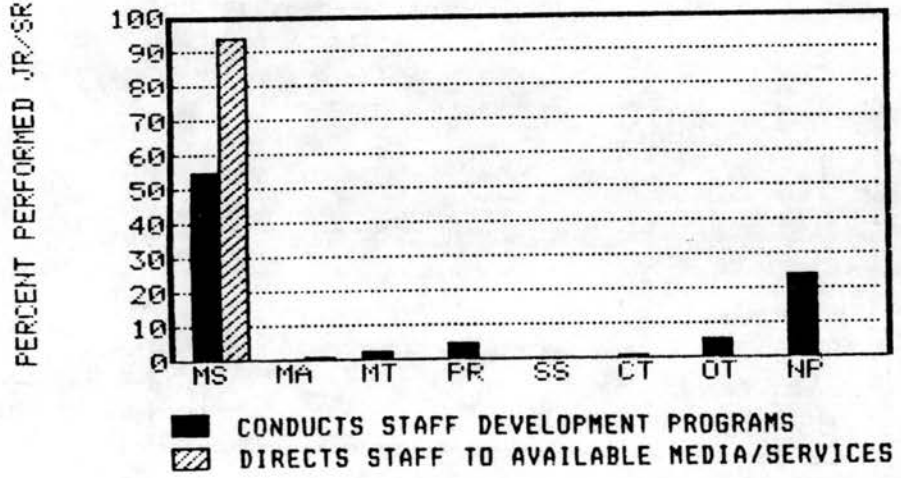

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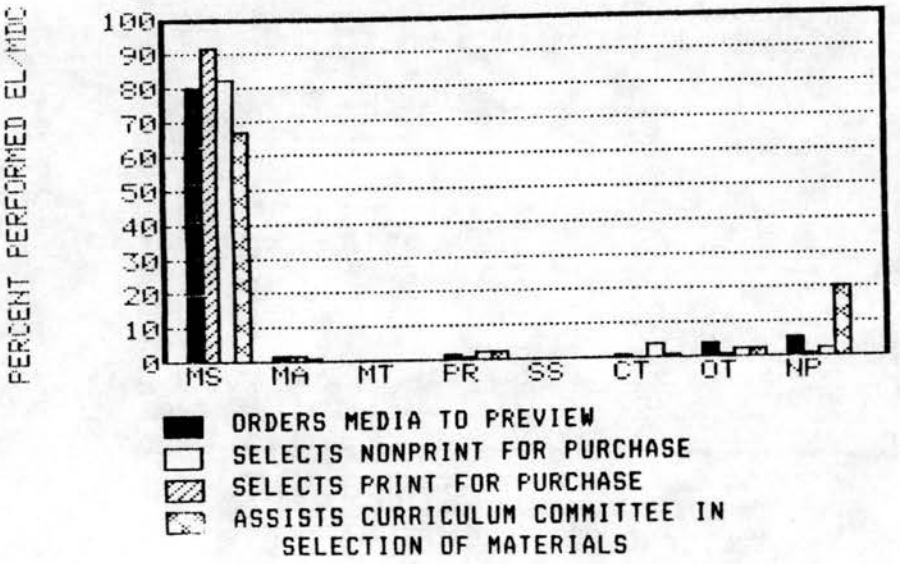
EVALUATION AND SELECTION OF ALL TYPES OF MEDIA



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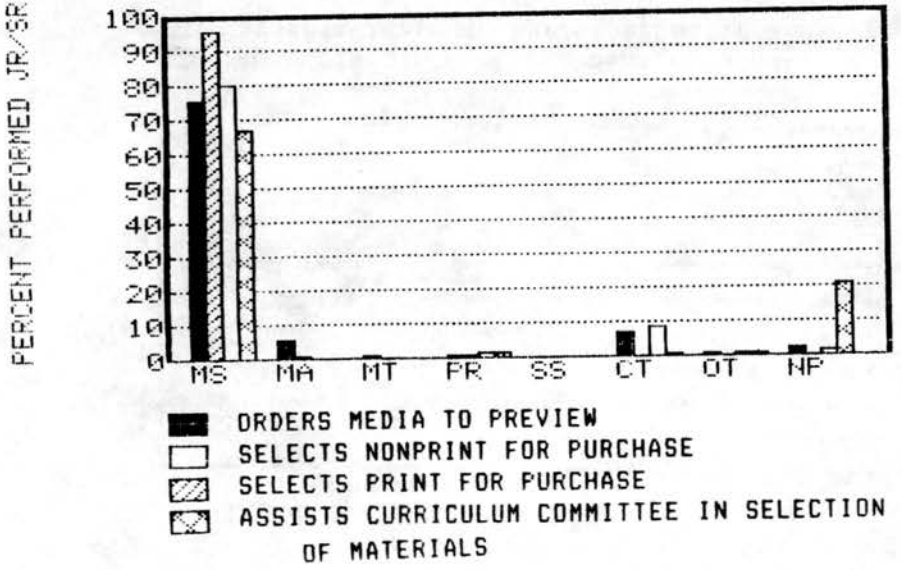

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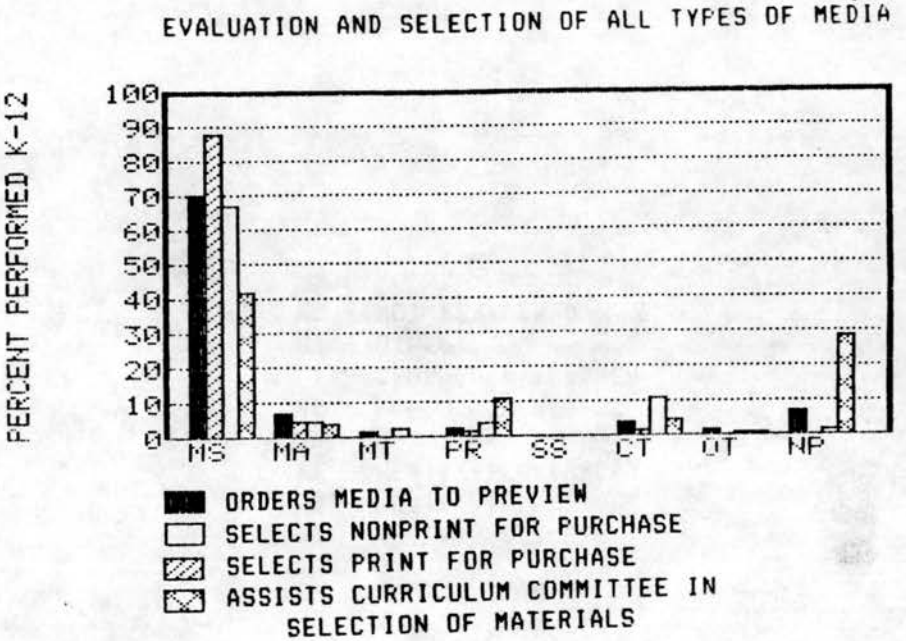

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USE OF EDUCATIONAL TECHNOLOGY
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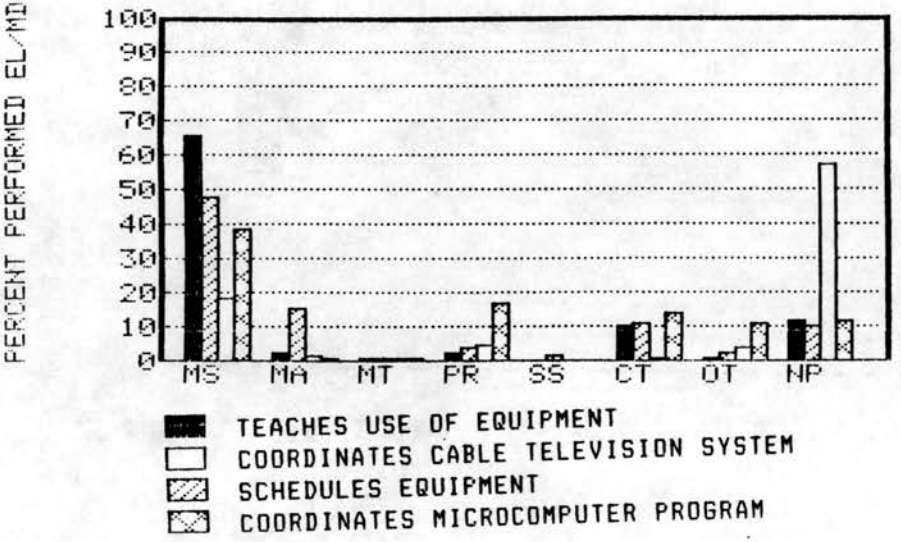
MATERIALS AND EQUIPMENT



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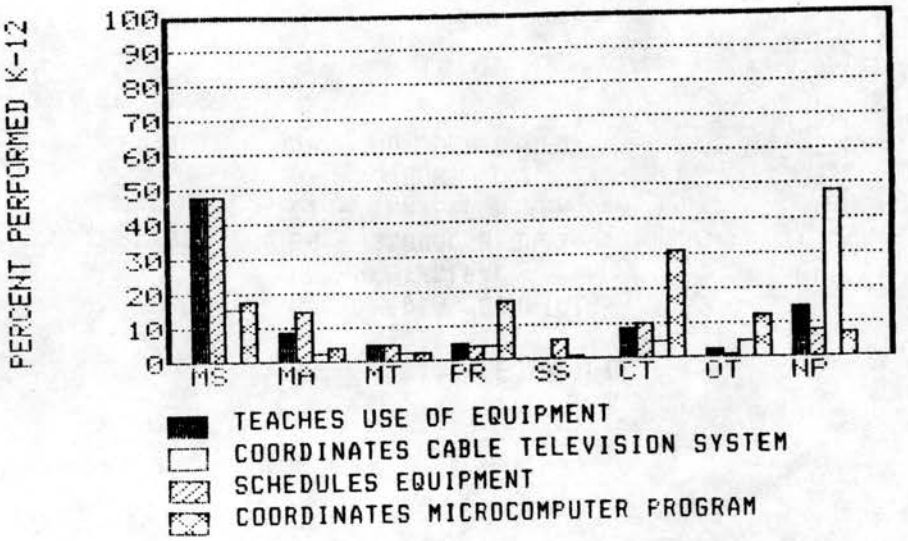

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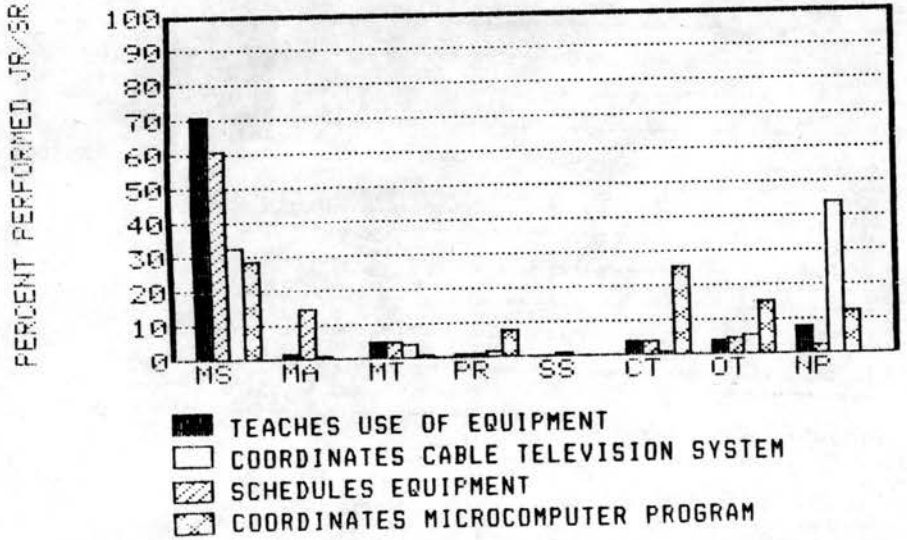

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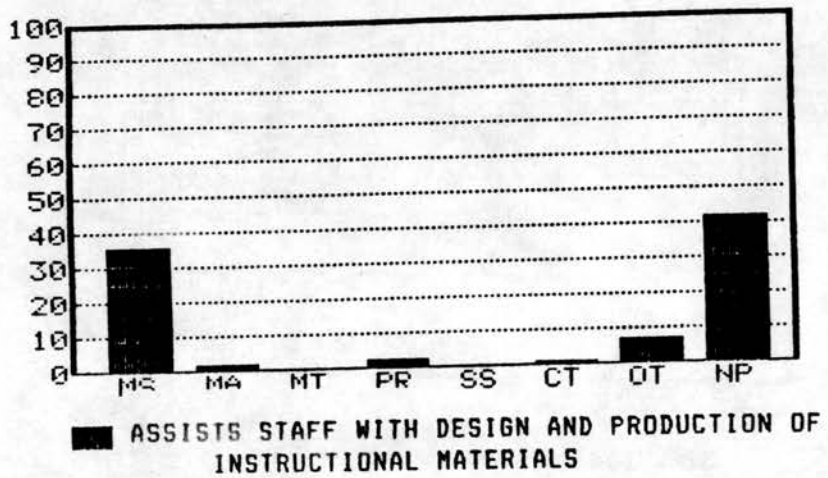
PRODUCTION OF INSTRUCTIONAL MATERIALS FOR TEACHERS



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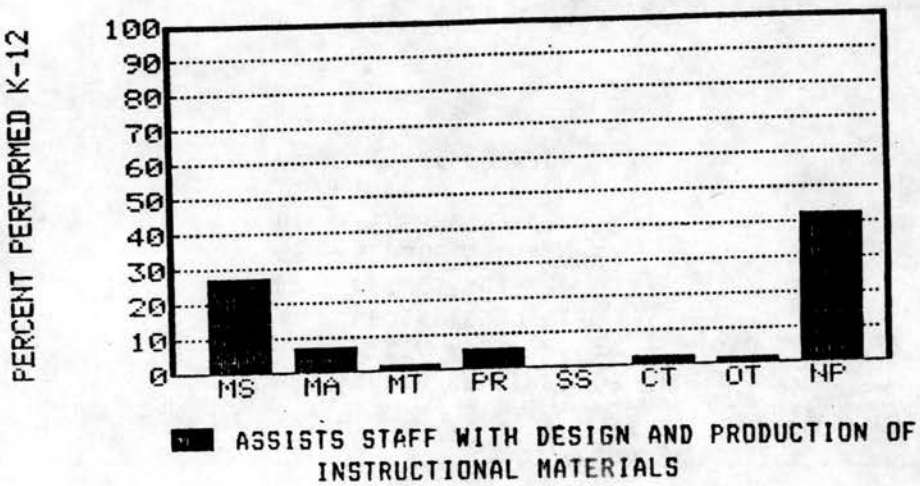
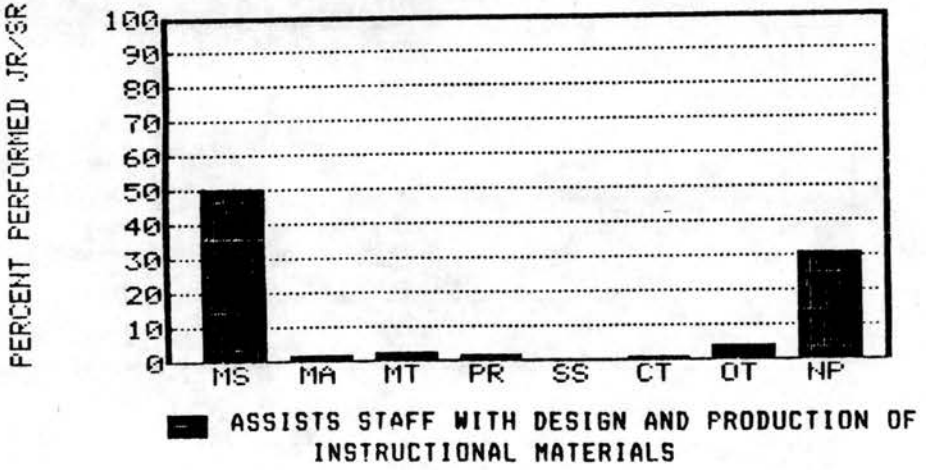


PRODUCTION OF INSTRUCTIONAL MATERIALS FOR TEACHERS



MS - MEDIA SPECIALIST
MA - MEDIA AIDE
MT - MEDIA TECHNICIAN
PR - PRINCIPAL
SS - SCHOOL SECRETARY
CT - CLASSROOM TEACHER
OT - OTHER
NP - NOT PERFORMED

APPENDIX B

RESEARCH REPORT:

SCHOOL LIBRARY MEDIA SERVICES IN 209 SCHOOLS IDENTIFIED AS EXEMPLARY BY THE U. S. DEPT . OF EDUCATION 1986

DAVID V. LOERTSCHER
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MELVIN BOWIE

RESEARCH REPORT:

SCHOOL LIBRARY MEDIA SERVICES IN 209 SCHOOLS IDENTIFIED AS EXEMPLARY BY THE U.S. DEPT. OF EDUCATION 1986

by

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Introduction

During the Summer of 1986, the U.S. Department of Education published a list of 270 exemplary public and private elementary schools in 49 states. A year previous, the Department had invited all elementary schools in the country to compete for recognition. To compete, a school had to nominate itself, fill out a narrative application, and be screened by state and national visiting teams.

The following summary is a status report of the library media centers in the 209 public schools recognized by the Department. This survey was completed during the month of September, 1986. Just over 70% of the library media specialists/principals responded to the survey.

The survey asked how often 19 cutting edge services were given in three categories:

1. Instructional development.
2. Other services to teachers.
3. Services to students.
4. Collections.

In addition, library media specialists were asked to respond to open-ended questions which allowed them to identify the best aspects of their programs and determine what they would like to do to improve their services.

MAJOR FINDINGS

Staffing

There seems to be a threshold at which the library media program begins to pay the kinds of dividends expected from the investment made in it. This threshold is a staff consisting of a full-time professional and a full-time clerical person. This finding was not only statistically significant, but practically, was the single most important variable in an excellent library media program. Having a fine facility stocked with ample materials and equipment is essential, but without the critical staffing component, services suffer and the impact on education is drastically lowered. A library media center has such a heavy warehousing function, that a professional without full-time assistance gets bogged down in the clerical burdens of the center. A sound analogy seems to be: A library media center without a full staff component suffers the same way a school would without a full-time principal who has full-time clerical assistance.

Evidence

The FTE number of professional library media specialists predicts the frequency of cutting edge LMC services. (Multiple regression comparison P< 0.0001)

The FTE number of total staff (professional, clerical, plus adult volunteers) predicts the frequency of cutting edge LMC services. (Multiple regression comparison P< 0.0002)

The content analysis of the written comments revealed a dramatic difference in the perceived impact, the variety of services and effectiveness between schools with a full staff component and those with fewer staff. This finding is apparent in the tabular analysis of the written comments appearing later in this document.

Services to Students

1. Activities designed to build enjoyment of literature and to promote reading are the bedrock of the elementary school library media program. These activities range from storytelling and reading guidance to major special events involving the entire school and community. This function is consistent across all schools with all types of staffing patterns.

2. Library media specialists make a great effort to provide a conducive atmosphere for children to interact with literature and a wide range of reference and audiovisual materials.

3. In the best library media programs, children receive individualized attention as they interact with literature, find and use materials to help them in their studies.

4. Library skills are taught regularly but are not always integrated into the curriculum of the school.

Services to Teachers

1. Working with teachers to deliver more effective instruction using the resources of the media center is a strong component of fully staffed centers. This component, known as instructional development, declines as personnel is reduced. Library media specialists in understaffed programs recognize that they should be offering this service regularly.

2. Integrating the materials of the media center into the curriculum is a strong feature of fully staffed programs but this service fades as staffing is reduced.

3. The meshing of instruction with library media materials occurs where flexible schedules allow for day-long access by individuals, small groups and large groups to the center. In schools where library media specialists are locked into heavily scheduled days or do not have adequate staff, flexibility and more staffing to make it work are major dreams.

Resources and Operations

1. While many library media specialists are proud of their collections of materials, the majority realize that it is time for a massive effort to renew the collections of the school libraries of the nation. The major spending of the 'Sixties coupled with inflation and declining budgets of the 'Seventies have created a major problem of supplying materials for budding readers and researchers.

2. Support of administrators, teachers and parents is recognized as an outstanding requisite of excellence in fully staffed library media programs.

3. Full-time library media specialists who lack sufficient clerical assistance have the hope that automation will provide them with more professional time to interact with students and teachers.

4. Most library media specialists agree that money is desperately needed to improve their programs and they have very specific plans for those funds should they be forthcoming.

5. Many library media specialists recognize that their programs suffer because of a lack of space. Crowding is the damper on simultaneous literary activities, student research, and private individual reading or enjoyment. This is true particulary in centers where the bulk of the library day is scheduled with class groups.

Excellent Schools, Excellent Library Media Programs

The study shows that while not all the "excellent" Schools had excellent library media programs, there was a definite overlap of the two concepts.

In schools which had mediocre to poor library media programs, the question must be asked: How could a school having inadequate library media service pass through the process of self-nomination and screening at state and national levels and still be considered excellent? Informal feedback from a number of sources indicates that the process may have been somewhat flawed. Nevertheless, the schools in this group have provided a fascinating look into the programs of library media centers.

Recommendations

Based on the findings of this study, the following recommendations are made to administrators, boards of education, parents and governments seeking to have library media center programs make a significant impact on education:

Inputs

1. While a spacious and attractive center stocked with well chosen materials is essential, a full-time library media specialist with full-time clerical assistence is necessary if the investment is to pay maximum dividends.

2. It is possible to blunt the impact of the library media center if massive rigid scheduling and time consuming "courses of library skills" are taught. As one person recently noted: "The children in my school are forced to spend more time learning library skills than I spent getting a Master's degree in library science"!

3. Since the school library media collections of the United States are in desperate need of a massive collection renewal effort, a good rule for spending would be:

   a. Budget an amount equivalent to <u>two</u> books per student per year. This amount, if spent on all materials should be sufficient to keep collections current.

   b. Require that the materials purchased be focused to support specific curricular goals and to provide a flood of good literature of interest to the students in the school.

<u>Expectations for Impact</u>

To maximize the impact on elementary education, the best advice is to hire a full library media staff, provide a flexible schedule and install a program which emphasizes the following prioritized program services:

a. A rich literature-related program which promotes the enjoyment of reading.

b. A partnership with teachers in a program of instructional development.

c. Emphasis on individual assistance to learners who are using materials.

d. A creative use of new materials, technology and methods to bring the resources of the library media center into the center of instruction - not an appentage to it.

e. Library skills programs as a supporting corollary to the above program features rather than the main focus of activity.

DATA FROM THE QUESTIONNAIRE

PERSONNEL DISTRIBUTION

CATEGORY	NUMBER	PERCENTAGE
Schools with full-time professionals & clerks	63	43%
Schools with full-time professionals & no clerks	38	26%
Schools with part-time professionals & clerks	23	16%
Schools with part-time professionals & no clerks	4	3%
Schools with no professionals	17	12%
Schools with no LMC	1	
Total	146	100%

SERVICES PROVIDED BY THE LIBRARY MEDIA SPECIALISTS

ITEM	Regularly	Occasionally	Rarely or Never
A) INSTRUCTIONAL DEVELOPMENT			
The library media staff assists teachers in unit planning by:			
1. gathering materials.	90%	7%	3%
2. helping formulate lesson objectives.	61%	27%	12%
3. consulting in advance of unit presentation.	47%	43%	10%
4. teaching a library/information or production skill connected with the unit.	46%	38%	16%
5. carrying out an instructional activity connected with the unit.	31%	49%	20%
6. Consulting with curriculum/ textbook selection committees.	29%	25%	46%
7. helping evaluate the success of the unit.	10%	32%	58%
B) OTHER SERVICES TO TEACHERS			
8. Teachers check out materials for temporary classroom collections.	90%	9%	1%
9. Inservice training is given to teachers in the use of materials, equipment, computers or other methods of using the LMC.	37%	43%	21%
C) SERVICES TO STUDENTS			
10. Reading and telling stories to students are provided.	89%	6%	5%
11. Literature promotion activities (booktales, reading contests, special reading activities, reading guidance) are offered.	85%	14%	1%
12. Special programming events take place (book fairs, celebration of national library week, author visits, local celebrations, etc.)	73%	25%	1%
13. Students pursue individualized activities in addition to classroom group activities in the LMC.	62%	28%	10%
14. Information or materials are provided to students from sources outside the LMC.	36%	41%	23%
15. Students produce audiovisual media in the LMC.	10%	29%	61%
E) COLLECTIONS			
The library media collection provides:			
16. a variety of print and AV media for instruction.	94%	3%	3%
17. quality materials.	92%	7%	1%
18. up-to-date materials.	88%	12%	0%
19. enough materials for the number of users.	77%	22%	1%

OPEN-ENDED QUESTIONS

Library media specialists are most proud of:	N=32 Full-time Prof. + Full-time Clerk	N=31 Full-time Prof. + Part-time Clerk	N=38 Full-time Prof. + No Clerk	N=27 Part-time Prof. with w/out Clerk	N=18 No Prof. Full/prt/tm Clerk	Comments on the data by the researchers:
Support						
1. Support of admin. and teachers	41%	10%	13%	12%	17%	Notice the difference when the LMC has a full staff
2. Support of parents	12%	3%	11%	15%		Support of parents is erratic across schools.
Services to Students						
1. Literature based activities	38%	42%	50%	27%	33%	Important component for all schools.
2. Individualized help given students	22%	6%	5%	8%		Note the rapid decline as staff decreases.
3. A conducive atmosphere for students	16%	13%	18%	23%	22%	Consistent efforts are made.
4. Library skills (isolated)	16%	32%	21%	19%	11%	Much too high in all schools.
5. Library skills (integrated)	6%	16%	5%	8%	6%	Too low, considering the encouragement in the lit.
Services to Teachers						
1. Instructional development	31%	16%	13%			Note how this vital service fades as staff does.
2. Support of Curriculum	25%	16%	11%	8%		Fades out of existence as staff does.
3. Flexible scheduling	12%	29%	21%	12%		Those who have it, like it.
4. Regularly scheduled classes	6%	6%	11%	8%	17%	These persons feel that they reach all students.
Other Services						
1. A carefully selected collection	19%	10%	16%	8%	17%	The materials they do have are quality items.
2. A multimedia catalog	6%		3%			Shows the effort toward a multimedia center.
3. The amount of items circulated	3%		5%	8%		Circ. is not a revealing eval. measure.
4. Educational television service	3%				6%	Several noted their great service in this area.
5. AV production services			3%	4%		Not nearly as high as one would suppose.
6. Computers for students		3%	3%			A number had become centers for inst. computing.
7. Learning centers			11%			The service is popular with some lib. med. spec.
8. Networking with other libraries				4%	6%	Not nearly as high as it should be.
9. Special events			24%			Those pressed for time tend to try this approach.
Administrative Components						
1. The contribution of automation	6%	3%	3%			Those who have automated, laud its contribution.
2. The difference clerical help makes	6%					Grateful people.
3. Enough staff to differenciate tasks	6%					Understand that full staffing gives possibilities
4. An adequate facility			3%			A surprise even with declining enrollments.

Library Media Specialists feel that the following would be the most important additions to their program	Full-time Prof. + Full-time Clerk	Full-time Prof. + Part-time Clerk	Full-time Prof. + No Clerk	Part-time Prof. with w/out Clerk		Comments on the data by the researchers:
Services to Students						
1. More literature activities	12%	13%	11%	4%	11%	Much more could be done.
2. Add student AV production	3%	16%	3%	4%		This highly motivating learning strategy would be
3. More independent help for students		10%	3%			LMS give up as staff declines.
Services to Teachers						
1. More instructional development	3%	6%	18%	8%	11%	LMS realize that this is a primary goal.
2. Implement a flexible schedule	9%	10%	16%	12%	17%	Those who don't have it dream of having it.
3. Provide more inservice	6%	3%				Teachers need more training to use media.
Other Services						
1. Provide computer services	6%	3%	3%	4%		Some would like to be leaders in this technology
2. Increase AV services	3%	3%	3%	4%		Some haven't made it into the multimedia center.
3. Collection renewal	3%	26%	23%	15%	22%	An important factor for national attention.
4. Provide summer hours	3%	3%				These people hate to see gains lost.
5. Teach more library skills		3%	6%	8%	11%	Some realize they don't have time to teach skill
6. Set up learning centers			3%			
Administrative Components						
1. More time to act as a professional			26%	77%	56%	A dramatic plea for help to become excellent!
2. Money	19%	35%	21%	62%	28%	They know what they would spend it on.
3. A larger staff (usually clerical)	12%	32%	21%	27%	17%	Clericals are in short supply.
4. More space	6%	19%	16%	23%	6%	Program suffers when space is limited.
5. More equipment	3%		11%	12%		Requests came from poorer schools.
6. Just more time!	3%	23%	3%	4%		A never-ending battle.
7. Need a district LMC coord.				4%		Frustration with the administration.
8. Automate to provide more prof. tm.	9%	19%	16%			The hope of those lacking help.
9. Add more volunteers	6%	3%			6%	Even fully staffed LMCs wanted more.
10. Move AV materials to library			5%			

APPENDIX C

MEDIA STAFFING AND RESOURCE PURCHASE REPORT

APRIL 1986

MINNESOTA EDUCATIONAL MEDIA ORGANIZATION

MEDIA STAFFING AND RESOURCE PURCHASE REPORT
APRIL 1986

BY MINNESOTA EDUCATIONAL MEDIA ORGANIZATION

During April 1986, MEMO's EDU6 Task Force conducted a study of the level of media professional and support staffing in all Minnesota schools. MEMO also asked if materials had been purchased during the school year.

The study consisted of two post-card mailings to every school building in Minnesota. A follow-up phone call was made to non-responding schools. As a result, the response rate was 100%.

The following is a summary of the findings of the 1506 buildings studied:

PROFESSIONAL MEDIA STAFFING:

- Schools reporting the services of a licensed media professional - 1331
  - Schools reporting .001 to 25% FTE - 136
  - Schools reporting 26 To 75% FTE - 488
  - Schools reporting 76 To 99% - 47
  - Schools reporting 1 or more FTE - 660

Schools reporting no licensed media professional - 100
Schools which did not answer this question on the survey - 75

MEDIA SUPPORT STAFFING:

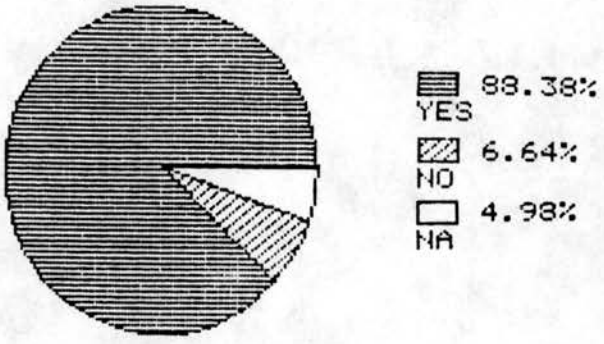
Schools reporting the services of media support staff- 1141
- Schools reporting 1-20 hours per week support staff - 420
- Schools reporting 21-35 hours per week support staff - 322
- Schools reporting 36 or more hours per week support staff - 399

Schools reporting no support staff - 316
School which did not answer this question on the survey - 49

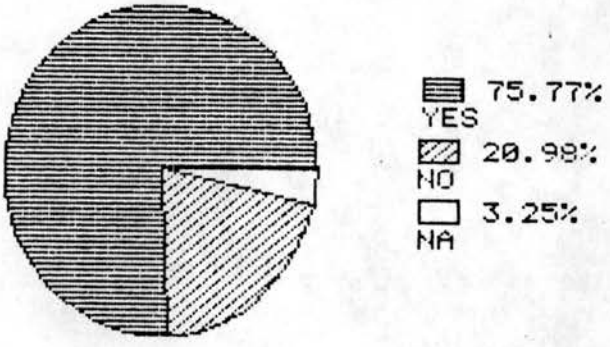
MEDIA MATERIALS PURCHASED:

Schools reporting purchase of media materials - 1424
Schools reporting no materials purchased - 62
Schools which did not answer this question on the survey - 20

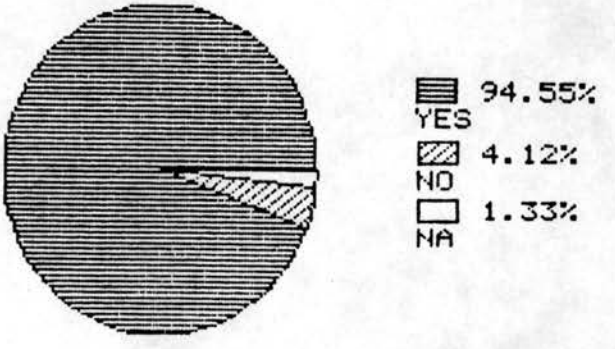
PROFESSIONAL MEDIA STAFF



MEDIA SUPPORT STAFFING



MEDIA MATERIALS PURCHASED



Does your building have the services of a licensed, assigned media person?

Yes _____ No _____

What is your level of library/media professional staffing stated in full-time equivalents (FTE's)? _____

Does your building media program have the services of support Staff?

Aide	_____	Hours per week	_____
Clerical	_____	Hours per week	_____
Technical	_____	Hours per week	_____
Paraprofessional	_____	Hours per week	_____
Volunteer	_____	Hours per week	_____

Did you purchase materials for your collection this year?

Yes ____ No ____

APPENDIX D

SUMMARY OF SCHOOL LIBRARY/MEDIA REPORT AND DISTRICT LIBRARY/MEDIA REPORT FOR 1983-84 SCHOOL YEAR

MN DEPT OF ED
EDUCATIONAL
MEDIA
UNIT

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101

SUMMARY

OF

SCHOOL LIBRARY/MEDIA REPORT

AND

DISTRICT LIBRARY/MEDIA REPORT

FOR

1983-84 SCHOOL YEAR

EDUCATIONAL MEDIA UNIT
CURRICULUM AND TECHNOLOGY SECTION

JUNE 25, 1985

Based on data reported for February 1, 1984

AN EQUAL OPPORTUNITY EMPLOYER

LIST OF CONTENTS

	Page
Licensed Media Staff in the Public Schools	2
Non-licensed Media Staff in the Public Schools	2
Licensed Media Staff in the Elementary Schools	3
Non-licensed Media Staff in the Elementary Schools	3
Licensed Media Staff in the Middle Schools	4
Non-licensed Media Staff in the Middle Schools	4
Licensed Media Staff in the Jr. High Schools	5
Non-licensed Media Staff in the Jr. High Schools	5
Licensed Media Staff in the Jr.-Sr. High Schools	6
Non-licensed Media Staff in the Jr.-Sr. High Schools	6
Licensed Media Staff in the Sr. High Schools	7
Non-licensed Media Staff in the Sr. High Schools	7
Licensed Media Staff in the K-12 Schools	8
Non-licensed Media Staff in the K-12 Schools	8
Equipment: 8mm projectors, 16mm projectors, and slide projectors	9
filmstrip projectors, overhead projectors and opaque projectors	10
slide/filmstrip viewers, color television monitors, and black & white television monitors	11
record players, audiotape recorders and portable projection screens	12
wall or ceiling projection screens, 1¼ VHS videotape recorders, and ½" Beta video recorders	13
3/4" U-matic video recorders, reel-to-reel video recorders and other video equipment	14
color video cameras, black & white video cameras, and video disc players	15
microform readers, microform reader/printers and Apple computers	16
other computers, modems and printers	17
Totals: Books, Periodicals, Microforms, AV Materials, Other Materials, and Computer courseware	18
District Report: Selection Policies, Copyright Policies and Scope & Sequence for Library/Media Skills	19
Schools reporting no licensed media personnel	20

LICENSED MEDIA STAFF - FULL TIME EQUIVALENCY

168 buildings reported 0 staff.
28 buildings reported more than 0 but less than .1
68 buildings reported more than .1 but less than .2
21 buildings reported .2
106 buildings reported more than .2 but less than .4
28 buildings reported .4
209 buildings reported more than .4 but less than .6
40 buildings reported .6
94 buildings reported more than .6 but less than .8
18 buildings reported .8
83 buildings reported more than .8 but less than 1 full time
365 buildings reported 1 full time person
117 buildings reported more than 1 full time person

NON-LICENSED MEDIA STAFF - FULL TIME EQUIVALENCY

401 buildings reported 0 staff
21 buildings reported more than 0 but less than .1
44 buildings reported more than .1 but less than .2
11 buildings reported .2
124 buildings reported more than .2 but less than .4
8 buildings reported .4
137 buildings reported more than .4 but less than .6
11 buildings reported .6
176 buildings reported more than .6 but less than .8
8 buildings reported .8
131 buildings reported more than .8 but less than 1 full time person
94 buildings reported 1 full time person
179 buildings reported more than 1 full time person

SUMMARY INFORMATION ON STAFFING

The total licensed FTE reported from 1,345 schools was 914.

The ratio of licensed media staff to regular licensed staff was 1 to 46.

The ratio of licensed media staff to student enrollment was 1 to 757. (Note that the minimum goal as approved by the State Board of Education is 1 to 500 or major fraction thereof.)

Total student enrollment for the 1,345 schools was 680,814.

Licensed Media Staff in the Elementary Schools

Licensed media staff in the 726 reporting buildings.

98 school buildings reported 0
26 school buildings reported more than 0 but less than .1
54 school buildings reported more than .1 but less than .2
19 school buildings reported .2
68 school buildings reported more than .2 but less than .4
23 school buildings reported .4
135 school buildings reported more than .4 but less than .6
30 school buildings reported .6
29 school buildings reported more than .6 but less than .8
14 school buildings reported .8
28 school buildings reported more than .8 but less than 1
191 school buildings reported 1
11 school buildings reported more than 1

Non-licensed Media Staff in the Elementary Schools

Non-licensed media staff in the 726 reporting buildings.

189 school buildings reported 0
18 school buildings reported more than 0 but less than .1
29 school buildings reported more than .1 but less than .2
7 school buildings reported .2
90 school buildings reported more than .2 but less than .4
4 school buildings reported .4
93 school buildings reported more than .4 but less than .6
10 school buildings reported .6
130 school buildings reported more than .6 but less than .8
6 school buildings reported .8
65 school buildings reported more than .8 but less than 1
44 school buildings reported 1
41 school buildings reported more than 1

Licensed Media Staff in the Middle Schools

Licensed media staff in the 56 reporting buildings.

4 school buildings reported 0
0 school buildings reported more than 0 but less than .1
1 school building reported more than .1 but less than .2
0 school buildings reported .2
3 school buildings reported more than .2 but less than .4
0 school buildings reported .4
7 school buildings reported more than .4 but less than .6
0 school buildings reported .6
2 school buildings reported more than .6 but less than .8
0 school buildings reported .8
4 school buildings reported more than .8 but less than 1
27 school buildings reported 1
8 school buildings reported more than 1

Non-licensed Media Staff in the Middle Schools

Non-licensed media staff in the 56 reporting buildings.

7 school buildings reported 0
0 school buildings reported more than 0 but less than .1
1 school building reported more than .1 but less than .2
0 school buildings reported .2
2 school buildings reported more than .2 but less than .4
1 school building reported .4
8 school buildings reported more than .4 but less than .6
0 school buildings reported .6
3 school buildings reported more than .6 but less than .8
0 school buildings reported .8
9 school buildings reported more than .8 but less than 1
11 school buildings reported 1
14 school buildings reported more than 1

Licensed Media Staff in the Jr. High Schools

Licensed media staff in the 95 reporting buildings.

3 school buildings reported 0
0 school buildings reported more than 0 but less than .1
2 school buildings reported more than .1 but less than .2
0 school buildings reported .2
4 school buildings reported more than .2 but less than .4
2 school buildings reported .4
7 school buildings reported more than .4 but less than .6
0 school buildings reported .6
5 school buildings reported more than .6 but less than .8
1 school building reported .8
9 school buildings reported more than .8 but less than 1
39 school buildings reported 1
23 school buildings reported more than 1

Non-licensed Media Staff in the Jr. High Schools

Non-licensed media staff in the 95 reporting buildings.

23 school buildings reported 0
1 school building reported more than 0 but less than .1
1 school building reported more than .1 but less than .2
0 school buildings reported .2
6 school buildings reported more than .2 but less than .4
0 school buildings reported .4
4 school buildings reported more than .4 but less than .6
0 school buildings reported .6
8 school buildings reported more than .6 but less than .8
0 school buildings reported .8
10 school buildings reported more than .8 but less than 1
8 school buildings reported 1
34 school buildings reported more than 1

Licensed Media Staff in the Jr.-Sr. High Schools

Licensed media staff in the 186 reporting buildings.

24 school buildings reported 0
0 school buildings reported more than 0 but less than .1
5 school buildings reported more than .1 but less than .2
0 school buildings reported .2
9 school buildings reported more than .2 but less than .4
1 school building reported .4
34 school buildings reported more than .4 but less than .6
5 school buildings reported .6
27 school buildings reported more than .6 but less than .8
1 school building reported .8
18 school buildings reported more than .8 but less than 1
47 school buildings reported 1
15 school buildings reported more than 1

Non-licensed Media Staff in the Jr.-Sr. High Schools

Non-licensed media staff in the 186 reporting buildings.

76 school buildings reported 0
1 school building reported more than 0 but less than .1
4 school buildings reported more than .1 but less than .2
1 school building reported .2
15 school buildings reported more than .2 but less than .4
2 school buildings reported .4
18 school buildings reported more than .4 but less than .6
1 school building reported .6
16 school buildings reported more than .6 but less than .8
0 school buildings reported .8
23 school buildings reported more than .8 but less than 1
11 school buildings reported 1
18 school buildings reported more than 1

Licensed Media Staff in the Sr. High Schools

Licensed media staff in the 136 reporting buildings.

3 school buildings reported 0
0 school buildings reported more than 0 but less than .1
0 school buildings reported more than .1 but less than .2
0 school buildings reported .2
2 school buildings reported more than .2 but less than .4
2 school buildings reported .4
8 school buildings reported more than .4 but less than .6
0 school buildings reported .6
9 school buildings reported more than .6 but less than .8
1 school building reported .8
9 school buildings reported more than .8 but less than 1
45 school buildings reported 1
57 school buildings reported more than 1

Non-licensed Media Staff in the Sr. High Schools

Non-licensed media staff in the 136 reporting buildings.

28 school buildings reported 0
0 school buildings reported more than 0 but less than .1
1 school building reported more than .1 but less than .2
1 school building reported .2
1 school building reported more than .2 but less than .4
0 school buildings reported .4
7 school buildings reported more than .4 but less than .6
0 school buildings reported .6
4 school buildings reported more than .6 but less than .8
1 school building reported .8
13 school buildings reported more than .8 but less than 1
14 school buildings reported 1
65 school buildings reported more than 1

Licensed Media Staff in the K-12 Schools

Licensed media staff in the 135 reporting buildings.

32 school buildings reported 0
2 school buildings reported more than 0 but less than .1
3 school buildings reported more than .1 but less than .2
2 school buildings reported .2
19 school buildings reported more than .2 but less than .4
0 school buildings reported .4
18 school buildings reported more than .4 but less than .6
3 school buildings reported .6
22 school buildings reported more than .6 but less than .8
1 school building reported .8
14 school buildings reported more than .8 but less than 1
15 school buildings reported 1
3 school buildings reported more than 1

Non-licensed Media Staff in the K-12 Schools

Non-licensed media staff in the 135 reporting buildings.

72 school buildings reported 0
1 school building reported more than 0 but less than .1
8 school buildings reported more than .1 but less than .2
2 school buildings reported .2
10 school buildings reported more than .2 but less than .4
1 school building reported .4
7 school buildings reported more than .4 but less than .6
0 school buildings reported .6
14 school buildings reported more than .6 but less than .8
1 school building reported .8
10 school buildings reported more than .8 but less than 1
4 school buildings reported 1
5 school buildings reported more than 1

EQUIPMENT

PROJECTORS - 8mm

719 school buildings reported 0
271 school buildings reported 1
152 school buildings reported 2
64 school buildings reported 3
37 school buildings reported 4
21 school buildings reported 5
80 school buildings reported more than 5

PROJECTORS - 16mm

184 school buildings reported 0
60 school buildings reported 1
99 school buildings reported 2
125 school buildings reported 3
155 school buildings reported 4
136 school buildings reported 5
585 school buildings reported more than 5

PROJECTORS - SLIDE

241 school buildings reported 0
362 school buildings reported 1
276 school buildings reported 2
145 school buildings reported 3
65 school buildings reported 4
48 school buildings reported 5
207 school buildings reported more than 5

PROJECTORS - FILMSTRIP

135 school buildings reported 0
46 school buildings reported 1
64 school buildings reported 2
51 school buildings reported 3
59 school buildings reported 4
47 school buildings reported 5
935 school buildings reported more than 5

PROJECTORS - OVERHEAD

175 school buildings reported 0
53 school buildings reported 1
41 school buildings reported 2
35 school buildings reported 3
35 school buildings reported 4
39 school buildings reported 5
966 school buildings reported more than 5

PROJECTORS - OPAQUE

206 school buildings reported 0
439 school buildings reported 1
400 school buildings reported 2
163 school buildings reported 3
78 school buildings reported 4
22 school buildings reported 5
36 school buildings reported more than 5

SLIDE/FILMSTRIP VIEWERS

310 school buildings reported 0
112 school buildings reported 1
111 school buildings reported 2
 84 school buildings reported 3
 85 school buildings reported 4
 59 school buildings reported 5
584 school buildings reported more than 5

TELEVISION MONITORS - COLOR

258 school buildings reported 0
341 school buildings reported 1
258 school buildings reported 2
138 school buildings reported 3
107 school buildings reported 4
 63 school buildings reported 5
179 school buildings reported more than 5

TELEVISION MONITORS BLACK & WHITE

558 school buildings reported 0
300 school buildings reported 1
188 school buildings reported 2
 91 school buildings reported 3
 49 school buildings reported 4
 31 school buildings reported 5
127 school buildings reported more than 5

RECORD PLAYERS

146 school buildings reported 0
54 school buildings reported 1
40 school buildings reported 2
21 school buildings reported 3
37 school buildings reported 4
49 school buildings reported 5
997 school buildings reported more than 5

AUDIOTAPE RECORDERS

195 school buildings reported 0
40 school buildings reported 1
48 school buildings reported 2
30 school buildings reported 3
30 school buildings reported 4
22 school buildings reported 5
979 school buildings reported more than 5

PROJECTION SCREENS - PORTABLE

303 school buildings reported 0
354 school buildings reported 1
330 school buildings reported 2
173 school buildings reported 3
63 school buildings reported 4
43 school buildings reported 5
78 school buildings reported more than 5

PROJECTION SCREENS - WALL OR CEILING

359 school buildings reported 0
144 school buildings reported 1
 36 school buildings reported 2
 21 school buildings reported 3
 12 school buildings reported 4
 23 school buildings reported 5
749 school buildings reported more than 5

VIDEOTAPE RECORDERS - ½" VHS

439 school buildings reported 0
474 school buildings reported 1
204 school buildings reported 2
 97 school buildings reported 3
 58 school buildings reported 4
 24 school buildings reported 5
 48 school buildings reported more than 5

½" BETA VIDEO RECORDERS

1,241 school buildings reported 0
   73 school buildings reported 1
   17 school buildings reported 2
    6 school buildings reported 3
    2 school buildings reported 4
    2 school buildings reported 5
    3 school buildings reported more than 5

3/4" U-MATIC VIDEO RECORDERS

986 school buildings reported 0
234 school buildings reported 1
59 school buildings reported 2
29 school buildings reported 3
14 school buildings reported 4
11 school buildings reported 5
11 school buildings reported more than 5

REEL-TO-REEL VIDEO RECORDERS

847 school buildings reported 0
300 school buildings reported 1
100 school buildings reported 2
47 school buildings reported 3
31 school buildings reported 4
9 school buildings reported 5
11 school buildings reported more than 5

OTHER VIDEOTAPE EQUIPMENT

1,296 school buildings reported 0
30 school buildings reported 1
8 school buildings reported 2
0 school buildings reported 3
2 school buildings reported 4
2 school buildings reported 5
6 school buildings reported more than 5

VIDEO CAMERAS - COLOR

736 school buildings reported 0
482 school buildings reported 1
85 school buildings reported 2
22 school buildings reported 3
7 school buildings reported 4
0 school buildings reported 5
12 school buildings reported more than 5

VIDEO CAMERAS - BLACK & WHITE

736 school buildings reported 0
475 school buildings reported 1
73 school buildings reported 2
40 school buildings reported 3
8 school buildings reported 4
7 school buildings reported 5
5 school buildings reported more than 5

VIDEO DISC PLAYERS

1,292 school buildings reported 0
43 school buildings reported 1
4 school buildings reported 2
0 school buildings reported 3
3 school buildings reported 4
2 school buildings reported 5
0 school buildings reported more than 5

MICROFORM READERS

993 school buildings reported 0
178 school buildings reported 1
80 school buildings reported 2
45 school buildings reported 3
17 school buildings reported 4
8 school buildings reported 5
23 school buildings reported more than 5

MICROFORM READER/PRINTERS

1,251 school buildings reported 0
83 school buildings reported 1
7 school buildings reported 2
1 school building reported 3
1 school building reported 4
0 school buildings reported 5
1 school building reported more than 5

COMPUTERS - APPLE

250 school buildings reported 0
111 school buildings reported 1
108 school buildings reported 2
78 school buildings reported 3
92 school buildings reported 4
68 school buildings reported 5
637 school buildings reported more than 5

COMPUTERS - OTHER THAN APPLE

783 school buildings reported 0
104 school buildings reported 1
82 school buildings reported 2
78 school buildings reported 3
47 school buildings reported 4
40 school buildings reported 5
210 school buildings reported more than 5

14,343 computers in the schools in 1983-84.

MODEMS

1,192 school buildings reported 0
96 school buildings reported 1
27 school buildings reported 2
7 school buildings reported 3
8 school buildings reported 4
4 school buildings reported 5
10 school buildings reported more than 5

PRINTERS

434 school buildings reported 0
309 school buildings reported 1
205 school buildings reported 2
136 school buildings reported 3
80 school buildings reported 4
52 school buildings reported 5
128 school buildings reported more than 5

TOTAL BOOKS	14,701,245	or	21 for every 1 pupil
TOTAL PERIODICALS	72,455	or	1 for every 10 pupils
TOTAL MICROFORM TITLES	17,958	or	1 for every 40 pupils
TOTAL AV MATERIALS	1,409,647	or	2 for every 1 pupil
TOTAL OTHER MATERIALS	396,596	or	1 for every 2 pupils
TOTAL COMPUTER COURSEWARE	88,479	or	1 for every 10 pupils

DISTRICT REPORT

415 districts responded to the district report.

293 districts reported having a written Selection Policy.

178 districts reported having a Board-approved Selection Policy.

126 districts reported having a copyright policy.

143 districts reported having a written Scope & Sequence for Library/Media Skills.

The 415 responding districts report total expenditures of $7,016,587.00 at the district level.

Schools with no licensed media personnel:

Pine Point Public (Pine Point #025)
Horace May Elem. (Bemidji #031)
J.W. Smith Elem. (Bemidji #031)
Beardsley Public (Beardsley #057)
Clinton Elem. (Clinton #058)
Clinton H. S. (Clinton #058)
St. Clair Public (St. Clair #075)
Central Elem. (Norwood-Y.America #108)
Central H. S. (Norwood-Y.America #108)
Pillager Elem. (Pillager #116)
Longville Elem. (Remer #118)
Remer Elem. (Remer #118)
Maynard Public (Maynard (#127)
Milan Public (Milan #128)
Shevlin Elem. (Bagley #162)
Elmore Public (Elmore #219)
Lanesboro Elem. (Lanesboro #229)
Lanesboro H. S. (Lanesboro #229)
Miltona Elem. (Alexandria #206)
Emmons Elem. (Emmons #243)
Emmons H. S. (Emmons #243)
Barrett Public (Barrett #262)
Jackson Middle (Jackson #324)
Pleasantview Elem. (Lakefield #325)
Hallock Elem. (Hallock #351)
Tyler Elem. (Tyler #409)
Tyler H. S. (Tyler #409)
Lynd Public (Lynd #415)
Stewart Public (Stewart #426)
Winsted Elem. (Winsted #427)
Mahnomen Elem. (Mahnomen #432)
Alvarado Public (Alvarado #436)
Middle River Comm. (Middle River #440)
Newfolden Elem. (Newfolden #441)
Viking Elem. (Newfolden #441)
Marshall Co. Central (Newfolden #441)
Strandquist Public (Strandquist #444)
Welcome Comm. (Welcome #459)
Granada-Huntley Elem. (Granada-Huntley #460)
Cosmos Public (Cosmos #461)
Swanville Elem. (Swanville #486)
Swanville H. S. (Swanville #486)
Grand Meadow Public (Grand Meadow #495)
Lyle Public (Lyle #497)
LeRoy-Ostrander Elem. (LeRoy-Ostrander #499)
LeRoy-Ostrander H. S. (LeRoy-Ostrander #499)
Fulda Elem. (Fulda #505)
Round Lake Public (Round Lake #516)
Gary Elem. (Gary #523)
Gary Jr.-Sr. (Gary #523)
Halstad Public (Halstad #524)
Deer Creek Elem. (Deer Creek #543)
Deer Creek H. S. (Deer Creek #543)
Finlayson Public (Finlayson #570)
Ruthton Public (Ruthton #584)
Erskine Public (Erskine #597)
Central Elem. & Jr. High (Glenwood #612
Oklee H. S. (Oklee #627)
Pershing Public (Plummer #628)
Buffalo Lake Public (Buffalo Lake #647)
Hector Comm. (Hector #651)
Sacred Heart Elem. (Sacred Ht. #655)
Magnolia Elem. (Magnolia #669)
J. Madison Elem. (Virginia #706)
Roosevelt Elem. (Virginia #706)
Nett Lake Elem. (Nett Lake #707)
Orr H. S. (Nett Lake #707)
Forbes Elem. (St. Louis Co. #710)
Gibbon Elem. (Gibbon #733)
Gibbon Jr.-Sr. (Gibbon #733)
Henderson Public (Henderson #734)
Albany H. S. (Albany #745)
Avon Elem. (Albany #745)
Farming Elem. (Albany #745)
Browerville Public (Browerville #787)
Long Prairie Elem. (Long Prairie #792)
Plainview Elem. (Plainview #810)
Campbell-Tintah Elem. (C.-T. #852)
Campbell-Tintah H.S. (C.-T. #852)
Altura Elem. (Lewiston #857)
Lewiston Elem. (Lewiston #857)
Maple Lake Elem. (Maple Lake #881)
Maple Lake H. S. (Maple Lake #881)
Echo-Wood Lake H. S. (E.-Wd.L. #896)
Pemberton Elem. (Waldorf-Pemberton #913
Ulen-Hitterdal Elem. (U.-H. #914)
Ulen-Hitterdal H. S. (U.-H. #914)
Annandale H. S. (Annandale #876)
Chokio-Alberta Elem. (C.-A. #771)

APPENDIX E

SCHOOL LIBRARY/MEDIA MATERIALS SURVEYS

MINNESOTA MEDIA FALL 1985

EDU 6 MATERIALS SURVEY

Minnesota Materials Collections Reflect Lack of Funding

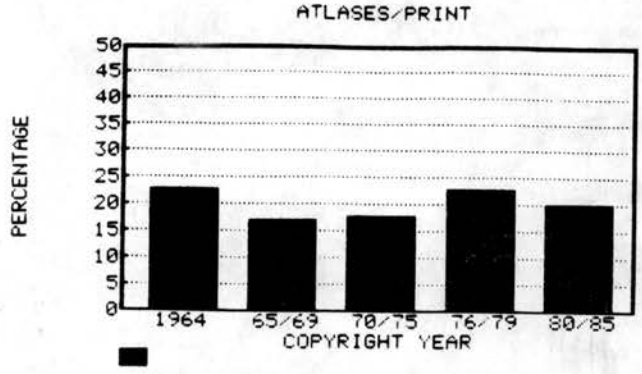
In the spring of 1985 the Edu 6 committee took a survey to discover the recency of materials collections in school media centers in Minnesota. This data was needed to justify the resources part of the document which states: "There shall be provided for the curriculum of the school up-to-date resources . . . Each year a percentage of the materials shall be updated and/or replaced." It was necessary to know just how "up-to-date" the resources in school library/media collections actually are.

The survey was sent to all school buildings in the state of Minnesota. Librarians/media generalists were asked to go to their card catalogs and tally, by date, the materials listed under particular subject headings. Subjects selected for the survey were those in which there is a great deal of new information and old material would no longer be accurate. Subjects were chosen from the aras of social studies, science, and health.

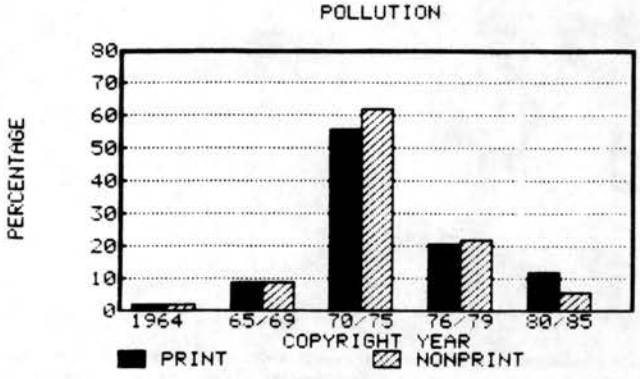
Surveys were returned by 554 participants. This represents approximately one-third of the surveys sent out and is an excellent return for a mail-in survey.

Data gathered from these surveys is illustrated on the accompanying graphs. All quantities have been changed to percentages for ease in comparison. Graph I shows the dates of atlases in Minnesota school library/media collections. The greatest percentage, 36 percent, of atlases has a copyright date of 1970-75 and another 35 percent have a copyright date of 1969 and older. When one considers the changing nature of many countries of the world, this figure is appalling. Another extremley interesting fact is illustrated in this graph. The largest number of atlases were purchased during the time when federal funds (Title II) were provided.

GRAPH I

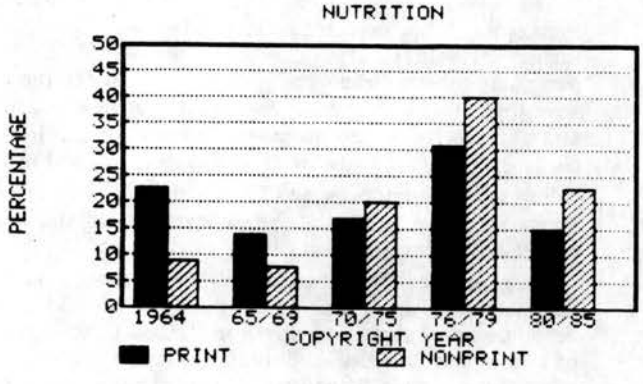


GRAPH II



Graph II shows similar trends in the subject area of pollution. Both print and non-print materials were purchased when federal funds were available. Over two-thirds of the materials are over ten years old. It is understood that pollution was a popular topic in the early and middle 70's. However, there is much new information since then. It appears as though Minnesota students have not had access to it.

GRAPH III



Graph III illustrates another influence of governmental agencies on school library/media collections. During the late 1970's the state department of education published bibliographies on nutrition and workshops were conducted.



By
Jan Sorrell

Media Specialist / Computer Coordinator
St. Cloud Public Schools

Edu 6 Survey—*Continued on page 42*

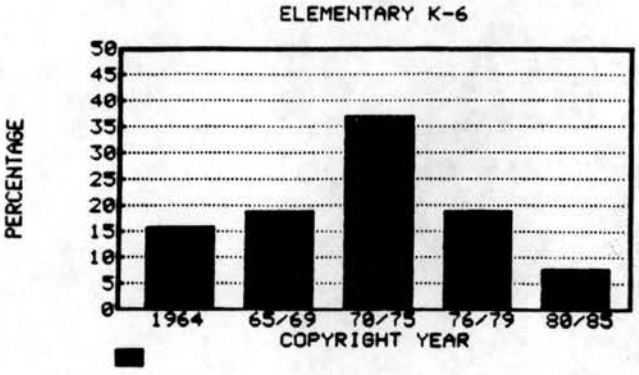
EDU 6 SURVEY—

Continued from page 13

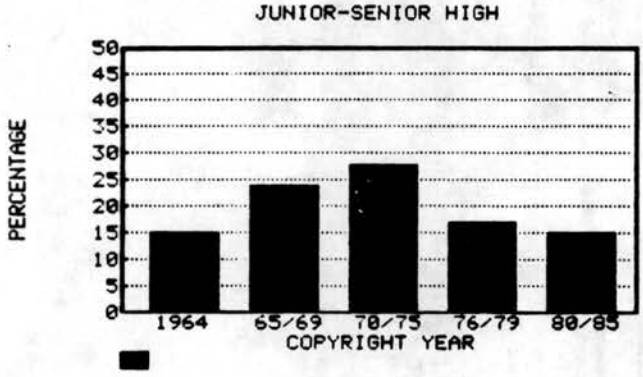
Minnesota school library/media professionals responded.

As this data was analyzed, we wondered if there was a substantial difference between elementary and secondary schools. All subject areas surveyed were totaled and plotted on Graphs IV and V. While the peak is slightly higher in the elementary schools, the curve is generally the same.

GRAPH IV

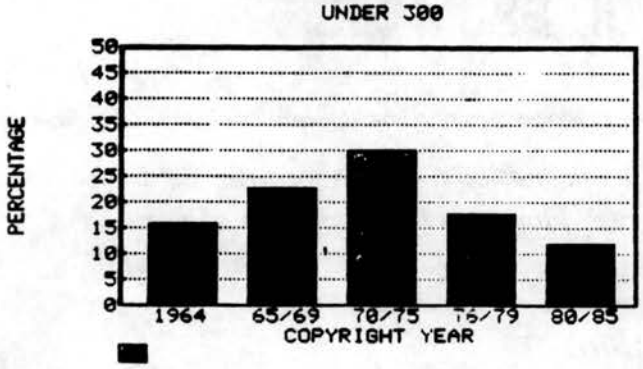


GRAPH V

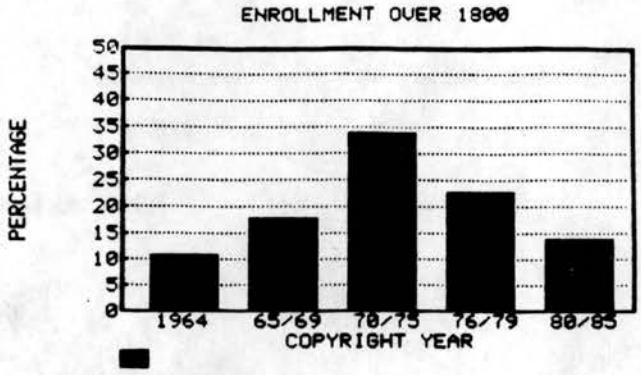


We then considered the size of schools. We had to chuckle at the results as shown in Graphs VI and VII, they are so similar.

GRAPH VI

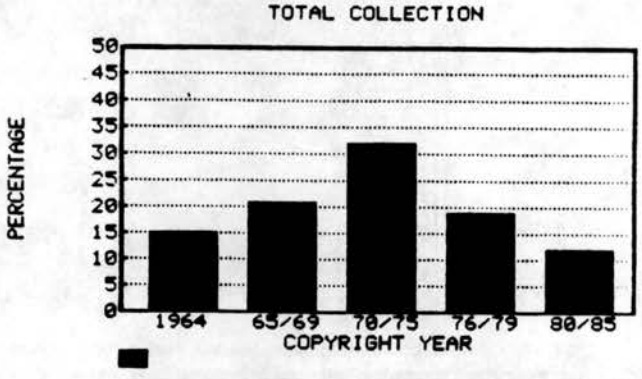


GRAPH VII



The information revealed by this study is powerful!! In essence, it says that federal and state support of school library/media programs very definitely does make a difference.

GRAPH VIII



MM

A SKETCH OF MEDIA COLLECTIONS IN DULUTH PUBLIC SCHOOLS



WHERE DO WE GO FROM HERE?

"School librarians need access to current national data about the field for the purposes of planning and evaluating and interpretation of trends and developments. The absence of this material keeps professionals from speaking and acting collectively for the improvement of library media services to students and teachers."

INTRODUCTION

The quote on page 14 is from an article in the May 1985 issue of *School Library Journal* entitled *expenditures for resources in school library media centers; fy '83-'84* by Marilyn L. Miller and Barbara Moran. The expressed need for data to be used for the purposes of planning, evaluation and interpretation lies at the very bottom of a project undertaken during the 1984-85 school year to draw a profile of media in Duluth Public Schools. Analyzing the media collections in Duluth is a good size undertaking, when you consider that District #709 includes, 17 elementary schools, four junior high schools and three high schools.

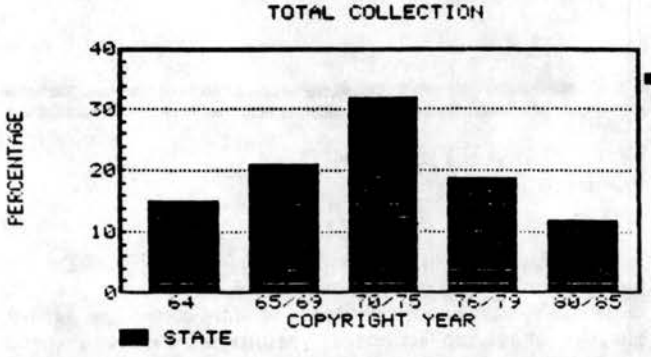
The first question became, how do you go about painting the picture? To me drawing a profile meant more than just examining the status quo. It meant devising a measurement tool or system against which to compare the looks of media in Duluth. If you are looking at only one specimen, how do you know if it is a good one or a bad one if you do not make comparisons? It is obvious too that shear numbers of things does not necessarily equate to quality. Therefore it became apparent to me from the beginning that we would have to consider for our profile, finances, staffing, and when it came to resources both quantity and quality.

Quality of resources is a difficult aspect to pin down. What does it mean? How do you define it? Apparently other people in the state of Minnesota were asking the same questions, since in mid winter of 1984 a survey was sent to all the school districts in the state with regard to media collections. The survey was a joint effort between the State Department of Education and the Minnesota Educational Media Organization.

THE SURVEY

The survey listed subject areas and asked each respondent to tally for their media collections the numbers of sources for each subject area that fell into five copyright categories defined by age of material. An attempt was made to pick subject areas that were representative of a broad range of topics and that also reflected current events. The subject areas used included: smoking, geographic atlases, Central America, pollution, and nutrition. The premise behind the survey was this—a student has a need to research one or all of the above topics. The question is—in media collections in Minnesota public schools how much information is available and how old is that information?

The results of the survey graphed out for total collection in the State of Minnesota look like this:





Barbara Forcier

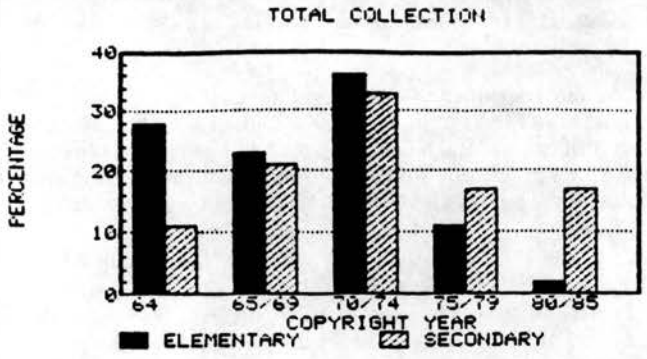
Coordinator
Media Services
Duluth Public Schools

Forcier Article—*Continued on page 42*

FORCIER ARTICLE—

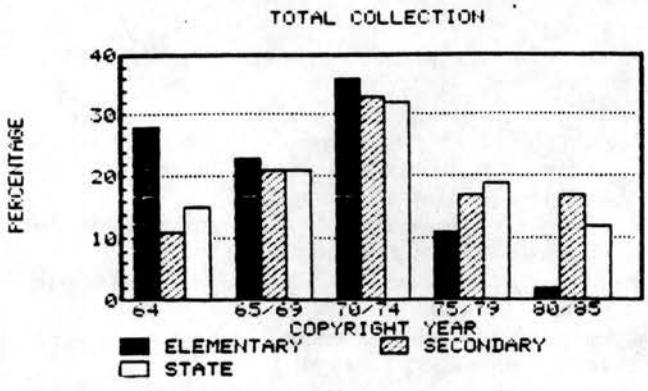
Continued from page 15

As an initial step in the attempt to draw a profile of Duluth public school media collections it was decided to run the very same survey that had been applied to state collections against our own schools' collections. The results of the survey graphed out for total collection in Duluth public schools look like this:



There are similarities between the state wide results and the Duluth results. In both cases the age of the majority of the available material falls to the 1970-75 copyright year. The greatest difference between the two sets of results lies in the fact that in Duluth approximately 28 percent of the elementary school materials have a copyright of 1964 or older and correspondingly less than 5 percent of the elementary materials have copyrights newer than 1980. Secondary materials in Duluth public schools tend to look, in general, like the results from the entire state.

The graph below depicts elementary and secondary collections in Duluth along with the results for the entire state.



THE TRANSLATION

The question becomes—what does this data translate to when you take a very close look at the total picture of the facilities that produced this information? If you can assume the subject areas chosen for the survey are representative of the usefulness and quality of a given collection, then the graphs are telling us that the majority of information available in Minnesota media collections dates from the 1970-1975 copyright catagory. There is a dramatic fall-off of information available with copyright dates falling into the decade from 1975-1985.

What does this actually look like? Duluth has taken a close look and it began with examining the status quo. Just what goes into the quality of resources? What factors have played a role in building the existing collections with all their strengths and weaknesses? It was determined that in Duluth we would hold a mirror to two aspects of our collections in order to determine how they arrived at what they are—finances and staffing. However, with an eye toward the future and educational technology it was decided that we needed to look at the status of our available equipment also.

When the facts have been gathered and assembled as to the status quo, it is time to hold the picture to the light of day and look around and see how the profile compares with others in the state and nation. In order to accomplish this a number of "standards" were selected to compare Duluth against. They were:

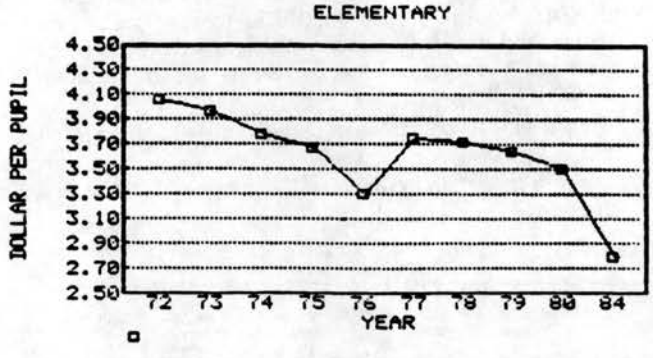
1. **Media programs; district and school.**
   prepared by: Am. Ass'n. of Sch. Librns (AASL) div. of Am. Lib. Assn. Ass'n. for Educ. Comms. & Tech. (AECT) c 1975
2. **Long range goals for media programs.**
   Minnesota Educational Media Organization (MEMO) 1980
3. **Minimum goals for media programs.**
   MEMO 1983
4. **Summary of school library/media report and district library/media report for 1983-84 school year.**
   MN. Dept. of Educ. 1985

A comparison of Duluth public schools to the nine largest districts in the state follows. The top figures are the per pupil operating costs for fiscal year 1983 from the State Department of Education. Below the PPOC figure is listed—the combined library and audio visual amount spent by each of these districts, however, the later figure is from 1981 State Department of Education information. (1981 is the last year these figures were available from the State Department of Education.) All of the districts fall far below the 10 percent of the PPOC figure.

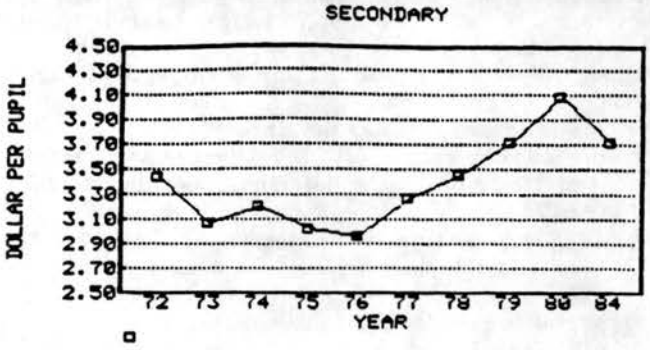
School District	Duluth	Minneapolis	St. Paul	Anoka	Robbinsdale	Osseo	Bloomington	Rosemount	Rochester	Rhinelander
TOTAL K-12 OPERATING EXPENDITURES	2,484	3,234	2,877	2,127	2,533	2,056	2,420	1,809	2,470	2,245
TOTAL PER PUPIL SPENT ON LIBRARY AND AV IN 1981	8.78	6.25	5.15	5.98	8.32	13.48	8.81	14.56	11.06	11.48

FINANCES

The most significant fact regarding financing of media collections in Duluth public schools is that media budgets in the elementary schools have been on a rather steady decline from 1972 to the present. Secondary media budgets have begun to decline once again dating from 1980 to present.



per pupil allocations in the elementary schools 1972-1985



per pupil allocations in the secondary schools 1972-1985

Many factors play a role in budget declines, among them declining enrollments and the resulting fewer dollars from state aids. However, when you add inflation to the declining per pupil state aids it is not difficult to see why the vast majority of materials available in Minnesota school libraries is 10 years old or more.

The dollars spent in previous years have added up to certain numbers of items in Duluth public schools media collections. A comparison of Duluth media collections with recommendations from the various previously identified "standards" follows on the chart below.

	Media Prog.	Long-rang MEMO	Minimum MEMO	1983-84 State Averages	Duluth
books per elementary)	16-24	16-24	15	21	21(24 per student (18 per secondary)
periodicals per student	50-175 titles	50 elem. 200 sec.	30 elem. 75 secondary	1 per 10 stud.	12 elem. 43 sec.
films	3000 titles	3000 titles	3000 titles		4000

Obvious questions and comments that occur in a quick analysis of this chart include:

1. Duluth compares well in the "book-per-student" category, however, when one thinks to how the Duluth results and the state results corelate in the "age of materials" category, how current is the information available?
2. The periodical collections in Duluth collections are minimal.
3. The film collection available to Duluth public schools is a strength.

STAFFING

	Media Programs	Long-range MEMO	Minimum MEMO	1983-84 State Average	Duluth
Professional Staff	1 per 250 students	1 per 350 students	1 per 500 students	757	802
Aid Staff	same as above	same as above	same as above		717

The most significant fact regarding staffing in Duluth as compared to the "standards" is that Duluth is understaffed in both professional and aide time in media. A more indepth look at staffing in Duluth would tell you that inequity from one school to the next is also a problem. The following generalities are true:

1. Professional and aide time are both fairly equitable in elementary school staffing.
2. Aide time in the junior high schools goes from basically half time in two of them to basically full-time in the other two with no discernable correlation to enrollments.
3. Professional audio visual coordinator time is full-time at two of the high schools and half time at the third.
4. All three high schools have full-time librarians.

The list could go on, however, one would have a difficult time determining what the criteria for staffing patterns actually is.

EQUIPMENT

In general Duluth equals or surpasses the quantity of equipment specified in the various standards. It was decided for purposes of this profile to survey only certain types of equipment in representative schools to keep the data manageable. Types surveyed were: 1. phonographs, 2. 16mm projectors, 3. TV equipment including TV receivers, video cassette recorders and TV cameras.

Relevant statements regarding equipment in ISD #709 include the following:

1. Total pieces of equipment available meet or exceed the standards, however, if you apply a cut-off date of 1970 or newer you dramatically decrease the pieces of equipment per teacher that are available.
2. Elementary schools suffer from a drastic lack of video tape recorders—most of them having none.
3. TV cameras are non-existant in Duluth elementary schools.
4. In Duluth high schools—one has 14 VCR's, one has 9, and the other 4.
5. Again the high schools—one has 8 TV cameras, one has 7, and the other 4.
6. Of existing TV cameras fully half are ancient.

Television and video tape related equipment needs to be upgraded in all areas. With the previously mentioned eye-to-the-future, further renovations are needed. They include upgrading and modernizing the cable head-end and production studio on the district level. This is a **must** first step if a district is to have the capability of moving toward alternate and progressive delivery systems for education such as 2-way interactive television.

WHERE DO WE GO FROM HERE?

The picture is painted, the date is gathered. The questions remain how do we interpret it? What are the solutions?

It is obvious that media centers in Duluth public schools, and most probably in the entire state, need rejuvenation. In an information age and an information state can we afford not to tackle this problem? As media professionals, we must begin to address the problem created by the absence of data that keeps us from a concentrated, credible effort to improve our media centers in Minnesota.

MM

APPENDIX F

STATUS OF BOOK COLLECTIONS IN MINNESOTA SCHOOL LIBRARIES

MN DEPT OF ED
EDUCATIONAL
MEDIA
UNIT

REPORT TO THE LEGISLATURE ON THE STATUS OF BOOK COLLECTIONS IN MINNESOTA SCHOOL LIBRARIES

Mary S. Dalbotten
Media and Technology Unit
Instructional Design Section
Minnesota Department of Education

I. INTRODUCTION

During the 1985 session of the Minnesota Legislature, discussions were held with Tom Nelson, the chair of the Senate Education Subcommittee concerning the perceived inadequacy of library book collections in Minnesota public schools. The Minnesota Educational Media Organization had conducted a survey of copyright dates of school library books and had found evidence of many outdated titles in current topical areas such as Central America, smoking, pollution, etc. Special funding was requested to buy new library books for students.
The chair of the Senate Education Subcommittee suggested that a survey be conducted first to further determine the needs. Special legislative funding was requested for a comprehensive, on-site study but it was decided to use existing funds in the state department of education to perform a survey on a smaller scale. The following is a description and summary of two surveys conducted by the Educational Media Unit within the Curriculum and Technology Section in the Minnesota Department of Education, as well as a summary of data collected by the Minnesota Educational Media Organization concerning the copyright dates of school library books.

II. QUALITY OF BOOK COLLECTIONS

A. EDUCATIONAL MEDIA UNIT SURVEY - QUALITY OF BOOK COLLECTIONS

In December, 1985, the Educational Media Unit conducted a survey to determine the quality of book collections in Minnesota schools. The survey was sent to all school buildings in the state of Minnesota. Surveys were returned by 511 participants. This represents over one-third of the school buildings in Minnesota and is a satisfactory return for a mail-in survey.

School library/media personnel were asked to rate their book collections in terms of the curriculum areas required by rules of the State Department of Education. The four criteria used were quantity, recency, quality, and variety of ability levels. Respondents were asked to indicate a rating of fair, poor, adequate, good and excellent for each of these criteria.

The accompanying spreadsheet shows the average ratings for each subject area and each criterion under each subject area. At the

bottom it also shows the overall average rating for each criterion.

The overall state averages for each criterion were as follows:

Quantity	2.44	Poor is 1 Fair is 2
Recency	2.34	Adequate is 3 Good is 4
Quality	2.81	Excellent is 5
Variety	2.39	

In other words, the book collection as a totality was rated better than fair and less than adequate on all criteria.

The four criteria were averaged for each subject area. The highest average rating was 3.40 and both science and social studies had this rating. The lowest average rating was 1.16 for modern and classical languages.

B. MINNESOTA EDUCATIONAL MEDIA ORGANIZATION (MEMO) MATERIALS COPYRIGHT SURVEY (a.k.a. Edu 6 Materials Survey)

The following comments are excerpts from an article written by Jan Sorell, media specialist/computer coordinator in St. Cloud Public S chools, and published in MINNESOTA MEDIA, the journal of the Minnesota Educational Media Organization (MEMO)

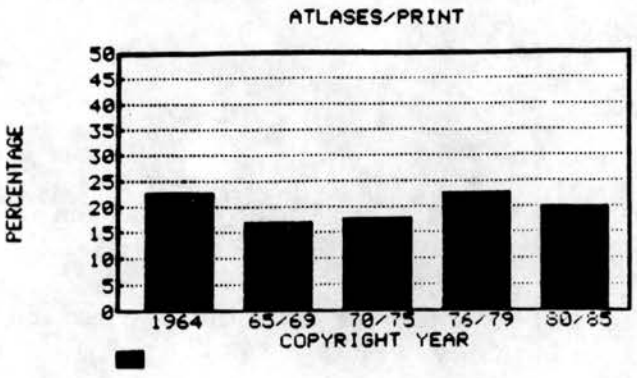
"In the spring of 1985 the Edu 6 committee took a survey to determine the age of materials collections in school media centers in Minnesota." Rather than asking the respondents to give a single rating on that criterion as the Educational Media Unit survey did, this survey asked respondents to record actual copyright dates for materials on ten current topics. "Subjects selected for the survey were those in which there is a great deal of new information and old material would no longer be accurate. Subjects were chosen from the areas of social studies, science, and health."

"Surveys were returned by 554 participants. This represents approximately one-third of the surveys sent out and is also an excellent return for a mail-in survey."

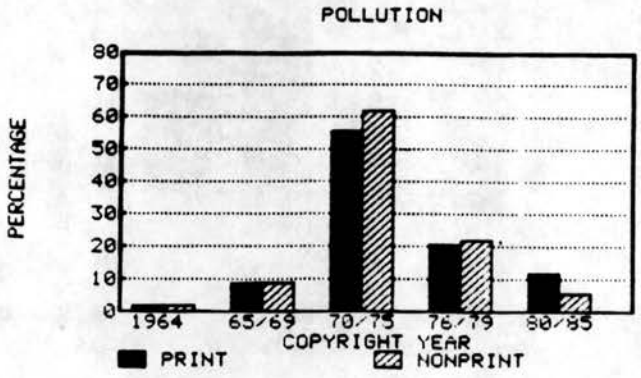
"Data gathered from these surveys is illustrated on the accmpanying graphs. All quantities have been changed to percentages for ease in comparison. Graph I shows the dates of atlases in Minnesota school library/media collections. The greatest percentage, 36 percent, of atlases have a copyright date of 1970-75 and another 35 percent have a copyright date of 1969 and older. When one considers the changing nature of many countries of the world, this figure is appalling. Another extremely interesting fact is illustrated in this graph. The

largest number of atlases were purchased during the time when federal funds (ESEA Title II) were provided."

GRAPH I

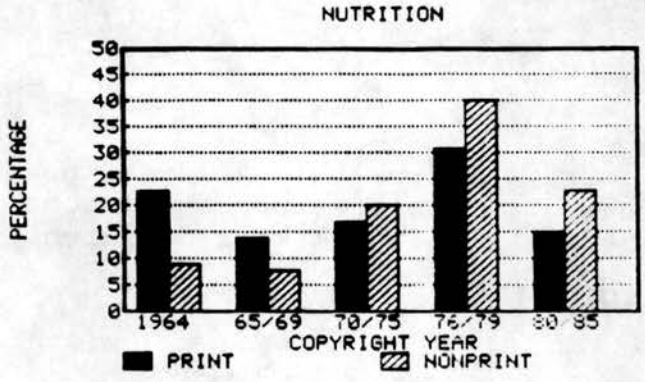


GRAPH II



"Graph II shows similar trends in the subject area of pollution. Both print and non-print materials were purchased when federal funds were available. Over two-thirds of the materials are over ten years old. It is understood that pollution was a popular topic in the early and middle 70's. However, there is much new information since then. It appears as though Minnesota students have not had access to it."

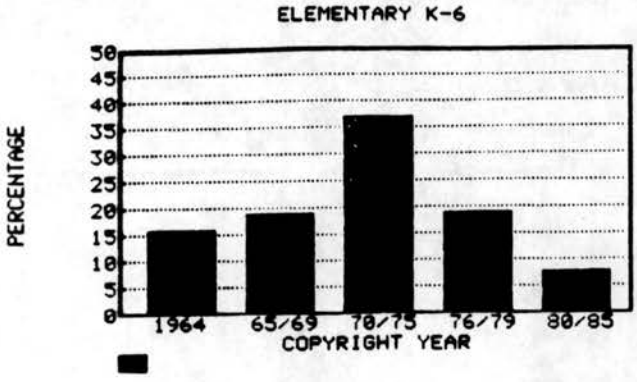
GRAPH III



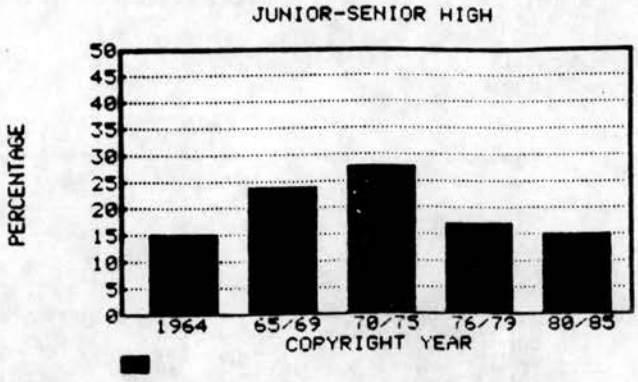
"Graph III illustrates another influence of governmental agencies on school library/media collections. During the late 1970's the state department of education published bibliographies on nutrition and workshops were conducted. Minnesota school library/media professionals responded." (by purchasing nutrition materials)

"As this data was analyzed, we wondered if there was a substantial difference between elementary and secondary schools. All subject areas surveyed were totaled and plotted on Graphs IV and V. While the peak is slightly higher in the elementary schools, the curve is generally the same."

GRAPH IV

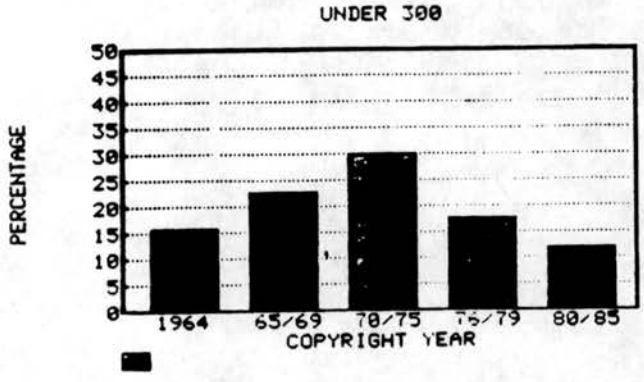


GRAPH V

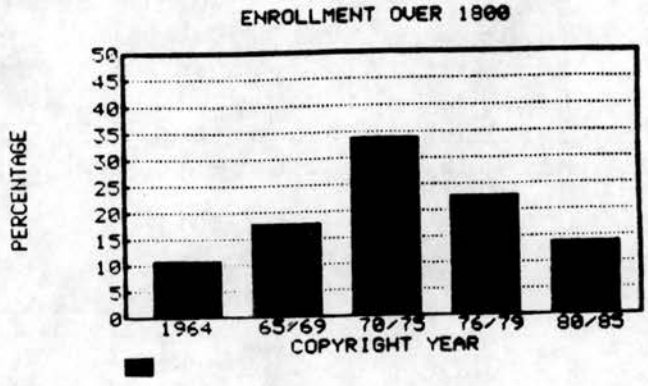


"We then considered the size of schools. We had to chuckle at the results as shown in Graphs VI and VII, they are so similar."

GRAPH VI

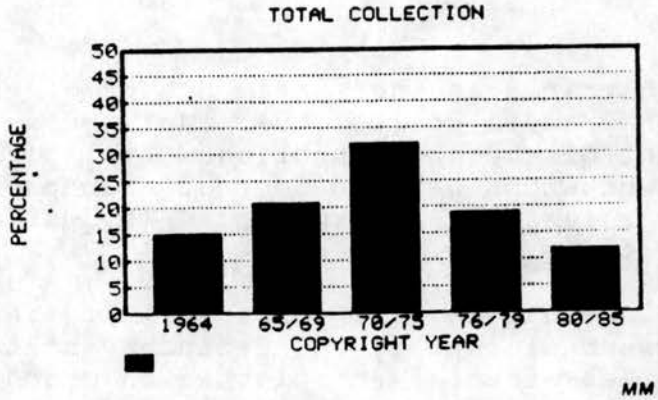


GRAPH VII



"The information revealed by this study is powerful!! In essence, it says that federal and state support of school library/media programs very definitely does make a difference."

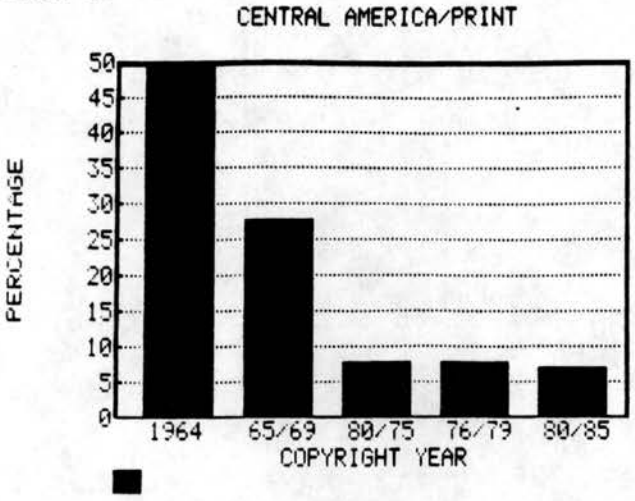
GRAPH VIII



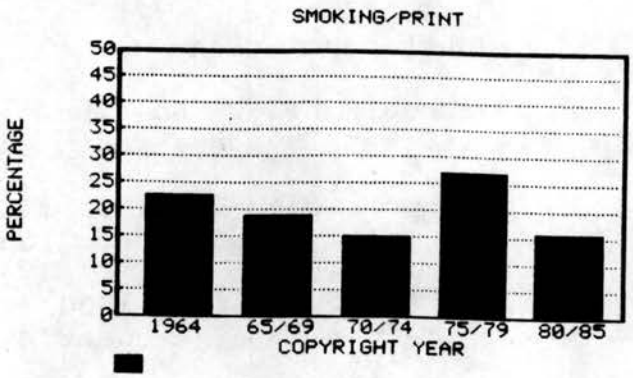
MM

The Educational Media Unit has prepared additional graphs on smoking, Central America, El Salvador, Guatemala, Nicaragua, air pollution, and water pollution. Graph IX shows the dates of books on Central America. 51% of the books had a 1964 copyright date or earlier.

GRAPH IX



GRAPH X



Graph X shows trends similar to those discussed in the Edu 6 article. The majority of the books have a copyright date of 1964 or earlier or were purchased in 1975-79 when ESEA Title II federal funds were available.

III. QUANTITY OF BOOKS

The Educational Media Unit conducted a survey concerning school library/media programs in M nnesota in 1983-84. There is an average of 21 books per student in Minnesota school libraries/media centers. On the surface this looks good. The national goal and the Minnesota Board of Education's long-range goal is 16-24 books per student. The national guidelines also suggest 8,000 to 12,000 volumes as a base collection for schools with 500 or fewer users. The assumptions on which these numbers are based are the following:

"1. The collection provides for subject, interest, and reference coverage, multiple reading and maturity levels in each subject area, and representation of varying points of view.
2. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format.
3. Sufficient duplication of titles is provided to satisfy user demands.
4. Paperback books are purchased to satisfy heavy demands for particluar titles, to provide less-used titles in an inexpensive format, and to respond to user preferences." MEDIA PROGRAMS: District and School. 1975.

A number of Minnesota schools fall below the Minnesota Board of Education's minimum goal of 15 books per student and below the national guidelines recommendation of an 8,000-12,000 volume base collection.

Using the Minnesota Board of Education's minimum goal, we find the following breakdowns by student population and level of school:

Student population -

In schools below 500 students, 7 % or 54 out of 799 schools have fewer than 15 books per pupil.

In schools with 500-1000 students, 19% or 84 of 437 schools have fewer than 15 books per student.

In schools with over 1000 students, 61% or 66 of 109 have fewer than 15 books per student.

Level of school -

In elementary schools, 12% or 85 of 726 schools have fewer than 15 books per student.

In middle schools, 21% or 12 of 56 schools have fewer than 15 books per student.

In secondary schools, 24% or 100 of 417 schools have fewer than 15 books per student.

In K-12 schools, 7% or 9 of 135 schools have fewer than 15 books per student.

IV. BOOK BUDGET

The average expenditure for books was $4.34 per pupil in 1983-84. The figure recommended by the Educational Media Unit is $10.00 per pupil. An Iowa Department of Public Instruction publication in 1984 stated that the average cost for hardcover books was $10.24 for elementary books, $11.49 for junior high books and $17.05 for senior high books.

CONCLUSIONS AND RECOMMENDATIONS

The evidence from all of these surveys is revealing. It shows that while many schools in Minnesota have at least a minimum number of books per pupil, the quality of those books is adequate for only 5 of the fourteen curriculum areas required by Minnesota curriculum rules, and is rated poor or fair for the other 9 curriculum areas. It appears that many Minnesota students do not have access to current, authoritative information.

The evidence also shows that federal and state support of school library/media programs make a difference.

The Educational Media Unit would like to study these results further. We would like the legislature to consider the implications of these surveys and assist us in determining how we may improve the book collections in Minnesota public school libraries.

SUMMARY OF SURVEY ON THE STATUS OF BOOK COLLECTIONS IN MINNESOTA SCHOOL LIBRARIES/MEDIA CENTERS JANUARY, 1986

SUBJECT AREA	QUANTITY	RECENCY	QUALITY	VARIETY	AVERAGE
COMMUNICATIONS/ LANGUAGE ARTS	3.06	2.81	3.51	2.98	3.09
MATHEMATICS	2.61	2.31	3.12	2.55	2.65
SCIENCE	3.48	3.02	3.70	3.38	3.40
SOCIAL STUDIES	3.56	3.05	3.71	3.29	3.40
MUSIC	2.73	2.53	3.23	2.63	2.78
VISUAL ARTS	3.14	2.92	3.53	2.93	3.13
HEALTH	3.12	3.10	3.59	3.12	3.23
PHYSICAL EDUCATION	2.95	2.76	3.24	2.96	2.98
ENVIRONMENTAL EDUCATION	1.70	1.74	2.10	1.70	1.81
MEDIA AND TECHNOLOGY	1.69	2.02	2.20	1.74	1.91
HOME ECONOMICS	1.94	1.83	2.13	1.84	1.94
INDUSTRIAL ARTS	1.60	1.53	1.86	1.62	1.65
MODERN-CLASSICAL LANGUAGES	1.05	1.11	1.37	1.09	1.16
INFORMATION TECHNOLOGY	1.60	2.04	2.07	1.69	1.85
	2.44	2.34	2.81	2.39	2.50

Poor = 1
Fair = 2
Adequate= 3
Good = 4
Excellent=5

APPENDIX H

"A NEW GUIDE TO TEACHING LIBRARY MEDIA SKILLS"

SCHOOL LIBRARY MEDIA ACTIVITIES MONTHLY

APRIL, 1987

APRIL 1987

School Library Media Activities Monthly

VOLUME III, NUMBER 8



Egyptian Life, see activity page 22

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Contents

4 Editorial: School Library Media Month
4 Editorial Policy
6 Activities Almanac
14 Into The Curriculum
- 14 Health: Preventive Medicine
- 16 Music: Show Me the Woodwinds
- 18 Reading/Language Arts: Writing a Book Report
- 18 Mathematics: Running a Book Store
- 20 Science: Color
- 20 Science: States of Matter
- 21 Social Studies: What Is a Town?
- 22 Social Studies: The Louisiana Purchase
- 22 Social Studies: Egyptian Life

25 An Interview with Robert Lipsyte
28 The Booklegger Project by Elizabeth Overmyer
30 Spread the Word through Newsletters by Sandra Novik
31 Sharing Skills
- 31 Focus on Location of Materials by Ruth Snodden
- 34 Focus on Finding It in the Card Catalog
- 35 Focus on Aesop's Fables by Carol Smallwood

36 Tackling Production Techniques: Videotaping Students' Booktalks by Ron Martin
43 Computer Cache: Computer Software for Learning Centers by Erica Lodish
45 Catalyst: Push the Habit by Lowell Olson
48 Reviews: Dictionaries by Deborah Fowlston
49 Keeping Current: A New Guide to Teaching Library Media Skills

ON THE COVER: Egyptian tapestries, photos by Tom Walker

KEEPING CURRENT



The explosion of publication activity in school library media services makes it very difficult for the practitioner to stay abreast of the field. **Keeping Current** will seek to identify articles, publications, and research which is of real value in teaching library media skills.

A New Guide to Teaching Library Media Skills

The last year or so has not seen the appearance of very many new local and state documents related to teaching library media skills. Perhaps new guides have just not been reported nationally of late — after all, such guides are no longer a new phenomenon worthy of national attention. Or perhaps most localities developed guides several years ago and are content not to revise them for awhile. But for whatever reason, the editors of **School Library Media Activities Monthly** have seen few new local guides.

One very notable exception is the new document from the Minnesota Department of Education entitled **Model Learner Outcomes for Educational Media and Technology** (September, 1986). Though it is a committee product, as nearly all such guides are, it has been very competently edited by Mary Dalbotten, Specialist in Media and Technology at the Minnesota Department of Education — at least, one assumes there was both competent editing and committee leadership, because the resulting guide has a coherent point of view which is all too often lacking in documents of its genre.

Minnesota is fortunate in having both a State Board of Education philosophy and, perhaps more importantly, a set of "learner goals" adopted by the State Board of Education. The "learner goals are much more specific than the normal state-level philosophical statements and goals. They stress lifelong learning skills — many of which are, of course, library media skills. And it is on these statewide "learner goals" that the media and technology document is based. Starting with the State "learner goals," particularly those related to lifelong learning and the component skills of reading, writing, speaking, listening, computing, and using technology, **Model Learner Outcomes for Educational Media and Technology** notes that "if students are to function successfully in a complex society, they must acquire skills and knowledge to become independent, self-reliant learners. Within the school, the library/media program is a major force which helps the student develop these essential skills . . . (it is) a laboratory for applying those skills that can be applied to information needs throughout the student's life." It goes on to provide a long series of "learner outcomes" in three broad categories: accessing information, processing information, and communicating information. The specific outcomes listed in these three categories are then referenced to the specific State "learner goals" to which they are related. They are also classified according to cognitive levels of knowledge, affective development, psychomotor development, etc.

It is noteworthy that the library media "learner outcomes" included in **Learner Outcomes for Educational Media and Technology** are not instructional objectives in the usual sense: that is, they are not lesson objectives. Rather, they are broader kinds of outcomes, and though behaviorally-stated, they are not intended to serve as single lesson objectives and few "sample activities" are included. The learner outcomes are designed to serve as a basis for local school districts to develop their own "terminal outcomes," i.e., lesson objectives. The **Learner Outcomes . . .** document is therefore designed to serve as a *framework* for developing local library media curricula rather than as a complete curriculum guide in itself.

To be sure, **Learner Outcomes . . .** has a point of view regarding the development of local library media curriculum guides. First of all, the document advocates the "integrated" approach to library media skills instruction in the belief that library media skills, like all student skills, ought to be taught in a setting which encourages immediate appli-

— Continued



— From page 49

cation — i.e., in connection with classroom lessons. There is a lengthy chapter on the philosophy and methodology of integration which suggests the use of several "curriculum development forms" by local curriculum development committees in formulating suggested objectives, lessons, and activities. A model for the local curriculum development process is also provided.

In short, **Model Learner Outcomes for Educational Media and Technology** probably represents the shape of things to come with regard to state-level library media skills documents. It does *NOT* provide a lengthy scope and sequence of instructional objectives, nor does it provide hundreds of "sample activities" as many such documents have done in the past. It *DOES* provide a helpful framework for local library media curriculum development — a reasonable set of general "learning outcomes" (general goals and objectives), and a model process for local curriculum development efforts. It ought to be widely used by school districts which are currently writing or revising library media curriculum guides — and not just school districts in Minnesota! Fortunately, it will soon be available at a very reasonable price ($3.50) from:

Minnesota Curriculum Services Center
3554 White Bear Ave.
White Bear Lake, MN 55110

...Robert Lipsyte

— From page 27

a big sports fan as a kid, that my interest in sports is really kind of journalistic. So in my career as a sports journalist there is a lack of joy and passion about sports. I'm sociological and I see the larger culture. So I think that's good and that's bad. So journalism was kind of a right turn. I was going to write novels and screenplays, but I got this job as copyboy in the sports department of **The Times**, and at night in those days when you heard the rumble of the presses in the basement it came all the way up and you could hear it viscerally. Journalism was very exciting and very romantic and the rewards were rather quick. Ultimately, you could go somewhere in the afternoon and write a story and by ten o'clock that night you could see your name in print. I was seduced.

SLMAM: *How does your family feel about your YA books?*

LIPSYTE: Well, you see, they grew up with them. My son Sam is a freshman in college, and Susannah, my daughter, is a sophomore in high school. For most of their early years, I was at home writing. So they were a part of what I did. I would talk about it at dinner, they would help me come up with names. As they grew up they would read what I was writing and comment on it, and then of course they would hear from other kids who read my books. They only would say that they liked them. And in several classes they were doing reports on my books. So they've always been very much a part of my work. Actually my son is going to be a writer. He's an enormously talented writer. He's won some awards. My wife is also a writer. I'm proud because he works very hard, and he understands that writers get up in the morning and they go to work, just like anybody else, and they put in their hours in the basement.

SLMAM: *Does it give you an odd feeling to have your children be required to read you?*

LIPSYTE: No, I'm thrilled. Actually I remember stewing one whole summer because the school system sent back a list of books that kids should read over the summer, and there were some other YA books but not mine. I never complained, but I just felt kind of bad about the whole thing. My son's roommate at Brown read my books when he was in sixth grade. I find it very gratifying. I like it a lot. And I think that YA is particularly gratifying because it's probably the only time in a reader's life when you can really make an impact on his or her thinking, and his or her attitudes towards possibilities. An adolescent coming through Judy Blume and coming through Robert Cormier, and thinking about those books and talking about them really broadens and gives courage in a lot of different ways.

SLMAM: *Do you have any other favorite YA authors?*

LIPSYTE: Well, I have so many who are friends now, that's real dangerous. But I think that Judy Blume's importance cannot be overstated. I've just seen too many instances in which things that she's brought up gave parents and children, or teachers and children, or children and children, an opportunity to talk about a subject that would have been very difficult or threatening if they had to talk about it in relation specifically to themselves. But if they're talking about somebody else, then they can deal with their own problems. Cormier, I think, is kind of amazing in his bleakness and his complexity. I don't understand why he's a YA writer, why he's not just a writer, why he's not marketed as adult books. But I think that his books are truly interesting and amazing. M.E. Kerr is another big favorite of mine.

SLMAM: *Is there anything that you wish I had asked, something else that you would like to tell?*

LIPSYTE: I really tend to feel grounded or define myself as a YA writer, because that's really been such an important emotional part of my professional writing career. And I think that probably my most basic and longest-lasting satisfactions in the process of writing and in the response to my writing has come from writing YA. I'm always thinking about writing another YA.

SLMAM: *Well, I hope you do.*

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101 Phone:

State Board of Education
Department of Education
Instructional Effectiveness Division

In the Matter of the Proposed Adoption of the Rule of the State Board of Education Governing Library Media Programs; Minnesota Rules, pt. 3500.0710

AFFIDAVIT OF MAILING THE NOTICE OF INTENT TO ADOPT A RULE WITHOUT A PUBLIC HEARING AND CERTIFICATE OF MAILING LIST

STATE OF MINNESOTA)
)ss.
COUNTY OF RAMSEY)

Mary S. Dalbotten, being sworn says:

I hereby certify that the list of persons and associations who have requested, pursuant to Minnesota Statutes, sections 14.14, subdivision 1a and 14.22 or 14.30, that their names be placed on the State Board of Education rulemaking list is accurate, complete, and current as of this 21st day of September, 1987.

That on the 28th day of September, 1987, at the City of St. Paul, County of Ramsey, State of Minnesota, I mailed the attached Notice of Intent to Adopt a Rule Without a Public Hearing by depositing in the State of Minnesota Central Mail System for United States mailing, a copy thereof, with postage prepaid, to all persons and associations on the aforementioned mailing list, as well as all Minnesota superintendents, principals, librarians, audiovisual coordinators, audiovisual directors, media generalists, media supervisors, and heads of media education programs at Minnesota colleges and universities.

Mary S. Dalbotten

Mary S. Dalbotten, Specialist
Media and Technology Unit

Subscribed and sworn to before me
this 28th day of September, 1987

Betty L. Boucher

BETTY L. BOUCHER
NOTARY PUBLIC-MINNESOTA
DAKOTA COUNTY
MY COMMISSION EXPIRES JUNE 26, 1990

State Board of Education
Department of Education
Instructional Effectiveness Division

DECLARATION OF
COUNSEL

In the Matter of the Proposed
Adoption of the Rule of the
State Board of Education
Governing Library Media Programs;
Minnesota Rules, pt. 3500.0710

I, Laura E. Mattson, Special Assistant Attorney General, do hereby declare that I have examined the above-captioned rule, and the supporting rulemaking record, and that, based on my examination, the Administrative Procedure Act and Minnesota Rules, chapter 2010 have been followed. Any exceptions are listed below. For Attorney General Billing purposes, the four-digit docket client code is 0021.

LAURA E. MATTSON
Special Assistant
Attorney General

Dated: December 17, 1987

Item E

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101 Phone:

State Board of Education
Department of Education
Instructional Effectiveness Division

In the Matter of the Proposed Adoption of the Rule of the State Board of Education Governing Library Media Programs; Minnesota Rules, pt. 3500.0710

NOTICE OF INTENT TO ADOPT A RULE WITHOUT A PUBLIC HEARING

Notice is hereby given that the State Board of Education intends to adopt the above-entitled rule without a public hearing following the procedures set forth in the Administrative Procedure Act for adopting rules without a public hearing in Minnesota Statutes, sections 14.22 to 14.28. The statutory authority to adopt the rule is found in Minnesota Statutes section 121.11 subd. 12 (1986).

All persons have 30 days in which to submit comment in support of or in opposition to the proposed rule or any part or subpart of the rule. Comment is encouraged. Each comment should identify the portion of the proposed rule addressed, the reason for the comment, and any change proposed.

Any person may make a written request for a public hearing on the rule within the 30-day comment period. If 25 or more persons submit a written request for a public hearing within the 30-day comment period, a public hearing will be held unless a sufficient number withdraw their request in writing. Any person requesting a public hearing should state his or her name and address, and is encouraged to identify the portion of the proposed rule addressed, the reason for the request, and any change proposed. If a public hearing is required, the agency will proceed pursuant to Minnesota Statutes, sections 14.131 to 14.20.

Comments or written requests for a public hearing must be submitted to:

Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN 55101
(612) 296-1570

The proposed rule may be modified if the modifications are supported by data and views submitted to the agency and do not result in a substantial change in the proposed rule as noticed.

A copy of the proposed rule is attached to this notice.

A Statement of Need and Reasonableness that describes the need for and reasonableness of each provision of the proposed rule and identifies the data and information relied upon to support the proposed rule has been prepared and is available from Joan Wallin upon request.

If no hearing is required, upon adoption of the rule, the rule and the required supporting documents will be submitted to the Attorney General for review as to legality and form to the extent the form relates to legality. Any person may request notification of the date of submission to the Attorney General. Persons who wish to be advised of the submission of this material to the Attorney General, or who wish to receive a copy of the adopted rule, must submit the written request to Joan Wallin.

9/18/87
Date

Ruth E. Randall
Ruth E. Randall, Secretary
State Board of Education

Oral statements will be received during regular business hours over the telephone 612-296-1570 and in person at the above address.

All statements of information and comments shall be accepted until January 6, 1986. Any written material received by the State Board of Education shall become part of the record in the event that the rules are adopted.

November 21, 1985

Dwight Lindbloom
Assistant Commissioner
Instructional Effectiveness

Department of Energy and Economic Development Energy and Economic Development Authority

Public Hearing on Proposed Project and Issuance of Bonds Under Minnesota Statutes, Chapter 116M, Exclusive—Hydroelectric Facility, 10th Street Dam, St. Cloud

NOTICE IS HEREBY GIVEN that the Minnesota Energy & Economic Development Authority (the "Authority") shall meet or an authorized representative shall be present, on December 18, 1985, at 3:00 p.m. o'clock at 900 American Center Building, 150 East Kellogg Boulevard, Saint Paul, Minnesota, for the purpose of conducting a public hearing on a proposed issue of bonds (the "Bonds") under Minnesota Statutes, Chapter 116M as amended and supplemented (the "Act"), to undertake and finance a project on behalf of the City of St. Cloud, Minnesota (the "City"). Such persons as desire to be heard with reference to said issue of Bonds will be heard at this meeting.

The project to be financed consists of the construction and equipping of low-head hydroelectric facility on an existing dam owned by the City, together with the renovation of such dam and the construction of a powerhouse, intake and tailraces and the installation of turbines, generators and control equipment and related improvements and equipment, such hydroelectric facility having a full name plate capacity of eight megawatts, to be located in the City of St. Cloud, Benton, Stearns and Sherburne Counties, Minnesota (general description of location: at the existing 10th Street Dam on the Mississippi River where the bridge on 10th Street crosses the Mississippi River in the City of St. Cloud, Benton, Stearns and Sherburne Counties, Minnesota) (The "Project").

The initial owner of the project will be the City, and the Project is expected to be operated and managed by the City or its agent. It is contemplated that the electricity produced by the Project will be sold to Northern States Power Company pursuant to a long-term output contract. The estimated maximum amount of the Authority's proposed bond issue is an amount equal to $19,350,000.

The Bonds shall be limited obligations of the Authority, and the Bonds and the interest thereon shall be payable solely from the revenue pledged to the payment thereof, except that such Bonds may be secured by a mortgage or security interest or other security arrangements to be created by the City if subsequently required by the Authority. In addition, the Bonds and the Project may subsequently be considered by the Authority for financial assistance to be provided by the Energy Development Fund, created and established pursuant to the Act or other applicable financial assistance of the Authority. Notwithstanding the foregoing, no holders of any such Bonds shall ever have the right to compel any exercise of the taxing powers of the State of Minnesota or any political subdivision thereof to pay the Bonds or the interest thereon nor to enforce payment against any property of said State or said political subdivision.

A copy of the application to the Authority for approval of the Project, together with all attachments and exhibits thereto and copy of the Authority's resolution accepting the application and accepting the Project is available for public inspection at the offices of the Authority at 900 American Center Building, 150 East Kellogg Boulevard, Saint Paul, Minnesota from the date of this notice to the date of the public hearing hereinabove identified, during normal business hours.

November 19, 1985

By Order of the Members of the
Minnesota Energy and Economic Development Authority,
Mark B. Dayton,
Commissioner, Department of Energy
& Economic Development, and Chairman
Minnesota Energy & Economic Authority.

Item A

guaranteed annuities (SPDA's). Promulgation of these rules is authorized by Minnesota Statutes, Section 61A.13-61A.21 and 45.023. The Department is considering the adoption of the Model Regulation proposed by the National Association of Insurance Commissioners (NAIC).

Outside opinion is also being solicited as to how these rules will affect small businesses as defined by Minnesota Statutes § 14.115, subdivision 1.

The Department of Commerce requests information and comments concerning the subject matter of these rules. Interested or affected persons or groups may submit statements of information or comment orally or in writing to Richard G. Gomsrud, Department of Commerce, 500 Metro Square Building, St. Paul, MN 55101, (612) 296-5689.

All statements of information and comment shall be accepted until January 2, 1986. Any written material received by the Department of Commerce shall become part of the record in the event that the rules are promulgated.

Michael A. Hatch
Commissioner of Commerce

State Board of Education

Position Available for Residential Academy Administrator

Applications will be accepted until 4:30 p.m. on Thursday, January 2, 1986, for the position of Residential Academy Administrator for the Minnesota Academy for the Deaf and for the Minnesota Academy for the Blind.

The position directs the administrative and educational functions of the Minnesota Academy for the Deaf and the Minnesota Academy for the Blind. In order for the applicant to qualify, he/she must possess a valid Minnesota Superintendent's certificate, or must have completed graduated work which would qualify him/her for such a certificate at the time of hiring. The position requires professional experience as a responsible administrator for the operation of a special education program, including responsibility for ensuring compliance with P.L. 94-142, specifically the operation of the IEP process and student assessment. The applicant must possess the ability to communicate with deaf students through the use of sign language and visually impaired students through the use of braille, or must be willing to sign an agreement to learn to communicate through sign language and braille during an agreed-upon probationary period.

For additional job information, a job application and an experience questionnaire requested of all applicants, write or call: Office of Employee Relations, Minnesota Department of Education, 752 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101 Phone: (612) 296-3377. The position pays $18.17-$24.11 hour; $37,993-$50,342/year.

This is not a classified civil service position.

State Board of Education
Department of Education
Instructional Effectiveness Division

Outside Opinion Sought Regarding Proposed Rules Governing School Library/Media Programs

Notice is hereby given that the State Board of Education is seeking information or opinions from sources outside the agency in preparing rules governing the School Library Media Programs. The promulgation of these rules is authorized by Minnesota Statutes, section 121.11 subdivisions 7 and 12.

The State Board of Education requests information and comments regarding the subject matter of Minnesota Rule part 3500.0700. Interested persons may submit statements of information or comment orally or in writing. Written statements should be addressed to:

Robert H. Miller
Minnesota Department of Education
606 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

(over)

Department of Education

Proposed Rules Relating to Libraries

Rules as Proposed (all new material)

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Definition of library media program.** The library media program provides all users, including students, teachers, and administrators, with materials for learning and with instructional programs and services. The program utilizes all types of informational resources including books, people, slides, filmstrips, films, audio, video, computer courseware and any other formats, and corresponding equipment.

The program's components shall include:

A. instruction in locating and using information;

B. instruction in the production of media;

C. guidance in reading, listening, and viewing;

D. participation in curriculum development;

E. provision for inservice programs relating to information and technology;

F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

H. evaluation and selection of all types of media;

I. organization of all types of materials and equipment;

J. use of educational technology including electronic and nonelectronic materials and equipment;

K. production of instructional materials for teachers;

L. provision for reference services and materials;

M. participation in information networking and utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes

Approved by Revisor

Item D

Office of the Revisor of Statutes

Administrative Rules

TITLE: Proposed Permanent Rules Relating to Libraries

AGENCY: Department of Education

MINNESOTA RULES: Chapter 3500

INCORPORATION BY REFERENCE:

Part 3500.0710, subpart 1 - Model Learner Outcomes for Educational Media and Technology (E370)

The attached rules are approved for publication in the State Register

Lorna M. Breiter

Lorna M. Breiter
Assistant Deputy Revisor

Item J. 2

Minnesota State Board of Education

705 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101 (612) 297-1925

RESOLVED, that the Rule relating to Library Media Program, Minnesota Rules, part 3500.0710, is approved and adopted, pursuant to authority vested in the State Board of Education by Minnesota Statutes 121.11, Subdivision 12 (1986). Ruth Randall, the secretary of the Board, is authorized to sign the Findings of Fact, Conclusions, and Order adopting the Rule and further is authorized to modify the Rule if necessary, to obtain the approval of the Rule by the Attorney General, and to perform the necessary acts to provide that the Rule shall have the force and effect of law.

IN WITNESS WHEREOF, I have hereunto subscribed my name this 8th day of December, 1987.

Marjorie Johnson

Marjorie Johnson, President
State Board of Education

Ruth E. Randall

Attest by Secretary of the State Board of Education

Item J.1

Minnesota State Board of Education

705 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101 (612) 297-1925

CERTIFICATE OF THE
STATE BOARD OF EDUCATION

RESOLUTION ADOPTING THE RULE

I, Marjorie Johnson, do hereby certify that I am a member and the President of the State Board of Education, duly authorized under the laws of the state of Minnesota, and that the following is a true, complete, and correct copy of a resolution adopted at a meeting of the State Board of Education, duly and properly called and held on the 8th day of December, 1987, that a quorum was present, and that a majority of those present voted for the resolution which has not been rescinded or modified.

> "RESOLVED, that the Rule relating to Library Media Program, Minnesota Rules, part 3500.0710, is approved and adopted, pursuant to authority vested in the State Board of Education by Minnesota Statutes 121.11, Subdivision 12 (1986). Ruth Randall, the secretary of the Board, is authorized to sign the Findings of Fact, Conclusions, and Order adopting the Rule and further is authorized to modify the Rule if necessary, to obtain the approval of the Rule by the Attorney General, and to perform the necessary acts to provide that the Rule shall have the force and effect of law."

IN WITNESS WHEREOF, I have hereunto subscribed my name this 8th day of December, 1987.

Marjorie Johnson

Marjorie Johnson, President
State Board of Education

Ruth E. Randall

Attest by Secretary of the State Board of Education

TLS:mhSB38-36
11/24/87

Item C.2

Minnesota State Board of Education

705 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101 (612) 297-1925

Resolved, that Ruth E. Randall, Secretary of the State Board of Education, is hereby granted the authority and directed to sign and to give the Notice of the Board's intent to adopt a Rule without public hearing governing Library Media Programs to all persons who have registered their names with the State Board of Education for that purpose and publish the Notice and Rule in the State Register and to perform any and all acts incidental thereto.

In witness whereof I have hereunto subscribed my name this 15th Day of September, 1987:

Ruth E. Randall

Ruth E. Randall, Secretary
State Board of Education

Marjorie Johnson

Attest by One Other Member
of the State Board of Education

TLS:MD:mhSB10-35/t11Fj
9/11/87

Item C.1

Minnesota State Board of Education

705 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101 (612) 297-1925

Certificate of the State Board of Education
Authorizing Rule

I, Ruth E. Randall, do hereby certify that I am the Secretary of the State Board of Education, a Board duly authorized under the laws of the state of Minnesota, and that the following is a true, complete, and correct copy of a resolution adopted at a meeting of the State Board of Education, duly and properly called and held on the 15th Day of September, 1987, that a quorum was present and that a majority of those present voted for the resolution which has not been rescinded or modified.

> Resolved, that Ruth E. Randall, Secretary of the State Board of Education, is hereby granted the authority and directed to sign and to give the Notice of the Board's intent to adopt a Rule without public hearing governing Library Media Programs to all persons who have registered their names with the State Board of Education for that purpose and publish the Notice and Rule in the State Register and to perform any and all acts incidental thereto.

In witness whereof I have hereunto subscribed my name this 15th Day of September, 1987:

Ruth E. Randall

Ruth E. Randall, Secretary
State Board of Education

Marjorie Johnson

Attest by One Other Member
of the State Board of Education

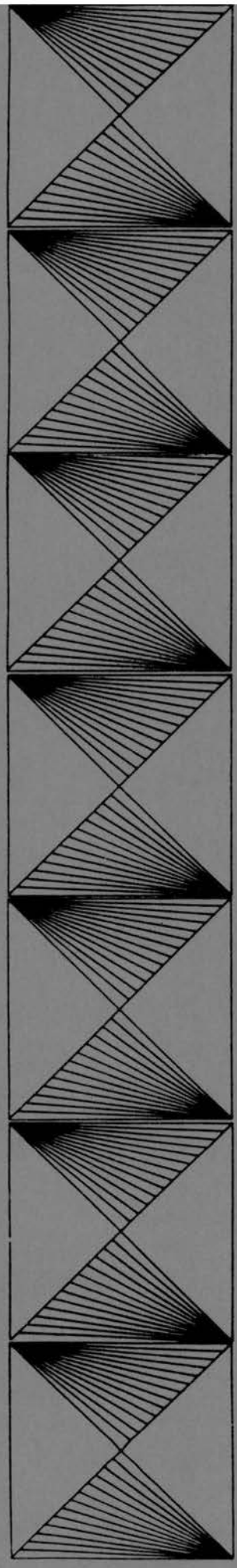
TLS:MD:mhSB10-35/t11Fi
9/11/87

Appendix G to Item F

APPENDIX G

MODEL LEARNER OUTCOMES FOR EDUCATIONAL MEDIA AND TECHNOLOGY

MN DEPT OF ED
DIVISION OF
INSTRUCTIONAL EFFECTIVENESS



MODEL LEARNER OUTCOMES FOR EDUCATIONAL MEDIA AND TECHNOLOGY

E730

Minnesota Department of Education 1895 9863500

Division of Instructional Effectiveness

State of Minnesota
DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

James Hoese, President	At Large
Marjorie Johnson, Vice President	7th District
Lloyd Swenson	1st District
Eunice Johnson	2nd District
Thomas Lindquist	3rd District
Jewell Lewis	4th District
Douglas Wallace	5th District
Erling Johnson	6th District
Ruth Myers	8th District

Ruth Randall — Commissioner of Education

Dwight Lindbloom — Assistant Commissioner, Division of Instructional Effectiveness

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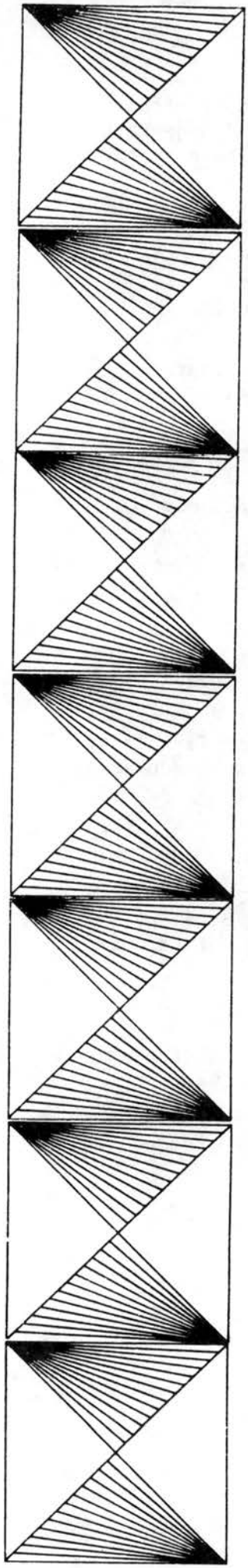
MINNESOTA CURRICULUM SERVICES CENTER
3554 White Bear Ave. White Bear Lake, MN 55110
(612) 770-3943 800-652-9024



MODEL LEARNER OUTCOMES FOR EDUCATIONAL MEDIA AND TECHNOLOGY

Edited by Mary Dalbotten

September, 1986

Minnesota Department of Education

Division of Instructional Effectiveness

COMMITTEE MEMBERS

This document was developed with the assistance of very capable people from school districts of varying size throughout Minnesota. They have demonstrated skill and knowledge in the areas of media and technology and have been generous in sharing their talents.

Mary Alice Anderson
7-9 Media Generalist
Winona Public Schools

Joel Brenckman
7-9 Media Generalist
Willmar Public Schools

Jane Cabaya
K-12 Media Generalist
Kasson-Mantorville Public Schools

Sandra Clarke
K-3 Media Generalist
Minneapolis Public Schools

Kathy Ehlers
K-6 Media Generalist
Anoka Public Schools

Kris Gardinier
8-9 Media Generalist
Brainerd Public Schools

Candy Hansmeyer
K-6 Media Generalist
Osseo Public Schools

Orvis Haugen
K-12 Media Generalist
Grygla Public Schools

Curt Hokanson
K-12 Media Generalist
Jasper Public Schools

Thea Holtan
K-6 Media Generalist
Bloomington Public Schools

Barbara Janson
10-12 Media Generalist
Duluth Public Schools

Steve Koyama
Learning Resources
St. Cloud State University

Sue Krueger
K-3 Media Generalist
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Grace Kurtz
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St. Paul Public Schools

Francine Laske
District Media Supervisor
Moorhead Public Schools

Janet Palmer
K-12 Instructional Technology Coordinator
Forest Lake Public Schools

Marilyn Setzler
K-6 Media Generalist
Robbinsdale Public Schools

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Faribault Public Schools

Lynn Cherrier
Specialist, Media and Technology
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Gilbert Valdez
Manager, Instructional Design
Minnesota Department of Education

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Specialist, Instructional Design
Minnesota Department of Education

TABLE OF CONTENTS

Chapter I	Minnesota State Board of Education Values, Philosophy, Mission and Goals	1
Chapter II	Introduction and Goals of Educational Media and Technology	13
Chapter III	Model Learner Outcomes in Educational Media and Technology	15
Chapter IV	Developing and Transposing Learner Outcomes into Curriculum	29
Appendix 1	Elementary Model Learner Outcomes in Educational Media and Technology	61
Glossary	.....	71
Bibliography	.....	73

CHAPTER I

Minnesota State Board of Education Values, Philosophy, Mission and Goals

Public education in Minnesota has a strong heritage of public involvement in the operation of its schools. At no time in history has that involvement been more important. The American society is in the midst of a multitude of social changes including two that dramatically effect schools. They are increased demands for accountability of all social institutions and the all-encompassing movement from an industrial based economy to an economy based on information and service. Changes of the latter type occur only once every several generations and have profound effects on individuals. Public education can mitigate some of the negative impact of such changes on individuals, by openly involving citizens in procedures that result in decisions regarding the future of public education. Such involvement is essential to accountability and to empowering the citizens to be a part of deciding their future.

The Minnesota Department of Education document titled, **Goal and Outcome Specification Process**, suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission, and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff, skilled in subject matter and the profession of teaching, can develop very specific expectations, learner outcomes, for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. Only the, **Mission Statement for Public Education**, adopted by the legislature gives explicit direction to public schools. All other parts of this document are models, suggestions for the consideration of residents and professionals in each school district.

LEARNER VALUES

THE MINNESOTA STATE BOARD OF EDUCATION VALUES THE FOLLOWING HUMAN ATTRIBUTES AS PREEMINENT FOR THE CITIZENS OF THE STATE OF MINNESOTA.

COMPASSION - a condition in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

COMPETENCE - a condition in individuals whereby each attains levels of knowledge, skill, and affect commensurate with his or her potential.

COOPERATIVENESS - a condition in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

CREATIVITY - a condition in individuals whereby each acts or expresses self in new, improved, or unique ways.

CRITICAL THINKING - a condition in individuals whereby each is able to judge the potential for a proposal or activity to achieve its stated purpose.

HONESTY - a condition in individuals whereby each is fair and straightforward in the conduct of human interactions.

LEARNING - a condition in individuals whereby each continually strives to increase personal levels of fulfillment and competence in an expanding array of human endeavors.

PROBLEM SOLVING - a condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

RESPONSIBILITY - a condition in individuals whereby each strives to fulfill the obligations of self-sufficiency and active commitment to the common good.

SELF-ACCEPTANCE - a condition in individuals whereby each has a positive self-image, through assertion of rights, holding personal physical and emotional well-being as an ideal, accepting personal talents with humility and personal limitations with the resolve to improve where possible and accept where necessary.

EDUCATION SYSTEM VALUES

THE MINNESOTA STATE BOARD OF EDUCATION VALUES THE FOLLOWING SYSTEMIC ATTRIBUTES AS PREEMINENT FOR ALL SCHOOLS IN THE PUBLIC EDUCATION SYSTEM.

ACCOUNTABILITY - a condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of student learning.

EFFECTIVENESS - a condition in every school whereby each accomplishes its mission in a time frame and at a performance level defined by students, parents, citizens of the community, and their representatives.

EFFICIENCY - a condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

EQUITABILITY - a condition in each school whereby every student attending the school is provided with appropriately designed and individually determined opportunities to achieve the highest level of excellence his or her potential allows.

EXCELLENCE - a condition in every school whereby the highest possible standards are accepted as the norm for performance for all students.

RESPONSIBILITY - a condition in each school whereby each accepts and acts on the belief that: the parent(s) has primary responsibility for raising and educating the child; the community is responsible for assisting parents in areas of needs; and the school, as a part of the community, is responsible for providing learning experiences.

RESPONSIVENESS - a condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

WHOLENESS - a condition in every school whereby each gives necessary and appropriate consideration to the potential career needs and social, emotional, and physical growth of each student as it designs and implements educational programs.

MINNESOTA STATE BOARD OF EDUCATION

PHILOSOPHY
FOR
LEARNING IN THE PUBLIC SCHOOLS

THE STATE BOARD OF EDUCATION BELIEVES THAT:

. . . Human beings are becoming globally interdependent while maintaining extremes in diversity of behaviors, sophistication, and values. Advancement requires people who are at the same time honest, responsible, compassionate, and cooperative. Schools must model those characteristics as they provide opportunities for individuals to develop those traits.

. . . Each human being must understand and accept self before there can be any expectation that he or she will become a self-sufficient contributing member of society. Schools must implement systems and procedures and must conduct human interactions in a manner that encourages, enhances, and assists in the development of a positive self-image by every individual. Schools must ensure that their systems and procedures and their conduct of human interactions do not inhibit the development of a positive self-image by every individual.

. . . Life in our world today is becoming increasingly complex. Population growth, diminution of natural resources, pollution of the environment, and technological advances in communications and travel have brought the human race closer together, increased the amount of human interaction, and brought on problems never before faced by humankind. Individuals living within this situation must be increasingly competent in an ever-widening range of activities and must be progressively creative in solving technological and human problems. Schools must ensure ongoing opportunities for individuals to develop and improve competence in all areas of human endeavor, model and enhance creativity, and provide experiences in creative problem solving for students. Schools must ensure that every student is provided an appropriately designed opportunity to develop the basic learning tools of communications and computation.

MINNESOTA STATE BOARD OF EDUCATION

PHILOSOPHY
FOR
THE PUBLIC EDUCATION SYSTEM

THE STATE BOARD OF EDUCATION BELIEVES THAT:

. . . A democratic society has a need for an educated citizenry and a responsibility to meet that need. The public schools are entrusted with fulfilling that need. To carry out its mission, schools expend a significant portion of the state's public resources. This public trust assumes a self-evident responsibility for utilizing resources efficiently, performing as effectively as contemporary wisdom allows, and accounting for the excellence of its results.

. . . The citizens of Minnesota are extremely diverse in terms of heritage and dreams for the future. Concurrent with this diversity is the democratic societal need to have a total citizenry educated to a level that provides the means for communication, productivity, and assuring the maintenance of a free society. To meet the public need, the public schools must assure high standards for responsiveness and equity of access. To meet the diverse needs of individuals, responsibility for planning, implementing, and maintaining specific learning opportunities must be vested as close to the individual as efficient use of public funds allows.

. . . All humans can learn and each exists and enters school as a whole person, indivisable into such conceptual components as intellectual, social, emotional, physical, and future career aspirations. Each is more than the sum of the parts. These are expedients, oversimplified arbitrary divisions of human attributes that are interrelated and interreactive within each person. Each community has a shared responsibility with the parents for meeting the needs of each child. Each school must implement programs that stress the intellectual development of each student, and give full consideration and necessary attention to other attributes essential to learning and adulthood in a free democratic society.

MISSION FOR PUBLIC EDUCATION

As adopted by the Minnesota Legislative Commission on Public Education and enacted into law, Chapter 40, Laws of 1985

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

MINNESOTA STATE BOARD OF EDUCATION MISSION

The purpose of Minnesota State Board of Education is to provide the vision and leadership essential to an increasingly equitable and effective system of public education as defined by the Minnesota State Legislature.

MISSION STATEMENT FOR THE MINNESOTA DEPARTMENT OF EDUCATION

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff, and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules and state and federal laws.

MINNESOTA STATE BOARD OF EDUCATION

LEARNER GOALS

A. In order to effectively participate in formal learning experiences, each student will develop the skills of:

1. reading to gather data, information, perspective, understanding, and to utilize reading as a leisure time activity;

2. writing to explain, describe, and express a point of view and feelings;

3. listening to gather data, information, perspective, and understanding;

4. speaking to explain, describe, express a point of view and feelings, and to debate an issue;

5. computing to apply arithmetic functions to situations;

6. using technological tools to enhance learning opportunities.

B. In order to lead a productive and fulfilling life, each student will accumulate knowledge and develop the understanding, application skills, and affect essential to:

1. participation in lifelong learning to gain additional information and skills;

2. living within local, state, national, and world political and social structures;

3. examining personal beliefs and values and the relationship between those and behavior;

4. making informed ethical and moral decisions;

5. citizenship;

6. stewardship of the land, natural resources, and environment;

7. acting on the impact of natural phenomena on human life;

8. acting on the impact of technological advances on human life;

9. expression of self and understanding of others through creative and aesthetic endeavors;

10. developing an understanding of career options and general education requirements for each;

11. developing an understanding of world and national economic conditions as a base for making informed decisions on consumer products, occupations, and career needs and resources;

12. selecting or preparing for a series of occupations that will be personally satisfying and suitable to one's skills and interests;

13. management of personal affairs.

C. In order to resolve issues and meet needs creatively, each student will develop the thinking and decision-making skills of:

1. comparing, differentiating, and relating information and facts about which each has the ability to understand and apply knowledge;

2. combining various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;

3. critiquing and making judgments about materials, conditions, theories, and solutions;

4. generating and valuing creative alternatives.

D. In order to value, understand, and act based on an acceptance of the interdependence of humankind, each student will develop the knowledge, skills, and affect essential to:

1. seeking interactions and feeling comfortable with others who are different in race, religion, social level, or personal attributes, as well as those who are similar in these characteristics;

2. acting with an understanding of the basic interdependence of the biological and physical resources of the environment;

3. acting with an understanding of the interrelationships among complex organizations and agencies in modern society;

4. assuming responsibility for dependent persons of all ages in a manner consistent with both their growth and development needs and the needs of society.

E. In order to value, understand, and act based on knowledge of the diversity of humankind, each student will develop the knowledge, skills, and affect essential to:

1. basing actions and decisions on the knowledge that individuals differ and are similar in many ways;

2. basing actions and decisions on the knowledge that values and behaviors are learned and differ from one social group to another;

3. basing actions and decisions on the understanding of life styles or behaviors within the context of the value system of the societies in which they were learned;

4. withholding judgment of another's actions until after trying to understand the personal and social context of that action.

F. In order to address the problems of humankind through group effort, each student will develop the knowledge, skills, and affect essential to:

1. basing actions and decisions on the understanding that as individuals move from one society to another, they can learn life styles and can learn to behave appropriately in different societal contexts;

2. acting on the belief that human behavior is influenced by many factors and is best understood in terms of the relevant person context in which it occurred;

3. acting in accordance with a basic ethical framework incorporating those values contributing to group living, such as honesty, fairness, compassion, and integrity;

4. working in groups to achieve mutual goals;

5. providing leadership in resolving personal and societal issues.

G. In order to effectively resolve conflicts with and among others, each student will develop the knowledge, skills, and affect essential to:

1. assuming responsibility to form productive and satisfying relations with others based on respect, trust, cooperation, consideration, and caring;

2. acting on the belief that each individual has value as a human being and should be respected as a worthwhile person in one's own right;

3. dealing with conflict in a constructive manner.

H. In order to act on contemporary events and issues with a perspective of their historical origins, each student will develop the knowledge, skills, and affect essential to:

1. understanding the origins, interrelationships, and effects of beliefs, values, and behavior patterns in world cultures;

2. understanding one's culture and historical heritages, the literary, aesthetic, and scientific traditions of the past, and familiarity with the ideas that have inspired and influenced humankind;

3. understanding the manner in which heritages and traditions of the past influence the direction and values of society;

4. exploring one or more world language and culture.

I. In order to develop a positive attitude toward self, each student will develop the knowledge, skills, and affect essential to:

1. developing the self-confidence needed for confronting one's self;

2. developing feelings of positive self-worth, security, and self-assurance;

3. living with one's strengths and weaknesses;

4. acquiring knowledge of one's own body and a positive attitude toward one's own physical appearance;

5. adopting the idea of self-realization based on the concept that there is more than one way of being human and that efforts to develop a better self contribute to the development of a better society;

6. understanding that self-concept is acquired in interaction with other people.

7. developing habits, such as pride in good workmanship;

8. adopting a positive attitude toward work, including an acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

J. In order to set personal goals, each student will develop the knowledge, skills, and affect essential to:

1. selecting personal learning goals;

2. making decisions with purpose;

3. planning and organizing the environment in order to realize one's goals;

4. accepting responsibility for, and the consequences of, one's own decisions;

5. controlling or releasing emotions according to one's values;

6. working now for goals to be realized in the future;

7. selecting viable alternatives for actions in changing circumstances.

K. In order to cope with change, each student will develop the knowledge, skills, and affect essential to:

1. initiating appropriate change while recognizing the value of existing structure and concepts;

2. tolerating ambiguity;

3. basing actions on an understanding that coping with change is a continuous process throughout life;

4. developing an understanding and acceptance of the changing world of work and the potential need to change careers several times throughout one's life;

5. using career information and ongoing counseling services for making informed and satisfying vocational choices.

L. In order to lead a healthy, fulfilling life, each student will develop the knowledge, skills, and affect essential to:

1. assuming responsibility for one's own health and safety by establishing a daily regime of health behaviors that will contribute to a positive life style and an improved quality of life;

2. making informed decisions in regard to the selection and utilization of health products and services;

3. making decisions regarding life styles that promote healthful family living;

4. being an advocate for adequate and effective public health measures that will protect the individual, family, community, and the environment;

5. an appreciation of physical and motor fitness and understanding of its relationship to health maintenance;

6. function in the continuum of play-skill activities which include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction;

7. maintenance of the physical conditioning to participate in a variety of individual, dual, and group sports/activities and to participate in outdoor activities.

CHAPTER II

Introduction and Goals of Educational Media and Technology

The purposes of this chapter are to provide a rationale for teaching media and technology skills, and to relate these skills to the goals of the Minnesota State Board of Education.

The goal of the school library/media program is to ensure that each child acquires skills necessary to become a self-reliant, lifelong learner.

The school library/media skills program is an integral part of the instructional process. Good library/media programs are designed to teach the student skills in finding, interpreting and applying information to help the learner function effectively as an individual and in groups. Library/media programs are also designed to instill in young people an appreciation for literature, film, and other forms of media.

Educators are increasingly aware that schools must attempt to provide instruction relative to the varying needs, learning styles, ability levels, and cultural backgrounds of today's students. These students come to school with diverse social, intellectual, psychological, and emotional experiences. In addition, they are exposed daily to highly stimulating and rapidly changing technology outside the school setting. If students are to function successfully in a complex society, they must acquire skills and knowledge to become independent, self-reliant learners. Within the school, the library/media program is a major force which helps the student develop these essential skills. The school's media center should serve as an extension of the classroom--a laboratory for applying those skills that can be applied to information needs throughout the student's life. In addition, experiences with literature, film, and other types of media help in the understanding of differences among people, and also help students gain insight into their own problems.

The learner outcomes were developed in three broad stages of learning skills in educational media and technology as follows:

Accessing Information: Learners will become familiar with and understand the potential of the wide variety of information sources and personnel available in their schools, communities, state, nation, and global society. Learners will be able to locate and use information from these sources. Learners will actively pursue information according to their particular academic and individual needs. The learner will understand that there are a variety of formats and materials available to accommodate all ability levels and learning styles.

Processing Information: The learner will comprehend and apply concepts presented in media. The learner will apply critical reading, viewing and listening skills in resource selection and in analyzing available resources. The learner will apply thinking processes in organizing, analyzing, and interpreting information and developing evaluative skills in order to become an intelligent consumer of information for the purpose of solving problems and making decisions.

Communicating Information: Learners will select the most appropriate technology to communicate their messages. The learner will design, produce, and present information in a variety of formats appropriate to the message being

communicated. The learners will use multicultural, gender-fair concepts in the design of the production. Learner will evaluate the presentation of information produced by themselves and others.

These three stages of learning relate to all of the Minnesota State Department of Education Learner Goals, but particularly to subgoals 1, 2, 3, 4, and 6 of Goal A which refer to reading, writing, speaking, and listening skills as well as using technological tools to enhance learning opportunities. We would combine subgoals 1 and 3, subgoals 2 and 4 in the following way:

1. reading, listening, and viewing to gather information, perspective, and understanding, and provide leisure activities.

2. writing, speaking, and producing media to explain, describe, analyze, and synthesize information gleaned from other sources and/or to express points of view, perspectives, understandings and feelings.

Note that in subgoal 1, we added viewing skills which we feel are as essential as reading, listening, writing, and speaking. In subgoal 2 we added the production of media which supplements writing and speaking in communication.

The accomplishment of many of the other Minnesota State Board of Education goals depend on these essential skills. In addition, the skills learned and practiced in the library/media center contribute to the development of lifelong learning skills, thinking, and decision-making skills, conflict-resolution skills, a positive attitude toward self, and the ability to cope with change, especially in the area of new technologies.

CHAPTER III

LEARNER OUTCOMES FOR EDUCATIONAL MEDIA AND TECHNOLOGY

The purpose of Chapter III is to provide a listing of outcomes to be achieved by students by the time they graduate. Individuals interested in outcomes for elementary students should see Appendix 1. Each outcome is keyed to the Minnesota Board of Education Learner goals in the first column. The outcomes are classified according to the cognitive levels of knowledge, application and integration. They are also classified according to affective development, psychomotor development, international/global concept development, and multicultural/gender fair concepts. These terms are defined in the glossary. In future versions of this document, the learner outcomes will be keyed to test items or evaluation procedures in the assessment columns.

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	 P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment

ACCESSING INFORMATION Learners will become familiar with and understand the potential of the wide variety of information sources and personnel available in their schools, communities, state, nation, and global society. Learners will locate and use information from these sources. Learners will actively pursue information according to their particular academic and individual needs. The learner will understand that there are a variety of formats and materials to accommodate all ability levels and learning styles.

I. LOCATION, PHYSICAL ARRANGEMENT AND PERSONNEL

A, D.3

A. The learner will identify and locate the information systems and resources appropriate to their needs. — K, IG

1. school library/media center
2. public library, art center, historical society, special libraries, television, radio
3. cable systems, satellite technology, local and global computer networks and databases

A, B.1

B. The learner will locate the different storage areas within an information system and understand their function and organization. — Ap

e.g., fiction
non-fiction
reference
periodicals
newspapers
microfiche
computers
filmstrips
records
films
videotape
easy/picture book
professional materials
equipment

A, B.1

C. The learner will differentiate among and choose the appropriate activity areas in which to complete media tasks assigned from the classroom or to satisfy personal needs. — I

e.g., reading
researching
listening and viewing
producing

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	hearing stories circulating materials and equipment conferring in small or large groups computing teleconferencing		
D, E	D. The learner will demonstrate an understanding of the roles and expertise of the people working in information systems.	K, Ap	
D, E	E. The learner will recognize the limits/dimensions of available information/materials at a specific locality in comparison to the total information that is accessible via networks, etc.	K	
	II. POLICIES AND PROCEDURES		
B.5	A. Learners will understand and practice the circulation procedures for print, nonprint and equipment, in whatever information system they are using.	K, Ap	
B.5	B. The learner will identify and demonstrate actions which help the operation of the program so that the whole group of users will benefit.	K, Ap, Af	
B.6	C. The learner will identify and demonstrate ways of caring for media, equipment, and facilities so that life span is extended and upkeep is minimized.	K, Ap, Af	
B.5	D. The learner will generalize that when media centers provide for many users, everyone must operate under established policy and operating procedures.	I	
	III. SELECTION AND USE		
B.1	A. The learner will understand that there are two major ways to organize materials - alphabetical and numerical - in information systems and will understand why materials are housed in particular locations. 1. alphabetic - author, title, subject 2. numeric - Dewey Decimal Classification, Library of Congress, series, sequential numbers	K	
B.1, D.3	B. The learner will identify the purpose and arrangement of a wide variety of indexing tools and cataloging systems and use them to locate information. 1. book, card, microform, or electronic catalogs, periodical indexes, telephone books, pamphlet and newspaper indexes, etc. 2. electronic databases	K, Ap	

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
B.1	C. The learner will generalize that sources usually offer a system of helps, such as indexes and cataloging systems, to the user who seeks both specific and general information. Further, learners conclude that individuals should use a systematic approach to get information that is relevant to a particular topic. e.g., indexes tables of contents user's instructions legends boldface and italics graphic clues cross references thesauri	I	
A.6, C	D. Learners will recognize and locate the various media forms and know which form is appropriate to meet their individual needs. The learner will know and use the delivery system that is appropriate to each form. The learner will operate the equipment associated with the various delivery systems. 1. media forms - print, video, audio, computer disk, microform, 2. delivery systems - audio, visual, electronic, projection, telecommunication, print, robotic	K, Ap, P	
A.6	E. The learner will differentiate among equipment used for retrieving information, for building skills, for processing information, for producing media, and for communicating current messages. The learner will demonstrate the understanding that all equipment serves intended purposes and that the user determines which medium best fits a given assignment or personal need. e.g., RETRIEVING tape player phonograph viewer/projector computer/monitor VCR/monitor headsets SKILL BUILDING computer calculator timed reader PROCESSING calculator computer PRODUCING MEDIA camera/tripod/copystand dry mount press audio tape decks computer/printer video editor graphics tablet video camera	I	

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	MESSAGE RELAYING cable satellite television telephone teletype		
A.	F. The learner will identify the basic components of print, audiovisual, and electronic materials and systems. a. print - author/editor, title, illustrator, publisher, copyright date, title page, table of contents, bibliographic citations, index, etc. b. audiovisual/electronic - title, credits, menu, user's instructions, etc.	K, Ap	
A.	G. The learner will use the basic components of media and distinguish which are relevant when assignments require up-to-date, footnoted, and/or bibliographically listed sources.	Ap, I	
B.4	H. The learner will understand the concept of copyright and demonstrate respect for ownership.	K, Af	
A.1	I. The learner will recognize, use and demonstrate preferences for particular kinds and/or forms of literature including multicultural, gender-fair materials. e.g., autobiography biography comedy easy/picture book fiction mystery fiction detective fiction historical fiction romantic fiction science fiction Western fiction social/personal fiction mythology folktale/fairy tale/legend interactive fiction drama short story novella novel poem satire parody critical essay documentary editorial news story feature story travelogue	K, Ap, I, MG, IG	

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
A, C, D	J. The learner will select materials according to appropriate criteria, such as their being relevant, accurate, authoritative, current, multicultural, gender fair, and of appropriate quality, level of difficulty, and format.	K, Ap, MG	

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment

PROCESSING INFORMATION: The learner will comprehend and apply concepts presented in media. The learner will apply critical reading, viewing, and listening skills in resource selection and in analyzing available resources. The learner will apply thinking processes in organizing, analyzing, and interpreting information and developing evaluative skills in order to become an intelligent consumer of information for the purpose of solving problems and making decisions.

	I. SELECTION AND USE		
A	A. Learners will analyze their information needs in terms of questions to be explored.		I
A	B. The learner will assess the value of various types of resources for data gathering. These resources may be indexes to information, communication tools, community information resources, and/or technological information systems such as online databanks.		I
A	C. The learner will make choices about the data based on the content, format, timeliness, literary style and type/genre of the resources available.		I
	II. MEDIA LITERACY		
A, B, C	A. The learner will understand and evaluate the process involved in creating media messages.		K, Ap, I
	1. The learner will analyze a media production to determine the relationships of the components to the purpose of the overall work (e.g.,, analyze a record album to determine the relationship of the musical score, lyrics, and graphics to the purpose of the overall work).		I
	2. The learner will compare and contrast the methods used in making a book, a film, videotape, radio show, newspaper, and magazine.		I
	3. The learner will interpret the effects of the unique properties of the medium on the message.		
B.9, C	B. The learner will recognize, interpret, and create visual images.		
	1. The learner will identify, interpret, analyze and evaluate the influence of visual communication on language, thought, and experience.		K, Ap, I
	2. The learner will recognize the effects of distortion, stereotyping, propaganda, and violence in visual media.		K
	3. The learner will recognize and appreciate the aesthetics of visual images and of image creation.		K, Af
	4. The learner will create mental images by inference from non-visual messages and will communicate to others through the creation of visual images.		Ap, I

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
A, C	C. The learner will recognize and interpret media messages, including the persuasive methods inherent in some media messages.	K, Ap, I	
	1. The learner will decode visual and verbal images as well as literary images.	K	
	2. The learner will determine the main idea, purpose, intent, and reliability of the message.	K, Ap	
	3. The learner will identify the reasons for presenting a promotional message and will determine how verbal and nonverbal persuasive language is used to play on human emotions and needs in an advertisement and a feature story.	K, Ap	
	4. The learner will analyze the way in which size, shape, color, camera angle, and focus influence the appeal in visual promotional messages.	I	
	5. The learner will use evaluative criteria such as relevance, accuracy, authority, and general quality, in making judgements about the message.	I	
	6. The learner will appreciate the importance of using analytical skills with media as it influences opinion.	Af	
C.1, C.3	D. The learner will know and assess the unique attributes of each medium in reporting the news.	K, Ap, I	
	1. The learner will recognize the selectivity of all media in news coverage.		
	2. The learner will analyze the presentations of an event in a variety of media using criteria such as: the length of presentations, the amounts and types of information provided, the scope of events, and their inferences.	I	
	3. The learner will recognize and make connections between a chain of events, how they are reported, and the resulting impact they have on the public.	K, Ap, I	
	a. The learner will determine events which link to each other in a chain of cause-effect relationships.		
	b. The learner will infer motives of varied media presentations about a chain of events.		
	c. The learner will predict long-range effects which the events could have on both a thinking and an unthinking public.		
	d. The learner will draw several conclusions about the cause-effect relationships between the media's reports and the public's responses.		
	e. The learner will form a generalization from conclusions about the impact of the media on the public.		
	4. The learner will exercise thinking skills to interpret the relationships between events and the reporting of those events by the media.		

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	5. The learner will value the role of interpretive thinking skills in a society of expanding information and increasing media presentations.	Af	
B.8	F. The learner will recognize the impact of technology on daily life.	K, Ap	
	1. The learner will describe ways technology is used at home, at school and in the community.	K	
	2. The learner will acknowledge the various ethical and legal issues related to technology.	K	
	e.g., privacy and public access software/telecommunication piracy regulation/competition computer hacking sex equity poor/discrimination international information flow/national security		
	3. The learner will analyze the impact of technology on the use of time.	I	
	4. The learner will analyze the impact of technology today and make predictions about the future.	I	
A, C	**III. THINKING AND RESEARCH PROCESSES**		
C.3	A. The learner will evaluate the reliability and relevance of sources.	I	
	1. The learner will distinguish between relevant and irrelevant sources.	I	
	2. The learner will distinguish between reliable and unreliable sources.	I	
C	B. The learner will use reliable and relevant sources of information.	Ap	
	1. The learner will recognize the importance of using more than one source to obtain information.	K	
	2. The learner will develop questions appropriate for obtaining information from sources.	Ap	
	3. The learner will record observations and information obtained from sources.	Ap	
	4. The learner will identify points of agreement and disagreement among the sources.	K	
	5. The learner will evaluate the quality of the available information.	I	
C	C. The learner will organize, interpret, analyze, and synthesize information obtained from various sources.	Ap, I	
	1. The learner will identify central elements in information.	K	

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	2. The learner will classify information through such techniques as grouping and labeling.	I	
	3. The learner will distinguish statements of fact from statements of opinion.	I	
	4. The learner will distinguish statements of inference from statements of fact.	I	
	5. The learner will identify stated opinions, biases and value judgments.	K	
	6. The learner will differentiate between points of view in primary and secondary sources.	I	
	7. The learner will recognize logical errors.	K	
	8. The learner will recognize inadequacies or omissions in information.	K	
	9. The learner will make inferences from data.	I	
	10. The learner will identify cause and effect relationships.	K	
	11. The learner will differentiate between causation and correlation.	I	
	12. The learner will recognize interrelationships among concepts.	K	
	13. The learner will identify stated and unstated assumptions.	K	
	14. The learner will summarize information.	K	
C	D. The learner will use summarized information for various purposes.	A	
	1. The learner will test hypotheses.	I	
	2. The learner will draw conclusions.	I	
	3. The learner will offer solutions to problems.	I	
	4. The learner will clarify issues.	I	
	5. The learner will make predictions.	I	
A.2, C, I.2, I.7	E. The learner will demonstrate ability to use the research process.	Ap	
	1. The learner will identify the subject to be researched.	K	
	2. The learner will select sources about the subject.	Ap	
	3. The learner will choose key ideas from the sources.	Ap	
	4. The learner will infer cause-effect relationships among the information.	I	
	5. The learner will relate information to knowledge and/or experiences.	A	
	6. The learner will relate information to examples.	A	
	7. The learner will extend concepts with definitions.	A	
	8. The learner will use several other identifying nouns to use in reference to the subject.	A	
	9. The learner will organize key ideas into areas based either on likenesses or cause-effect relationships.	Ap	
	10. The learner will name or label each categorical area.	I	
	11. The learner will organize these categories into a topic outline.	Ap	

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	12. The learner will compose a topic introductory paragraph which reflects the outline.	I	
	13. The learner will develop a topic sentence for each topic category in the outline.	I	
	14. The learner will subdivide notes into subtopics and label them.	Ap, I, P	
	15. The learner will organize these notes in a sequence of logical order.	Ap, I, P	
	16. The learner will prepare a report in written, oral and/or audiovisual form.	K, Ap, I, P, Af, MG, IG	

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment

COMMUNICATING INFORMATION Learners will select the most appropriate technology to communicate their messages. The learner will design, produce, and present information in a variety of formats appropriate to the message being communicated. The learner will use multicultural, gender-fair concepts in the design of the production. The learners will evaluate the presentation of information produced by themselves and others.

I. SELECTION OF MEDIA FORMATS FOR COMMUNICATION

A, J.2

A. The learner will identify, select and use materials including those that are multicultural, gender fair, and appropriate to the information being communicated and to the intended audience's maturity and ability level. — K, Ap, I, MG, IG

1. Print - Books, periodicals, photographs, maps, transparencies, computer printouts
2. Audiovisual - cassette tape, record, film, slides, videotape or disk, filmstrip, computer programs

A.2, A.6

B. The learner will identify, select and use equipment properly for reporting and presenting purposes. — K, Ap, P

1. Audio

   e.g., microphone
   cassette recorders
   record players
   radio
   telephone

2. Visual

   e.g., overhead and opaque projector
   8 and 16 mm film projector
   videotape or disk player or projector
   filmstrip projector
   television (including cable and satellite)
   slide projector
   computer

3. Textual

   e.g., word processing/microcomputer
   duplication
   overhead/transparency

II. PRODUCTION

A.6, B.9

A. The learner will recognize and use the equipment and materials necessary to create an original production. — K, P

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	1. Equipment a. print - dry mount press, lettering equipment, transparency makers b. audio - microphone, cassette recorder, audio editing equipment, mixers c. visual - video and 35mm camera, editing and developing equipment, switchers, mixers, computers		
	2. Materials a. print - transparencies, charts, flannel boards, bulletin boards, computer programs and visuals b. audio - cassette tapes, records c. visual - videotapes or 8mm films, slides, filmstrips, live television d. other - puppets, dioramas		
A, B.9, I.2, I.7, J.3	B. The learner will create an orignal production that is effectively organized to convey the intended message, uses correct production techniques, is multicultural and gender-fair, is appropriate for the intended audience, and is aesthetic and creative in its design.	K, Ap, I, P, Af, MG	
F.4	C. The learner will work cooperatively with other students in creating a production by recognizing and completing specific tasks as a part of the team effort, using cross-cultural, cross-gender communications skills.	Ap, I, P, Af, MG	
	III. PRESENTATION		
C.1, J.3	A. The learner will select appropriate location and equipment for presenting the production.	Ap	
A.4, I, J.3	B. The learner will present media using correct techniques.	Ap, P	
	1. The learner will use proper delivery techniques such as: posture, voice level, eye contact, enunciation, microphone skills	Ap, P	
	2. The learner will demonstrate the correct use of format, such as: appropriate audio volume, viewing distance/angle, computer monitor size, avoiding too much information and keystone effect with transparencies, anticipating technical problems.	Ap, P	

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	IV. EVALUATION		
C.3, I.3	A. Learners will evaluate the effectiveness of their communication efforts by using predetermined criteria.	I	
C.3, I.3	B. Learners will analyze the evaluation results to improve their communication.	I	

CHAPTER IV

Developing and Transposing Learner Outcomes into Curriculum

The "Learner Outcomes in Educational Media and Technology" document was developed to aid in the formulation of local media goals and objectives. These outcomes were formulated and categorized by a statewide team of elementary, secondary, district media personnel, and members of the Educational Media Unit and the Curriculum and Technology Section. They were further reviewed by other library/information/media professionals in school districts, colleges, and libraries.

The learner outcomes presented in this document are suggested model outcomes. Local variations in curriculum, student population, media collections and equipment, and organization of the media program and personnel will suggest numerous additions, modifications, and deletions. It is essential that the audiovisual and technological aspects, as well as the print aspects of the learner outcomes, be implemented.

Students learn and develop at varying rates depending on background, abilities, needs, and interests. Few skills can be acquired with one brief exposure. Therefore, continued reinforcement of skills previously introduced helps ensure the student's ability to be an independent user of all types of media resources.

INTEGRATION OF MEDIA SKILLS

Studies have demonstrated that the teaching of library/media skills is most successful when integrated into the curriculum instead of being taught as a separate, unrelated course. Since skills are best acquired through meaningful experiences rather than through arbitrarily scheduled or isolated exercises, instruction should be designed to meet the needs and interests generated from classroom activities and assignments.

Minnesota Rule 3500.1150, REQUIRED OFFERINGS FOR ELEMENTARY SCHOOLS, subpart 5. mandates the integration of media and technology skills. Minnesota Rule 3500.2110, REQUIRED CURRICULUM OFFERINGS FOR FOUR-YEAR SENIOR SECONDARY SCHOOLS, Subpart 3.B., states that "Information technology may be integrated with course content of other subject areas." The Information Technology Learner Outcomes also stress integration. The introduction states that the goals and outcomes "are intended to be interdisciplinary because students may learn with and about technology in a variety of subject areas."

It is the joint responsibility of teachers and media personnel, working together as an instructional team, to ensure that each student develops library/media skills. These experiences may occur in the media center, classroom, or other instructional areas. It is imperative that the teaching of media skills be integrated with relevant subject curricular topics rather than taught in isolation as a separate, unrelated curriculum. When teachers and media personnel share the responsibility for planning, teaching, and providing opportunities for students to practice, the integration of library media skills instruction into the curriculum will occur at the most appropriate time and will ensure retention by students.

The educational media learner outcomes interface with the learner outcomes in all curricular areas by providing the tools for research, and the knowledge of how to use these tools. The unavailability of equipment and materials may hamper the process in some situations; however, it is strongly recommended that a continual effort be made to expand and improve facilities, equipment, and materials. This is necessary to implement a strong educational media skills program (K-12) and to provide essential support to the total instructional program.

The following section is excerpted by permission of the authors from the book TEACHING LIBRARY MEDIA SKILLS

"An Integrated Model For Library Media Skills Instruction"

Library media specialists, in the past, have sought to "relate" library media skills instruction to everyday classroom teaching rather than to integrate the two. Teachers have been perfectly willing for library media specialists to "relate" library media skills to classroom studies but have not, typically, integrated library media skills objectives, activities, and assessments into instruction.

The difference between the terms "relate" and "integrate" seems subtle at first, but the operational difference is enormous. Relating library media skills to classroom instruction implies one set of instructional objectives and a separate set of library media skills objectives, one set of instructional activities and a separate set of library media skills activities, one set of instructional assessments and a separate set of library media skills assessments, all more or less related but, at the same time, all very much separate. Integrating library media skills into classroom instruction, on the other hand, implies only one set of instructional objectives, activities and assessment.

The distinct differences between relating and integrating library media skills into classroom instruction are illustrated in Figures 1 & 2. In the unintegrated or "related" model (Figure 1), teachers and library media specialists respectively develop totally separate objectives, activities, and assessments, and though these may be verbally related by teacher and library media specialist, they are not operationally interdependent. In the integrated model (Figure 2), as illustrated by the example, instructional objectives and library media skills objective may be separately formulated, owing to the subject expertise of teachers and the library media skills expertise of library media specialists. However, in planning a teaching unit, instructional objectives and library media objectives are merged into one set of unit objectives. Thereafter, library media skills activities derive their subject matter directly and perhaps exclusively from the unit of study, and classroom teaching activities depend in large part on library media skills instruction. In fact, the distinction between instructional objectives, activities, and assessments on the one hand, and library media skills objectives, activities, and assessments on the other becomes specious as the two are merged into a single instructional unit.

Note: Since the Media Specialist is also a teacher, it is assumed that the designation "teacher" refers to a classroom teacher or other special teacher.

Figure 1. Related Model of Library Media Skills Instruction

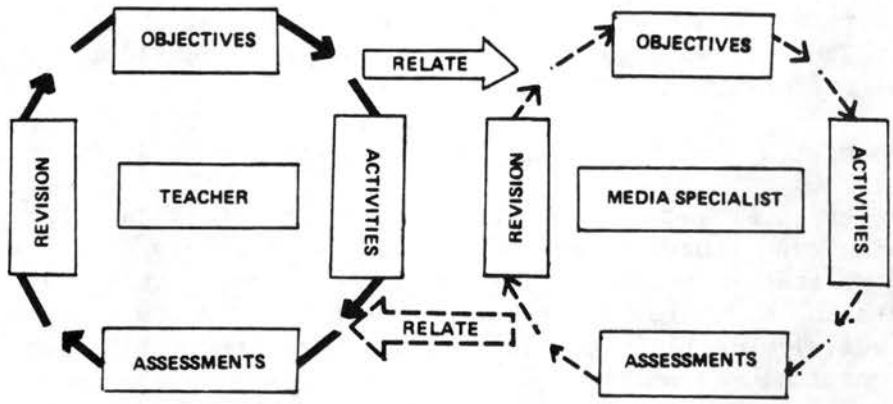
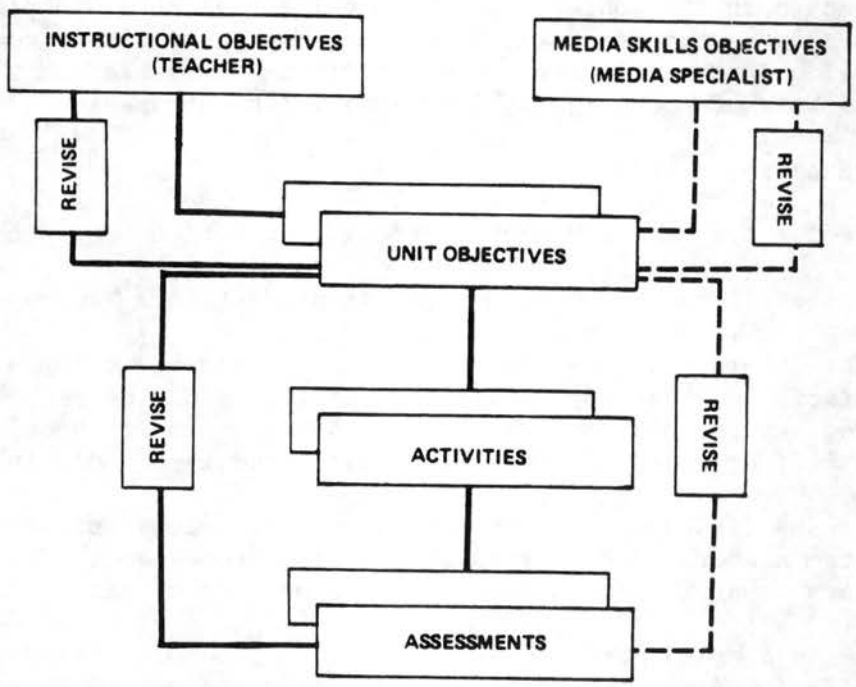


Figure 2. Integrated Model of Library Media Skills Instruction



PROCESS FOR DEVELOPING TERMINAL OUTCOMES

It is recommended that the board of education and the administration in each school district use or adapt the following steps to develop their terminal outcomes; i.e., outcomes that will be achieved by students before graduation:

1. The district curriculum advisory (PER) committee should develop a format and content definitions as modeled in the GOAL AND OUTCOME SPECIFICATION PROCESS document published by the Minnesota Department of Education. This should be done in conjunction with one of the following individuals:

   a. The district curriculum coordinator

b. The district media supervisor

c. A representative of the media personnel in the district

2. In accordance with the cycle adopted for curriculum review (see Section III of the GOAL AND OUTCOME SPECIFICATION PROCESS document), district administration should name a media and technology curriculum committee and provide the resources needed for committee activities, including time and materials. The following general factors should be considered when naming a media and technology curriculum committee:

   a. The committee should be small enough to work effectively as a group.

   b. Media personnel and teachers from all grade levels that provide learning experiences in media and technology should be represented on the committee. Because the elementary curriculum rule requires integration of media and technology with other content areas, it is particularly important that elementary teachers be represented on this curriculum committee.

NOTE: This process can pose special problems to smaller districts. The greatest problems are: lack of staff trained in curriculum development; and too few staff members in the content area to provide breadth and depth. One solution suggested is having groups of districts cooperate to form committees of media personnel and teachers from those districts. This has the advantage of broadening the base of knowledge available to write outcomes.

3. A designated person should:

   a. Arrange for training for each curriculum committee member on:

      - Expectations of the committee for product form and content
      - How to write outcomes
      - The future. Information on projected future developments in the discipline that may change the discipline and developments in society that may put new demands on citizens for knowledge, skill, or affect that could be addressed in the discipline.

   b. Collect and disseminate to the media and technology curriculum committee members, models and samples of outcomes as adopted by the Minnesota Department of Education and other school districts.

   c. Provide ongoing support and direction to the committee and to the discipline when not in the process of recording outcomes.

   d. This designated person could be one of the following:

      - the district curriculum coordinator
      - the district media supervisor
      - a designated representative of media personnel in the district
      - the K-12 media person where there is only one

4. The district media curriculum committee should:

   a. Write goals of the discipline that reflect the overall learner goals of the district.

b. Complete Curriculum Development Form One.

5. The district's curriculum advisory (PER) committee should review the outcomes to assure consistency with board-adopted values, philosophy, mission, goals, and subjects. Specific attention should be given to the differentiation between core outcomes expected of all students and elective outcomes to assure consistency between core outcomes and learner goals. Also, the committee should assure that the outcomes address levels of a taxonomy within each domain. The committee should recommend board adoption.

6. The Board of Education should adopt the goals and terminal outcomes for media and technology, based on the recommendation of the curriculum advisory (PER) committee.

PROCESS FOR TRANSPOSING THE DISTRICT-WIDE OUTCOMES INTO CLASSROOM SCOPE AND SEQUENCE

It is recommended that each school district establish a specific set of procedures by which the staff in each building can transpose the district-wide outcomes into classroom scope and sequence.

There are two issues that must be considered in the design of these procedures.

1. The purpose of the procedures is to provide each media person and classroom teacher with information as to what is expected of students in terms of learning for that grade or class. The aim is alignment of desired outcomes and instruction.

2. It is critical that the procedures not be cumbersome or onerous and equally critical that they be sufficiently specific to achieve their purpose. Thus, the larger the staff (presumably resulting in greater chance for non-alignment) the more structure will be needed. Conversely, the smaller the staff (presumably resulting in less chance for non-alignment) the more likely the purpose can be achieved with minimal structure.

Curriculum is defined as containing the following elements. Samples of each are provided.

HIERARCHY	SAMPLE
OUTCOME	The learner will select materials according to appropriate criteria, such as their being relevant, accurate, authoritative, current, multicultural, gender fair, and of appropriate quality, level of difficulty, and format.
CLUSTER	The learner will recognize stereotyping of minority groups and women in materials.
SUBCLUSTER	The learner will compare the stereotypical images with more factual, accurate information from additional sources.

OBJECTIVE — Given three excerpts from various materials, the learner will identify with 100 percent accuracy those which contain factual and those which contain stereotypical images of minorities and/or women.

ASSESSMENT ITEM — Read the following three excerpts and identify which one contains stereotypical images of American Indians:

A. Your grandmother is one of those who live in harmony with all nature - with earth, coyote, birds in the sky. They know more than many will ever learn. Those Old Ones know.

B. There were five of them, dark shapes on the road, coming from the brick house. They hardly looked like men, the way they moved. They were trotting, stooped over, first one, and then another coming up, like dogs sifting up to the scent of food.

C. John worked from sun up to dusk at the tribal ranch and still only made enough money to care for Norman and his mother. There would never be any extra to save to buy a rifle or lapidary equipment.

_____ A. _____ D. All of the above

_____ B. _____ E. None of the above

_____ C.

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A. "From ANNIE AND THE OLD ONE by Miska Miles. Text copyright (c) 1971 by Miska Miles. Reprinted permission of Little, Brown, and Company in association with The Atlantic Monthly Press."

B. Walter D. Edmonds, The Matchlock Gun, 1941.

C. Virginia Driving Hawk Sneve, When Thunders Spoke, 1974.

There are six key elements to the procedure. They include:

1. Specification of the clusters for each outcomes.

2. Specification of the subclusters for each cluster.

3. Specification of the standard for student performance (objective).

4. Specification of whether the instruction is for awareness, emphasis, mastery, or reinforcement.

5. Media personnel and teacher design of the instruction in terms of methods, activities, and media.

6. Monitoring implementation of the instruction.

The following procedure is very specific and detailed. It assumes the presence of a building principal with curriculum responsibilities. Each district should review this process and adapt it to meet its situation in consideration of the issues described above.

1. Following Board of Education adoption of the core and elective outcomes for educational media and technology, a designated person should complete column one of CURRICULUM DEVELOPMENT FORM TWO for each grade-level grouping (K-3, 4-6, 7-9, 10-12) or course, and distribute copies of all pages to the principal in each building. The same or another designated person should provide training for the principals to ensure their understanding of the process. The designated person who will fill out the form may be any of the following:

   a. the district curriculum coordinator
   b. the district media supervisor
   c. the superintendent
   d. a principal
   e. a media professional

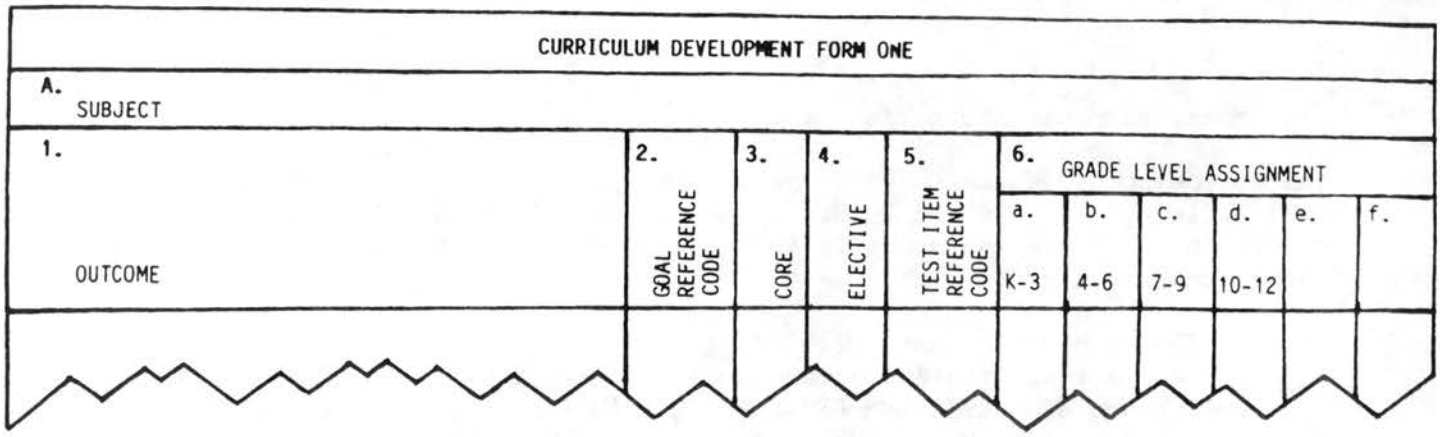
2. Each principal should call separate meetings of the building-level media specialist and all teachers in the grade-level grouping indicated in Box A of CURRICULUM DEVELOPMENT FORM TWO. Each group of teachers and the building-level media specialist should complete the remainder of the form. If there is a District Media and Technology Curriculum Committee, at least one member should attend each such meeting to answer questions and clarify issues. THIS FORM CAN BE OMITTED IF THE ASSIGNMENT OF CURRICULUM DEVELOPMENT FORM ONE IS FOR A SPECIFIC COURSE OR SINGLE GRADE LEVEL.

3. Using the form completed in step two or one, each principal should complete Boxes A-D of CURRICULUM DEVELOPMENT FORM THREE for each grade level or course.

4. Each principal should call separate meetings of the media specialist and all teachers in each grade level or course for which the principal has prepared CURRICULUM DEVELOPMENT FORM THREE. The media specialist and the group of teachers should complete the remainder of the form. If there is a district media and technology curriculum committee, a member of this committee should attend each such meeting to answer questions, clarify concerns, and provide technical information regarding development of clusters and subclusters for each outcome.

5. The media specialist and each teacher should use the completed CURRICULUM DEVELOPMENT FORM THREE appropriate to his or her grade or course as a base to complete CURRICULUM DEVELOPMENT FORM FOUR. A set of these forms becomes the media specialist's and teacher's annual plan for providing instruction in this subject area. One CURRICULUM DEVELOPMENT FORM FOUR should be completed for each cluster for which the media specialist and teacher have instructional responsibility. The forms should be reviewed annually to update and modify as appropriate.

The following are the four curriculum development forms with instructions. They are followed by five samples of media outcomes that have been expanded using the curriculum development forms.



LINE

A. Enter subject area.

COLUMN

1. List all outcomes for the subject in a sequence determined by the grade level grouping in which initial awareness level instruction is to be provided.

2. Enter a reference code to the district's learner goal(s) that justifies inclusion of the outcome.

3. Check whether the outcome is considered to be a reasonable expectation for all students.

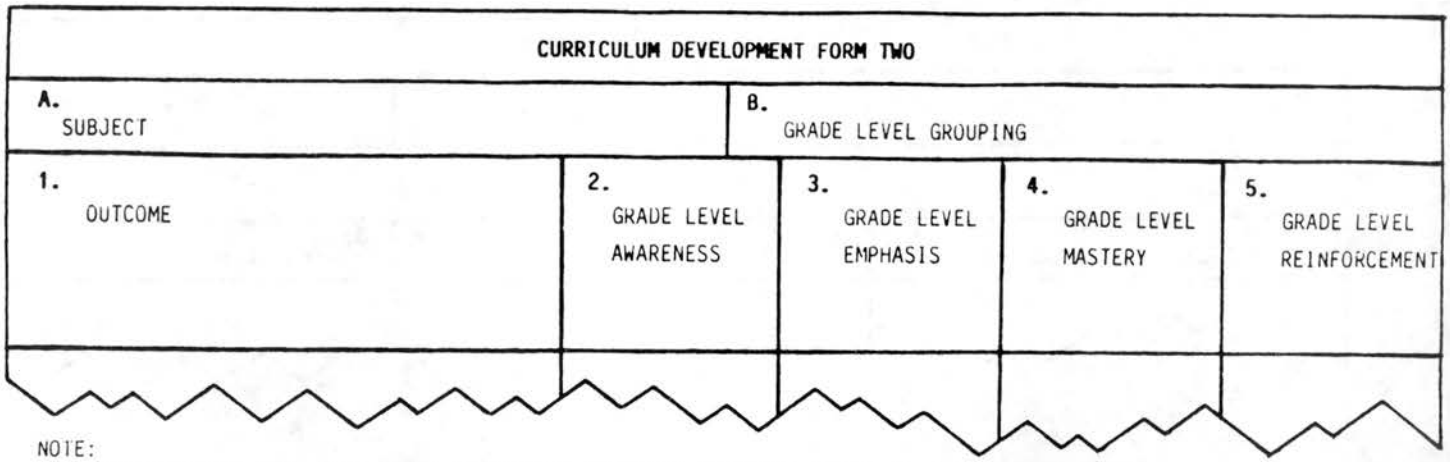
4. Check whether the outcome is an elective that a student may elect to develop or one for which a teacher may elect to provide instruction for some or all students.

   NOTE: If the discipline curriculum committee determines that within any one outcome there are some clusters that are core and some that are elective, that committee should differentiate on this form by placing the clusters in the outcome column.

5. Enter a reference code for the test items or procedures that are to be used to determine student proficiency.

6. Enter an "A" in the column that indicates the grade levels in which awareness instruction is provided.
   Enter an "E" in the column that indicates the grade levels in which emphasis instruction is provided.
   Enter an "M" in the column that indicates the grade levels in which mastery attainment is expected.
   Enter an "R" in the column that indicates the grade levels in which reinforcement instruction is provided.

   NOTE: The grouping of grade levels should be modified by each district to correlate with its organizational pattern; e.g., K-6 or K-5 or K-4 elementary school; junior high or middle school; three-year or four-year senior high. Also, some or all of the subcolumns in column six may be modified to indicate a particular course instead of a grade level grouping.



NOTE:
Omit this form if the grade level assignment is for a specific course or single grade level.

BOX

A. Enter subject area.
B. Enter grade level grouping from column six Curriculum Development Form One.

COLUMN

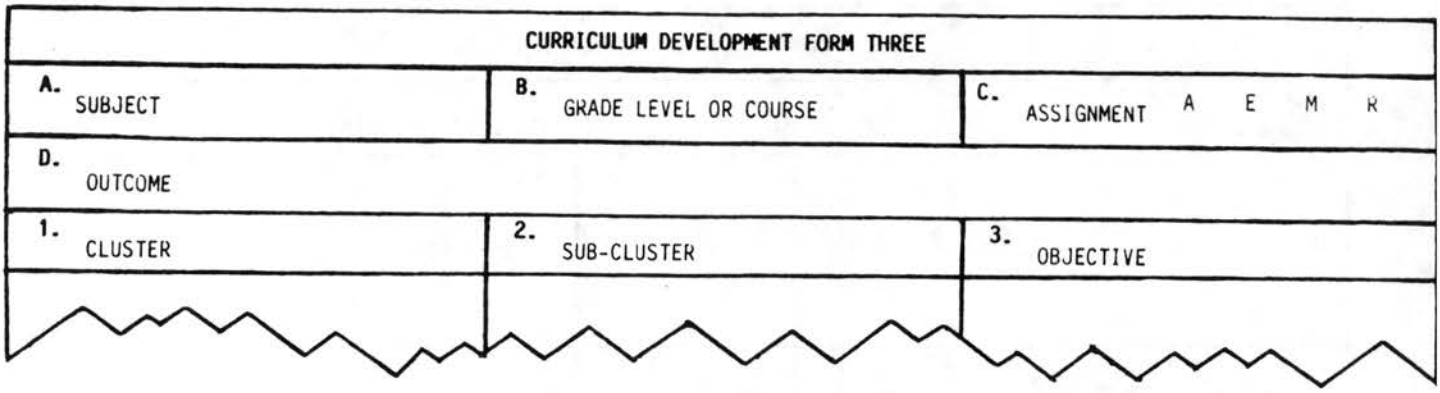
1. Enter all appropriate outcomes from Curriculum Development Form One.

2. Enter the grade level within the grouping at which awareness instruction is to be provided.

3. Enter the grade level(s) within the grouping at which emphasis instruction is to be provided.

4. Enter the grade level within the grouping at which student mastery is expected. This is the grade level at which the test item or procedure designed to determine student attainment is to be used.

5. Enter the grade level(s) within the grouping at which reinforcement instruction is to be provided.



BOX

A. Enter the subject area.

B. Enter the grade level or course to which the form applies.

C. Circle one or more as appropriate: A = Awareness Instruction; E = Emphasis Instruction; M = Student Mastery; R = Reinforcement Instruction.

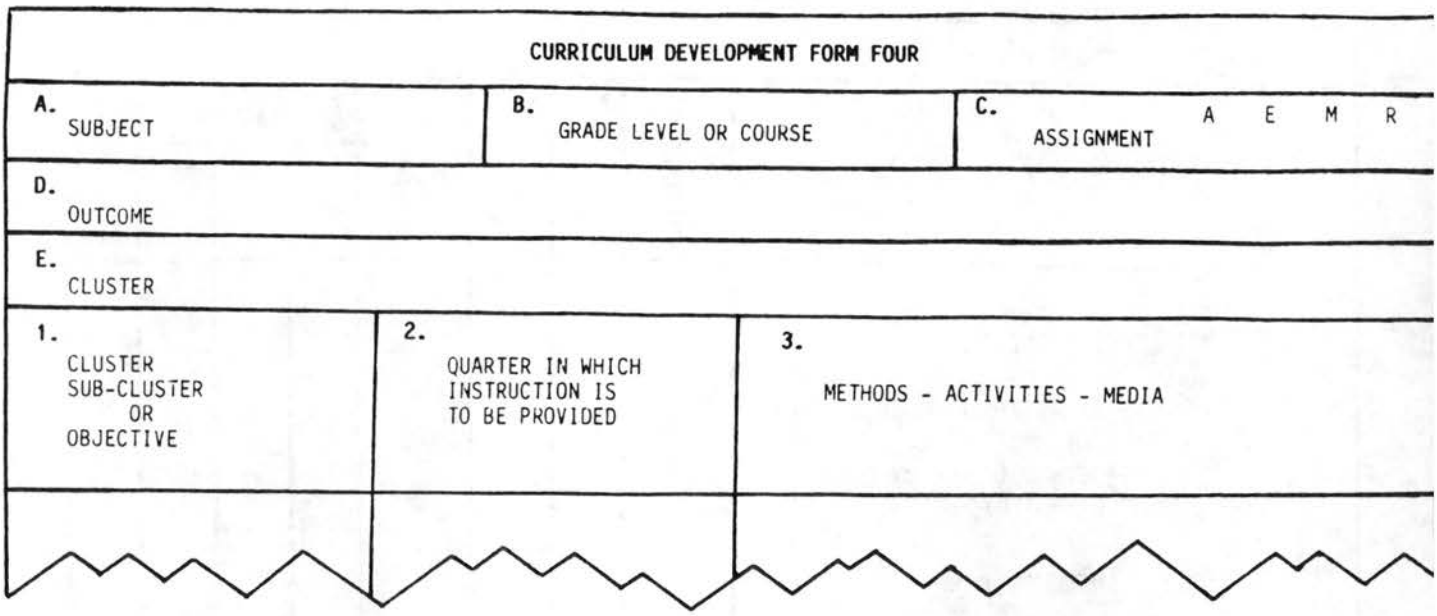
D. Enter the complete outcome.

COLUMN

1. In consideration of the assignment, list the clusters for which instruction is to be provided at the grade level.

2. List the subclusters of each cluster necessary to provide instruction to the level of assignment. There may be no subclusters for some clusters.

3. **Complete only if the assignment is student mastery.** Write the subclusters in measurable terms.



BOX

A. Enter the subject area.

B. Enter the grade level or course to which the form applies.

C. Circle one or more as appropriate: A = Awareness Instruction; E = Emphasis Instruction; M = Student Mastery; R = Reinforcement Instruction.

D. Enter one cluster for the outcome. Complete this only if there are subclusters written for the cluster.

COLUMN

1. Enter one cluster if no subclusters are written; or
   Enter a subcluster if no objective is written; or
   Enter an objective.

2. Enter the quarter of the year in which instruction is to be provided.

3. Describe methods, materials, and media to be used to provide instruction.

CURRICULUM DEVELOPMENT FORM ONE

A. SUBJECT: Media/Social Studies

1. OUTCOME	2. GOAL REFERENCE CODE	3. CORE	4. ELECTIVE	5. TEST ITEM REFERENCE CODE	6. GRADE LEVEL ASSIGNMENT a. K-3	b. 4-6	c. 7-9	d. 10-12	e.	f.
ACCESSING INFORMATION:										
I. H. The learner will understand the concept of copyright and demonstrate respect for ownership.		x			A	E	E	M		
PROCESSING INFORMATION:										
II. E. 2. The learner will acknowledge the various ethical and legal issues related to technology.		x			A	E	E	M		

CURRICULUM DEVELOPMENT FORM TWO

A. SUBJECT Media/Social Studies	B. GRADE LEVEL GROUPING K-3, 4-6, 7-8, 9-12			
1. OUTCOME	2. GRADE LEVEL AWARENESS	3. GRADE LEVEL EMPHASIS	4. GRADE LEVEL MASTERY	5. GRADE LEVEL REINFORCEMENT
ACCESSING INFORMATION:				
I. H. The learner will understand the concept of copyright and demonstrate respect for ownership.				
1) The learner will understand the purpose of the copyright law.	4-6	7-8	10	12
2) The learner will understand and observe the copyright law as it applies to computer software.	K-3	4-6	7-8	9-12
3) The learner will understand and observe the copyright law as it applies to print and non-print materials.	4-6	7-8		9-12

CURRICULUM DEVELOPMENT FORM THREE		
A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT A E M R
D. OUTCOME		
1. CLUSTER	2. SUB-CLUSTER	3. OBJECTIVE
This form is to be completed only if the assignment is Student Mastery.		

CURRICULUM DEVELOPMENT FORM FOUR

A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT
Media/Social Studies	6	(A) (E) M R

D. OUTCOME: ACCESSING INFORMATION: I. H. The learner will understand the concept of copyright and demonstrate respect for ownership.

E. CLUSTER: The learner will understand and observe the copyright law as it applies to computer software.

1. CLUSTER SUB-CLUSTER OR OBJECTIVE	2. QUARTER IN WHICH INSTRUCTION IS TO BE PROVIDED	3. METHODS - ACTIVITIES - MEDIA
The learner will understand that computer piracy and hacking harms other people.		(1) Modeling ethical copyright behavior (teachers and other staff) (2) ETHICS IN THE COMPUTER AGE (filmstrip). Walt Disney, color, with cassettes. Two filmstrips in this series - 1) Pirates and 2) Hacker, give two dramatic vignettes on the consequences of computer piracy. (3) HOT COPIES (computer disk). Bloomington Information Technology System (BITS). Available from the Bloomington Instructional Materials Center, 8900 Portland Ave. S., Bloomington, MN 55420 Three classroom simulations on computer ethics are followed by 3 programs for individual or small group use.

CURRICULUM DEVELOPMENT FORM ONE

A. SUBJECT: Media/All other subject areas

1. OUTCOME	2. GOAL REFERENCE CODE	3. CORE	4. ELECTIVE	5. TEST ITEM REFERENCE CODE	6. GRADE LEVEL ASSIGNMENT a. K-3	b. 4-6	c. 7-9	d. 10-12	e.	f.
PROCESSING INFORMATION:										
II. Media Literacy										
A. The learner will understand and be able to evaluate the process involved in creating media messages.	-	x	-	-	A	E	M			

CURRICULUM DEVELOPMENT FORM TWO

A. SUBJECT Media/All other subject areas	B. GRADE LEVEL GROUPING			
1. OUTCOME	2. GRADE LEVEL AWARENESS	3. GRADE LEVEL EMPHASIS	4. GRADE LEVEL MASTERY	5. GRADE LEVEL REINFORCEMENT
PROCESSING INFORMATION: II. Media Literacy A. The learner will understand and be able to evaluate the process involved in creating media messages.	3 or 4	5 or 6	7 or 8	

CURRICULUM DEVELOPMENT FORM THREE		
A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT A E M R
D. OUTCOME		
1. CLUSTER	2. SUB-CLUSTER	3. OBJECTIVE

This form is to be completed only if the assignment is Student Mastery.

CURRICULUM DEVELOPMENT FORM FOUR

A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT
Media/All other subject areas	5 or 6	A (E) M R

D. OUTCOME: PROCESSING INFORMATION: II. Media Literacy A. The learner will understand and evaluate the process involved in creating media messages.

E. CLUSTER: 3. The learner will evaluate the effects of the unique properties of the medium on the message.

1. CLUSTER SUB-CLUSTER OR OBJECTIVE	2. QUARTER IN WHICH INSTRUCTION IS TO BE PROVIDED	3. METHODS - ACTIVITIES - MEDIA
A. The learner will distinguish the effect of two different mediums on presenting the same message.		a. A book and movie of the same title will be presented with the class listing the uniqueness of each medium in presenting the message. (The Red Balloon)
B. The learner will evaluate the content of two different forms of media based on predetermined criteria.		b. Criteria will be developed to evaluate the impact between the filmloop portraying a scientific concept and a model of the concept in teaching a scientific concept. (e.g., a butterfly hatching from a cocoon)
C. The learner will translate a message from one medium to another.		c. A videotape will be developed from a storyboard.

CURRICULUM DEVELOPMENT FORM ONE

A. SUBJECT Media/All other subject areas

1. OUTCOME	2. GOAL REFERENCE CODE	3. CORE	4. ELECTIVE	5. TEST ITEM REFERENCE CODE	6. GRADE LEVEL ASSIGNMENT a. K-3	b. 4-6	c. 7-9	d. 10-12	e.	f.
PROCESSING INFORMATION:										
II. Media Literacy										
E. The learner will recognize the impact of technology on daily life.	-	x		-	A	E	M	R		

CURRICULUM DEVELOPMENT FORM TWO

A. SUBJECT	B. GRADE LEVEL GROUPING			
Media/All other subject areas				
1. OUTCOME	**2.** GRADE LEVEL AWARENESS	**3.** GRADE LEVEL EMPHASIS	**4.** GRADE LEVEL MASTERY	**5.** GRADE LEVEL REINFORCEMENT
PROCESSING INFORMATION: II. Media Literacy E. The learner will recognize the impact of technology on daily life.	1 or 2	3 or 4	5 or 6	7-12

CURRICULUM DEVELOPMENT FORM THREE

A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT A E M R
D. OUTCOME		
1. CLUSTER	2. SUB-CLUSTER	3. OBJECTIVE

This form is to be completed only if the assignment is Student Mastery.

CURRICULUM DEVELOPMENT FORM FOUR

A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT
Media/Language Arts	10 English	(A) E M R

D. OUTCOME PROCESSING INFORMATION: III. Thinking and Research Processes. A. The learner will evaluate the reliability and relevance of sources.

E. CLUSTER The learner will evaluate the reliability and relevance of periodicals.

1. CLUSTER SUB-CLUSTER OR OBJECTIVE	2. QUARTER IN WHICH INSTRUCTION IS TO BE PROVIDED	3. METHODS - ACTIVITIES - MEDIA
Students will recognize the wide variety of periodicals available as resources in the various subject areas. Students will be able to identify periodicals by subject, frequency of publication, and intended audience. Students will understand that each periodical has an intended audience, purpose and financial support system. Students will make judgments on advertising content and volume. Students will understand that indexes exist to access individual articles in magazines and that these indexes are not limited to the Reader's Guide.	Fall, Winter and Spring	Lecture by media specialist, 100 magazines (all different titles), Reader's Guide, Subject Bibliography of Periodicals. Worksheet for student evaluation.

CURRICULUM DEVELOPMENT FORM ONE

A. SUBJECT: Media/Science

1. OUTCOME	2. GOAL REFERENCE CODE	3. CORE	4. ELECTIVE	5. TEST ITEM REFERENCE CODE	6. GRADE LEVEL ASSIGNMENT a. K-3	b. 4-6	c. 7-9	d. 10-12	e.	f.
PROCESSING INFORMATION:										
III. Thinking and Research Processes										
E. Research process	-	x	-	-	A-E	E-M	R	R		

CURRICULUM DEVELOPMENT FORM TWO

A. SUBJECT Media/Science	B. GRADE LEVEL GROUPING K-3			
1. OUTCOME	2. GRADE LEVEL AWARENESS	3. GRADE LEVEL EMPHASIS	4. GRADE LEVEL MASTERY	5. GRADE LEVEL REINFORCEMENT
PROCESSING INFORMATION:				
III. Thinking and Research Processes	K-2	3-6	6	7-12
e.g.,: Weather topics				
- fog/frost				
- wind				
- storms				
- rain				

CURRICULUM DEVELOPMENT FORM THREE		
A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT A E M R
D. OUTCOME		
1. CLUSTER	2. SUB-CLUSTER	3. OBJECTIVE

This form is to be completed only if the assignment is Student Mastery.

CURRICULUM DEVELOPMENT FORM FOUR

A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT
Media/Science	3 (High reading ability)	A (E) M R

D. OUTCOME: PROCESSING INFORMATION: III. Thinking and Research Processes

E. CLUSTER

1. CLUSTER SUB-CLUSTER OR OBJECTIVE	2. QUARTER IN WHICH INSTRUCTION IS TO BE PROVIDED	3. METHODS - ACTIVITIES - MEDIA
PROCESSING INFORMATION: III. Thinking and Research Processes E. The learner will demonstrate ability to use the research process. e.g.: Frost & fog 4. The learner will infer cause-effect relationships among the information. e.g.: Freezing temp in air - warm earth 5. The learner will relate information to knowledge and/or experiences e.g.: Ice water in glass	3	Methods & Media Demonstration by example - transparency of note-taking form - sample notes from a student's research Transfer by modeling - students' researched notes about their weather topics Guided and/or independent practice - students' notes, forms, and thought processes Activities Having gathered notes about an aspect of the topic: - Students examine ways that the noted thoughts cause and/or affect one another e.g.: Frozen dew/frost - Students examine notes for likenesses and differences between notes and experience/knowledge e.g.: Ice water in glass on a not day

APPENDIX I

MODEL LEARNER OUTCOMES FOR MEDIA AND TECHNOLOGY IN ELEMENTARY SCHOOLS

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	ACCESSING INFORMATION Learners will become familiar with and understand the potential of the wide variety of information sources and personnel available in their schools, communities, state, nation, and global society. Learners will locate and use information from these sources. Learners will actively pursue information according to their particular academic and individual needs. The learner will understand that there are a variety of formats and materials to accommodate all ability levels and learning styles.		
	I. LOCATION, PHYSICAL ARRANGEMENT AND PERSONNEL		
A, D.3	A. The learner will identify and locate the information systems and resources appropriate to their needs. 1. school/district/regional library/media center 2. public library, governmental agencies, television, radio, newspapers, community agencies 3. cable systems, satellite technology, local and statewide computer networks and databases	K, IG	
A, B.1	B. The learner will locate the different storage areas within an information system and understand their function and organization. e.g., fiction non-fiction reference periodicals newspapers computers filmstrips records films videotape/disc easy/picture books equipment	Ap	
A, B.1	C. The learner will differentiate among and choose the appropriate activity areas in which to complete media tasks assigned from the classroom or to satisfy personal needs. e.g., reading researching listening and viewing producing hearing stories circulating materials and equipment conferring in small or large groups computing teleconferencing video-conferencing	I	

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
D, E	D. The learner will demonstrate an understanding of the roles and expertise of the people working in information systems.	K, Ap	
	II. POLICIES AND PROCEDURES		
B.5	A. Learners will understand and practice the circulation procedures for print, nonprint and equipment, in whatever information system they are using.	K, Ap	
B.5	B. The learner will help other students locate information and work in groups when appropriate to communicate shared knowledge and experience.		
B.6	C. The learner will identify and demonstrate ways of caring for media, equipment, and facilities so that life span is extended and upkeep is minimized.	K, Ap, Af	
B.5	D. The learner will generalize that when media centers provide for many users, everyone must operate under established policy and operating procedures.	I	
	III. SELECTION AND USE		
B.1	A. The learner will understand that there are two major ways to organize materials - alphabetical and numerical - in information systems and will understand why materials are housed in particular locations. 1. alphabetic - author, title, subject 2. numeric - Dewey Decimal Classification, sequential numbers	K	
B.1, D.3	B. The learner will identify the purpose and arrangement of a wide variety of indexing tools and cataloging systems and use them to locate information. 1. book, card, or electronic catalogs, periodical indexes, telephone books, pamphlet and newspaper indexes, etc. 2. electronic databases	K, Ap	
B.1	C. The learner will generalize that sources usually offer a system of helps, such as indexes and cataloging systems, to the user who seeks both specific and general information. e.g., indexes tables of contents user's instructions legends graphic clues cross references thesauri		

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	 P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
A.6, C	D. Learners will recognize and locate the various media forms and know which form is appropriate to meet their individual needs. The learner will know and use the delivery system that is appropriate to each form. The learner will operate the equipment associated with the various delivery systems. 1. media forms - print, video, audio, computer disk, microform, 2. delivery systems - audio, visual, electronic, projection, telecommunication, print, robotic	K, Ap, P	
A.	E. The learner will identify the basic components of print, audiovisual, and electronic materials and systems. a. print - author/editor, title, illustrator, publisher, copyright date, title page, table of contents, index, etc. b. audiovisual/electronic - title, credits, menu, user's instructions, etc.	K, Ap	
A.	F. The learner will use the basic components of media and distinguish which are relevant for a variety of purposes.	Ap, I	
B.4	G. The learner will understand the concept of copyright and demonstrate respect for ownership.	K, Af	
A.1	H. The learner will recognize, use and demonstrate preferences for particular kinds and/or forms of literature including multicultural, gender fair materials. e.g., autobiography biography easy/picture book fiction mystery fiction science fiction Western fiction mythology folktale/fairy tale/legend interactive fiction short story poem news story feature story	K, Ap, I, MG, IG	
A, C, D	I. The learner will select materials according to appropriate criteria, such as their being relevant, accurate, authoritative, current, multicultural, gender fair, and of appropriate quality, level of difficulty, format, and personal interest.	K, Ap, MG	

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment

PROCESSING INFORMATION: The learner will comprehend and apply concepts presented in media. The learner will apply critical reading, viewing, and listening skills in resource selection and in analyzing available resources. The learner will apply thinking processes in organizing, analyzing, and interpreting information and developing evaluative skills in order to become an intelligent consumer of information for the purpose of solving problems and making decisions.

	I. **SELECTION AND USE**		
A	A. Learners will analyze their information needs in terms of questions to be explored.		I
A	B. The learner will compare and contrast differences in content and format in available information resources such as books, filmstrips, realia, video, computer, and reference tools.		I
A	C. The learner will compare and contrast the value of various types of resources for data gathering. These resources may be indexes to information, communication tools, community information resources, and/or technological information systems such as online databanks.		I
A	D. The learner will make choices about the data based on the content and format of the resources available.		I
	II. **MEDIA LITERACY**		
A, B, C	A. The learner will understand and evaluate the process involved in creating media messages.	K, Ap, I	
	1. The learner will analyze a media production to determine the relationships of the components to the purpose of the overall work (e.g.,, analyze a record album to determine the relationship of the musical score, lyrics, and graphics to the purpose of the overall work).		I
	2. The learner will compare and contrast the methods used in making a book, film, videotape, radio show, newspaper, and magazine.		I
	3. The learner will interpret the effects of the unique properties of the medium on the message.		
B.9, C	B. The learner will recognize, interpret, and create visual images.		
	1. The learner will identify, interpret, analyze and evaluate the influence of visual communication on language, thought, and experience.	K, Ap, I	
	2. The learner will recognize the effects of distortion, stereotyping, propaganda, and violence in visual media.		K
	3. The learner will recognize and appreciate the aesthetics of visual images and of image creation.	K, Af	
	4. The learner will create mental images by inference from non-visual messages and will communicate to others through the creation of visual images.	Ap, I	

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
A, C	C. The learner will recognize and interpret media messages, including the persuasive methods inherent in some media messages.	K, Ap, I	
	1. The learner will decode visual and verbal images as well as literary images.	K	
	2. The learner will determine the main idea, purpose, and intent of the message.	K, Ap	
	3. The learner will identify the reasons for presenting a promotional message.	K, Ap	
	4. The learner will analyze the way in which size, shape, color, camera angle, and focus influence the appeal in visual promotional messages.	I	
	5. The learner will use evaluative criteria to judge media messages such as their being relevant, accurate, multicultural, gender fair, and of appropriate quality.	I	
	6. The learner will appreciate the importance of using analytical skills with media as it influences opinion.	Af	
	D. The learner will recognize and make connections between a chain of events, how they are reported, and the resulting impact they have on the public.	K, Ap, I	
	1. The learner will determine events which link to each other in a chain of cause-effect relationships.		
	2. The learner will exercise thinking skills to interpret the relationships between events and the reporting of those events by the media.		
B.8	E. The learner will recognize the impact of technology on daily life.	K, Ap	
	1. The learner will describe ways technology is used at home, at school and in the community.	K	
	2. The learner will acknowledge the various ethical and legal issues related to technology.	K	
	e.g., software/telecommunication piracy computer hacking sex equity poor/discrimination		
	3. The learner will analyze the impact of technology on the use of time.	I	
A, C	**III. THINKING AND RESEARCH PROCESSES**		
C.3	A. The learner will distinguish between relevant and irrelevant sources.	I	
C	B. The learner will use relevant sources of information.	Ap	
	1. The learner will recognize the importance of using more than one source to obtain information.	K	

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	4. The learner will identify points of agreement and disagreement among the sources.	K	
C	C. The learner will organize, analyze, interpret, and summarize information obtained from various sources.	Ap, I	
	1. The learner will identify central elements in information.	K	
	2. The learner will classify information through such techniques as grouping and labeling.	I	
	3. The learner will distinguish statements of fact from statements of opinion.	I	
	4. The learner will distinguish similarities and differences in points of view in primary and secondary sources.	I	
	5. The learner will make inferences from data.	I	
	6. The learner will identify cause and effect relationships.	K	
	7. The learner will summarize information.	K	
C	D. The learner will use summarized information for various purposes.	A	
	1. The learner will test hypotheses.	I	
	2. The learner will draw conclusions.	I	
	3. The learner will offer solutions to problems.	I	
	4. The learner will make predictions.	I	
A.2, C, I.2, I.7	E. The learner will demonstrate ability to use the research process.	Ap	
	1. The learner will identify the subject to be researched.	K	
	2. The learner will select sources about the subject.	Ap	
	3. The learner will choose key ideas from the sources.	Ap	
	4. The learner will infer cause-effect relationships among the information.	I	
	5. The learner will relate information to knowledge and/or experiences.	A	
	6. The learner will relate information to examples.	A	
	7. The learner will extend concepts with definitions.	A	
	8. The learner will use several other identifying nouns in reference to the subject.	A	
	9. The learner will organize key ideas into areas based either on likenesses or cause-effect relationships.	Ap	
	10. The learner will name or label each categorical area.	I	
	11. The learner will organize these categories into an outline.	Ap	
	12. The learner will develop a topic sentence for each topic category in the outline.	I	
	13. The learner will organize the notes in a sequence of logical order.	Ap	
	14. The learner will prepare a report in written, oral and/or audiovisual form.	K, Ap, I	

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment

COMMUNICATING INFORMATION Learners will select the most appropriate technology to communicate their messages. The learner will design, produce, and present information in a variety of formats appropriate to the message being communicated. The learner will use multicultural, gender fair concepts in the design of the production. Learners will evaluate the presentation of information produced by themselves and others.

I. SELECTION OF MEDIA FORMATS FOR COMMUNICATION

A, J.2

A. The learner will identify, select and use materials including those that are multicultural, gender fair, and appropriate to the information being communicated and to the intended audience's maturity and ability level. — K, Ap, I, MG, IG

1. Print - Books, periodials, photographs, maps, transparencies, computer printouts, databases
2. Audiovisual - cassette tapes, records, films, slides, charts, graphs, videotapes, or disks, filmstrips, computer programs

A.2, A.6

B. The learner will identify, select and use equipment properly for reporting and presenting purposes. — K, Ap, P

1. Audio

   e.g., microphone
   cassette recorders
   record players
   radio
   telephone

2. Visual

   e.g., overhead and opaque projector
   8 and 16 mm film projector
   videotape or disk player or projector
   filmstrip projector
   television (including cable and satellite)
   slide projector
   computer

3. Textual

   e.g., word processing/microcomputer
   duplication
   overhead/transparency

C. The learner will identify and assess characteristics of the content that affect the choice of format such as color, motion, sound

e.g., color for bird identification
audio for bird call identification

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State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
	II. PRODUCTION		
A.6, B.9	A. The learner will recognize and use the equipment and materials necessary to create an original production.	K, P	
	1. Equipment a. print - dry mount press, lettering equipment, transparency makers b. audio - microphone, cassette recorder c. visual - video and 35mm camera, editing and developing equipment, mixers, computers		
	2. Materials a. print - transparencies, charts, flannel boards, bulletin boards, computer programs and visuals b. audio - cassette tapes, records c. visual - videotapes or 8mm films, slides, filmstrips, live television d. other - puppets, dioramas		
A, B.9, I.2, I.7, J.3	B. The learner will create an orignal production that is effectively organized to convey the intended message, uses correct production techniques, is multicultural and gender fair, is appropriate for the intended audience, and is aesthetic and creative in its design.	K, Ap, I, P, Af, MG	
	1. The learner will identify production techniques for persuasive messages such as those used in advertising, e.g., band wagon, generalizations, popular personalities, etc.		
	2. The learner will identify and practice principles of aesthetic design such as use of line and balance.		
	3. The learner will identify correct form and style of print documents such as bibliographies.		
	4. The learner will organize content by outlining, making a rough draft, scripting, or storyboarding.		
	5. The learner will produce items such as: videotape 8mm film color lift transparencies newspapers preserved items including dry mount and hot lamination signs or charts using lettering devices written reports using word processing and computer graphics simple computer databases		

State Board of Education Learner Goals A.1 - L.7	Classification K = Knowing Ap = Applying I = Integrating (Analysis, Synthesis, Evaluation)	P = Psychomotor Af = Affective MG = Multicultural Gender Fair IG = International/ Global Concept Development	Assessment

State Board of Education Learner Goals	Learner Outcomes	Classification	Assessment
F.4	C. The learner will work cooperatively with other students in creating a production by recognizing and completing specific tasks as a part of the team effort, using cross-cultural, cross-gender communications skills.	Ap, I, P, Af, MG	
	III. PRESENTATION		
C.1, J.3	A. The learner will select appropriate location and equipment for presenting the production.	Ap	
A.4, I, J.3	B. The learner will present media using correct techniques.	Ap, P	
	1. The learner will use proper delivery techniques such as: posture, voice level, eye contact, enunciation, microphone skills.	Ap, P	
	2. The learner will demonstrate the correct use of format, such as: appropriate audio volume and size of visuals.	Ap, P	
	IV. EVALUATION		
C.3, I.3	A. Learners will evaluate the effectiveness of their communication efforts by using predetermined criteria, such as clarity of voice, appropriate format, operation of equipment, legibility of document.	I	
C.3, I.3	B. Learners will analyze the evaluation results to improve their communication.	I	

GLOSSARY FOR EDUCATIONAL MEDIA AND TECHNOLOGY LEARNER OUTCOMES

Affective - one of the domains; includes those outcomes which are emotional, feeling, attitudinal, or valuing in nature.

Applying - the middle level of the cognitive domain. It corresponds to the third level of Bloom's taxonomy of cognitive objectives, i.e., application.

Cognitive - one of the domains; includes those outcomes which are mental or intellectual in nature.

Cross cultural/cross gender - providing more than one cultural group or gender perspective, e.g., European, Black, Hispanic, Asian, Native American, handicapped persons, male and female.

Domain - categories of outcomes.

Format - In media centers, the term is used to indicate:

- type of material, e.g., book, periodical, filmstrip
- type of information delivery system, e.g., electronic

Gender fair education - the educational processes which foster the knowledge, respect, and appreciation for the historical and contemporary contributions of men and women to society, as well as those educational processes that reflect the wide variety of roles open to both men and women.

Information system - refers to all types of agencies that organize and disseminate information including public, academic, special, and school libraries, as well as community and governmental agencies, etc.

Integrating - the highest level of the cognitive domain. It corresponds to the fourth, fifth, and sixth levels of Bloom's taxonomy of cognitive objectives, i.e., analysis, synthesis, and evaluation.

Interactive fiction - fiction that involves the reader in making choices about the plot, characters, etc. May be in a print or electronic format.

Interactive video - the use of a microcomputer in conjunction with either a videocassette or a videodisc player to present a program in which a student may view pictures and provide responses.

International/global education - the carefully designed elementary and secondary program that helps students develop the knowledge, skills, and attitudes needed to contribute effectively in an interdependent world characterized by diversity and limited by unequal distribution of natural resources. An international/global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the process of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues. The desired outcome of global education in Minnesota is to enable citizens in our democracy to participate more actively at local, state, national, and international levels.

Knowing - the lowest level of the cognitive domain. It corresponds to the first two levels of Bloom's taxonomy of cognitive objectives, i.e., knowledge and comprehension.

Multicultural education - educational processes which promote knowledge, understanding, and appreciation of the cultural diversity of our pluralistic society. Special emphasis shall be placed on Asian Americans, Black Americans, Hispanic Americans, Native Americans, and handicapped individuals.

Online Catalogs - catalogs of library/media center resources which can be accessed interactively through the use of online terminals.

Psychomotor - one of the domains; includes those outcomes which are physical or manipulative in nature.

Public access - may refer to the free availability of information or to cable television channels that are available to the public for programming.

BIBLIOGRAPHY

The following bibliography is just a start and contains titles used or recommended by individuals on the various teams involved in the development of this document. Asterisks indicate those titles considered essential for the development of a media curriculum.

American Association of School Librarians and Association for Educational Communications and Technology. MEDIA PROGRAMS: District and School. Chicago: American Library Assocation, 1975.

In order for students to learn comprehensive media and information technology skills, school districts need to provide a basic media program including personnel, materials, equipment, and facilities. These national guidelines will assist school districts in developing and maintaining an excellent media program. The American Association of School Librarians and the Association for Education Communications and Technology are working on a revision of this document but it will probably not be ready for another year or two.

Costa, Arthur, ed. DEVELOPING MINDS. Alexandria, VA: Association for Supervision and Curriculum Development, 1985.

A collection of articles, instruments, references, and other resources useful to educators planning instructional programs to develop students' thinking skills. Page 51 lists the traits of a good thinker and a poor thinker as defined by Glathern and Baron.

Davies, Ruth Ann. THE SCHOOL LIBRARY MEDIA PROGRAM: Instructional Force for Excellence. 3rd ed. New York: Bowker, 1979.

*Hart, Thomas L. INSTRUCTION IN SCHOOL LIBRARY MEDIA CENTER USE (K-12). 2nd Ed. Chicago: American Library Association, 1985.

Designed to "bring together many concepts which will assist the library media specialist in presenting creative and innovative library media center instructional activities," this book covers teaching levels from kindergarten through grade 12. A significant part of the content is the listing of print and audiovisual materials to be used in teaching library/media skills. The activities are taken mainly from published instructional guides. A description of various types of nationally standardized tests is included.

*Holtan, Thea. COMPOSITION AND RESEARCH SIMPLIFIED. Minneapolis: Thea-Thot Press, 206A Saratoga Lane, Minneapolis, MN 55441. 1982. $25.00 plus 6 percent sales tax and 4 percent postage and handling.

The author describes a teacher-designed, student-proven method that focuses on the skills needed in the process of composition, research and speech preparation. It enables students to note key ideas, to recognize relationships among them, to organize them, and to prepare written or oral reports. With this process, students sharpen their thinking skills as they acquire habits of organization and develop a sense of self-reliance.

Martin, Betty and Sargent, Linda. THE TEACHER'S HANDBOOK ON THE SCHOOL LIBRARY MEDIA CENTER. Hamden, CT: Library Professional Publications/Shoe String Press, 1980.

This handbook contains a helpful curriculum section that is directed toward teachers.

Minnesota State Board of Education. LONG-RANGE GOALS FOR MEDIA PROGRAMS. St. Paul, MN: Minnesota State Board of Education, 1983.

Minnesota State Board of Education. MINIMUM GOALS FOR MEDIA PROGRAMS. St. Paul, MN: Minnesota State Board of Education, 1983.

The MINIMUM and LONG-RANGE GOALS FOR MEDIA PROGRAMS were approved by the Minnesota State Board of Education on September 13, 1983. They provide goals for personnel, materials, equipment, and facilities for school media programs. The long-range goals are essentially identical to those in the national guidelines, MEDIA PROGRAMS: District and School.

National Academy of Education. Commission on Reading. BECOMING A NATION OF READERS: The Report of the Commission on Reading. Pittsburgh, PA: National Academy of Education, 1984.

This excellent document was prepared under a contract with the National Institute of Education.

Robbinsdale Schools. MEDIA WORK PLANS FOR THE INTERMEDIATE GRADES. Minneapolis, MN: Robbinsdale Schools, 1981. $12.00. Available from the Publications Department, 4148 Winnetka Avenue North, Minneapolis, MN 55427

The media work plans (lesson plans) are keyed to the Houghton-Mifflin reading series rather than to grade levels. The first section of this thorough curriculum contains philosophy statements, objectives, suggestions for using the media work plans, a sample student record, methods of implementation, correlation with the state department publication, SELOS IN EDUCATIONAL MEDIA (1980) and correlation with the Houghton-Mifflin skills sequence. The rest of the document contains the work plans themselves, grouped by levels K, L and M of the Houghton-Mifflin reading series. Worksheets, overhead originals and resource listings are all included. There is also a publication titled MEDIA WORK PLANS FOR THE PRIMARY GRADES available at the same price.

*SCHOOL LIBRARY MEDIA ACTIVITIES MONTHLY. (Periodical) LMS Associates, 17 East Henrietta Street, Baltimore, MD 21230. Monthly except July and August. $40 for 1 year subscription.

Designed specifically for elementary and middle/junior high school library media specialists, this contains practical ideas, suggestions, and activities needed to operate a successful, skills-oriented library media program. The main focus is on teaching library media skills integrated with the content areas. Each issue contains 6-8 activities in lesson plan format with reproducible teaching aids. Edited and published by H. Thomas Walker and Paula K. Montgomery who also wrote TEACHING LIBRARY MEDIA SKILLS, this is also considered an essential purchase for developing an integrated media curriculum.

Vandergrift, Kay E. THE TEACHING ROLE OF THE SCHOOL MEDIA SPECIALIST. Chicago: American Library Association, 1979. Paper, $6.00

One of the series titled, "School Media Centers: Focus on Trends and Issues," sponsored by the American Association of School Librarians, this lucid essay presents many new insights on the teaching role of the school media specialist. Four subtopics are covered: The School Media Specialist as Teacher, as Teacher of Media, as Teacher in Staff Development, and Evaluation.

*Walker, H. Thomas and Montgomery, Paula Kay. TEACHING LIBRARY MEDIA SKILLS. 2nd edition. Littleton, CO: Libraries Unlimited, 1983.

Based on working programs in the 200 elementary and middle public schools of Montgomery County, Maryland, this book presents a model for integrating media skills instruction into the teaching process. It includes a carefully delineated K-8 media curriculum and a rationale for teaching media skills based on Bloom's Taxonomy. The major part of the book is devoted to sample units in many subject areas and at many levels which integrate media skills and subject knowledge. It is an essential purchase for anyone developing a media curriculum.

Wehmeyer, Lillian Biermann. THE SCHOOL LIBRARIAN AS EDUCATOR. 2nd edition. Littleton, CO: Libraries Unlimited, 1984.

There are unique sections in this book that deal with learning styles, learners with special needs, adaptive education, and teaming with teachers.

Item K

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101 Phone:

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION

In the Matter of the Proposed Adoption of the Rule of the State Board of Education Governing Library Media Programs; Minnesota Rules, pt. 3500.0710	FINDINGS OF FACT, CONCLUSIONS, AND ORDER ADOPTING A RULE WITHOUT A PUBLIC HEARING

FINDINGS OF FACT

1. Notice of the State Board of Education's intent to adopt the above-entitled rule without a public hearing was published in the State Register on October 5, 1987 and was sent by United States mail to all persons on the list maintained by the agency pursuant to Minnesota Statutes sections 14.14 subdivision 1a and 14.22 (1986) on September 28, 1987, as well as all Minnesota superintendents, principals, librarians, audiovisual coordinators, audiovisual directors, media generalists, media supervisors, and heads of media education programs at Minnesota colleges and universities. The statement of need and reasonableness was prepared before the notice of intent to adopt a rule without a public hearing was mailed to all persons on the rulemaking mailing list and published in the State Register and was available to the public.

2. All persons were given the opportunity to submit comment on the rule for 30 days after notice of proposed rulemaking.

3. The agency received letters signed by 9 persons requesting a hearing. Therefore, the agency did not receive request for a public hearing from 25 or more persons which were not withdrawn.

4. The agency received one request for notification of submission to the attorney general.

Based on the comments and evidence in the record before the agency, the Board makes the following:

CONCLUSIONS OF LAW

1. Proper notice of intent to adopt the proposed rule without a public hearing was given.

2. The following changes were made to the rule as originally proposed:

a) Substituted the term "resources" for the terms "materials", "media", and "software." "Resources" is a more comprehensive term, and is more recognized by the library media profession. This change was made for greater consistency and comprehensibility. This change does not affect new classes of persons, does not introduce significant new subject matter, and does not make major substantive changes. Therefore, the change is not substantial.

b) In subpart 1, line 11, made the following changes:

> The program utilizes all types of informational resources, including, but not limited to, books, people, periodicals, slides, filmstrips, films, audio, video, computer ~~courseware, and any other~~ formats, and corresponding equipment.

This change was made to clarify the fact that the informational resources described in theis subpart are not to be considered an exhaustive list, and are to include as many different informational resources as possible. This change does not affect new classes of persons, does not introduce significant new subject matter, and does not make major substantive changes. Therefore, the change is not substantial.

3. The Board has fulfilled all the procedural requirements of Minnesota Statutes section 14.14 (1986) and all other procedural requirements of law or rule.

4. The Board has documented its statutory authority to adopt the proposed rule and has fulfilled all substantive requirements of law or rule.

5. The Board has demonstrated the need for and reasonableness of the proposed rule.

NOW, THEREFORE, IT IS ORDERED that the rule identified as Library Media Program, Minnesota Rules, part 3500.0710 is adopted this 8th day of December, 1987, pursuant to authority vested in the Board by Minnesota Statutes section 121.11 subdivision 12 (1986).

12-14-87
Date

Ruth E. Randall
Ruth E. Randall
Secretary, State Board of Education

Item N

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101 Phone

State of Minnesota
Department of Education
Instructional Effectiveness Division

In the Matter of the Proposed Adoption of the Rule of the State Board of Education Governing Library Media Programs; Minnesota Rules, pt. 3500.0710

NOTICE OF SUBMISSION OF RULE ADOPTED WITHOUT PUBLIC HEARING TO THE ATTORNEY GENERAL

Pursuant to your request and in accordance with Minnesota Statutes, section 14.26:

PLEASE TAKE NOTICE that the above-captioned rule as adopted has been submitted to the Office of the Attorney General on the date of this notice, December 16, 1987, for review as to legality and form to the extent form relates to legality. The proposed rule, the rule as adopted, all the notices, the Statement of Need and Reasonableness, all written comments and requests for a hearing received, and other required documents also have been submitted to the Attorney General.

The proposed rule which was published in the State Register and made available to the public on October 5, 1987, has been modified. A copy of the rule as modified is enclosed with this notice.

The rule must be approved or disapproved by the Attorney General within 14 calendar days of the date of submission to the attorney general. You may submit written comments to the attorney general on the legality of the rule. Any written comments must be submitted within eight calendar days of the date of submission of the rule to the Attorney General. Your comments must address only the issue of legality of the rule or the legality of specific parts or subparts of the rule. The attorney general standards for review are set forth in Minnesota Rules, part 2010.1000. You may receive a copy of the attorney general decision upon written request to the attorney general. Your comments or request for the decision must be directed to:

The Office of the Attorney General
204 Adminstration Building
50 Sherburne Avenue
Saint Paul, Minnesota 55155
Telephone Number: (612) 296-1288

Any written comments submitted to the Attorney General must be submitted simultaneously to:

Joan Wallin, Supervisor
Media and Technology Unit
683 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
Telephone Number: (612) 296-1570

Mary S. Dalbotten

Mary S. Dalbotten, Specialist
Media and Technology Unit

Dated: December 16, 1987

Item D

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101 Phone:

State Board of Education
Department of Education
Instructional Effectiveness Division

In the Matter of the Proposed Adoption of the Rule of the State Board of Education Governing Library Media Programs; Minnesota Rules, pt. 3500.0710

AFFIDAVIT OF MAILING THE NOTICE OF SUBMISSION OF RULE ADOPTED WITHOUT PUBLIC HEARING

STATE OF MINNESOTA)
)ss.
COUNTY OF RAMSEY)

Mary S. Dalbotten, being sworn says:

That on the 16th day of December, 1987, in the City of St. Paul, County of Ramsey, State of Minnesota, I mailed the attached Notice of Submission to the Attorney General by depositing in the State of Minnesota Central Mail System for United States mailing, a copy thereof, with postage prepaid, to all persons and associations who requested notice that the rule in the above-entitled matter has been submitted to the Attorney General.

Mary S. Dalbotten

Mary S. Dalbotten, Specialist
Media and Technology Unit

Subscribed and sworn to before me this 16th day of December, 1987

Douglas E. Larson

DOUGLAS E. LARSON
NOTARY PUBLIC-MINNESOTA
SCOTT COUNTY
MY COMMISSION EXPIRES JANUARY 12, 1990

Item L

MINNESOTA SCHOOL BOARDS ASSOCIATION

1988 CONVENTION JANUARY 17, 18, 19

Box 119 — St. Peter, Minnesota 56082

Tel. 507/931-2450 Metro 612/333-8577
Minnesota Only 800/642-4459

OCT 1987
Technology
Section

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EXECUTIVE DIRECTOR
Willard Baker
St. Peter

October 28, 1987

TO: Joan Wallin, Supervisor
Media and Technology Unit

FROM: Richard J. Anderson, Executive Director
Minnesota School Boards Association

RE: Proposed Adoption of the Rule of the State Board of Education Governing Library Media Programs

On behalf of the Minnesota School Boards Association, I am requesting a formal hearing on the proposed rule governing library media programs. It is our concern in reviewing the proposed rule that the specificity of the program and staffing requirements may create significant problems for smaller schools.

RJA:sh

cc: Dr. Ruth Randall, Commissioner of Education
Ted Suss, Administrator to the State Board
Jim Pehler, Chair, Senate Education Committee
Robert McEachern, Chair, House Education Committee

To: Joan Wallin

From: Susie Redman - medford school

RE: Public hearing dealing with Proposed adoption of the Rule of the State Board of Ed. Governing library Media Programs Minnesota Rules pt. 3500.0710

I would like to request a public meeting so our school could present our concerns on this subject. I feel

You should consider the affect this ruleing would have on the small schools.

Thank you for your time.

Susie Redman

medford Public School

medford, mn.
55049



OFFICERS

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MEDFORD PUBLIC SCHOOLS

HOWARD L. WOLF
Jr.-Sr. H. S. Principal

Independent District No. 763 Steele, Rice and Waseca Counties ies
WILLIAM G. KENNEDY, Superintendent

Phone — Owatonna 451-5250
Faribault 334-7396

MEDFORD, MINN. 55049



October 29, 1987

Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Bldg.
St. Paul, MN 55101

Dear Joan:

I am writing about the proposed adoption of the rule of the State Board of Education governing library media programs; Minnesota rules, pt. 3500.0710. I would like this letter to be considered an official request for a public hearing on this matter.

Joan, I have many questions and comments concerning this proposed change. First of all, I am not convinced that all schools need a full time person in this capacity. Many schools have accomplished the same basic purpose in other ways. Secondly, many of us in the small school have been making changes, adjustments, reductions, etc. to enable us to perform our main function - teach young people and this mandate would force us to add an additional .5 position where we do not feel it is needed (this could also force us to reduce offerings elsewhere in order to finance this addition and these reductions would directly affect kids). Third, and last for now, what has happened to local control? You are now mandating the addition of positions - this has been a responsibility of the local Board of Education to meet the needs of the local school.

I could go on but in the interest of brevity, I will stop for now. I would appreciate notification when you decide to have an open hearing on this matter.

Sincerely,
William G. Kennedy
William G. Kennedy

November 3, 1987



Ms. Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, Mn. 55101

Dear Ms. Wallin:

It has only recently been brought to my attention that there is a proposed adoption of new rules governing the Library Media Programs, pt. 3500.0710.

The job taske described herein, particularily, items B., E., and K are quite minimal in our district as extra special "media" equipment is minimal. The audio-visual equipment, computers, cameras are the responsibility of a number of people who use them regularily and are incorporated as support tools for our curriculum K-12.

In Medford, we have a well organized library currently staffed by a half-time individual. We presently do not have sufficient students to justify the expense of a full time individual.

The school library is certainly an important reference source in the community as has been proven by the fact that we have the library open to the public each Tuesday evening and have done so for over a year as part of the PER investigation earlier.

I can appreciate the idea that the Media Specialist is not to be assigned secondary functions in some of the larger systems, but to treat all the districts as if they were the same has led to other assumptions made in error!

Please reconsider another mandate by giving us the opportunity to share, in person, our concerns.

Thank you.

Sincerely,

Lois M. Nelson, Chair
Medford School Board
Medford District #763

P.O. Box 161
Medford, 55049

Mahnomen Public Schools

Jack Starkey, Chairperson
Ann LaVoy, Vice-Chairperson
Walter J. Schoenborn, Clerk

Kerry Jacobson, Superintendent
Independent School District No. 432
P.O. Box 319
Mahnomen, Minnesota 56557

Phone: (218) 935-2211

Kenneth Brodsho, Treasurer
Myron McCollum, Member
Alvin Sweep, Member



October 17, 1987

Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN 55101

Dear Joan,

We are requesting a public hearing in the matter of the proposed adoption of the rule of the State Board of Education governing library media programs (MN Rules, pt. 3500.0710.).

We agree in general with the definition of library media program. It seems reasonable to include these components in the program. We are concerned about the vagueness in the personnel, resources, and facilities parts. The proposed language seems to give a level of flexibility to school districts; however, the language can be interpreted differently by other readers. In smaller districts where several school buildings are being operated, these sections could cause future problems. It seems to us that we need clarification on what constitutes an "up-to-date" library media program. We are proud of ours and constantly strive to make it better.

Thank you for your interest.

Sincerely,

Kerry Jacobson

Kerry Jacobson, Superintendent

James R. Grayden

James Grayden, Elem. Principal

Lester Johnson

Lester Johnson, H.S. Principal

KJ/tg

Phone 218-283-8468

Phone 218-283-4406

INDEPENDENT SCHOOL DISTRICT NO. 361
INTERNATIONAL FALLS PUBLIC SCHOOLS
JAMES F. ROBERTS, SUPERINTENDENT
4th Street and 6th Avenue
INTERNATIONAL FALLS, MINNESOTA 56649





October 19, 1987

Dr. Ruth Randall
Commissioner of Education
Capitol Square Building,
550 Cedar Street
St. Paul, MN
55101

Dear Dr. Randall:

This letter is to formally request that the proposed Adoption of Rules of the State Board of Education governing Library Media Programs --Minnesota Rules pt. 3500.0710 go through the formal rules procedure. Although the rules do not seem completely unreasonable, I continue to feel that these additional rules are unnecessary. It seems that these matters can be best left to the individual School Boards.

Sincerely

James F. Roberts
Superintendent

JFR/sb

PRESTON-FOUNTAIN PUBLIC SCHOOLS

INDEPENDENT DISTRICT NO. 233

Dr. J.M. Peterson, Superintendent
Preston, Minnesota 55965

October 13, 1987



Ms. Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN 55101

Dear Ms. Wallin:

Please consider this a written request to have an open public hearing on the issue of proposed adoption of the State Board of Education rule governing library media programs.

Sincerely,

Joe Peterson

Joe Peterson

JP:lb

SUPERINTENDENT
HARVEY KRAABEL
218-564-4141

MENAHGA PUBLIC SCHOOL

IND. SCHOOL DISTRICT NO. 821, WADENA COUNTY
Menahga, Minnesota 56464
"GATEWAY TO THE PINES"

SECONDARY PRINCIPAL
DOUGLAS F. HENRY

ELEMENTARY PRINCIPAL
ROBERT BEAN



October 23, 1987

Ms. Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN. 55101

Dear Ms. Wallin:

I must voice strong opposition to the proposed change to rule No. 3500.0700 which govern school libraries/media centers. Although the change will not have an impact on the Menahga School District, which already employs two full-time media teachers, it appears as though this is an attempt by the licensed media people to secure jobs.

A rule change proposed for the sole purpose of providing or securing jobs is going to be an injustice to kids. The injustice results when the small schools in greater Minnesota are forced to divert funds from other areas in order to meet the requirements of this rule. In the end, the question that must be answered is, "is the rule change going to be good for kids, or is it just going to be good for licensed media personnel".

I doubt that the change can benefit kids, so the push for the change must be coming from the media teachers of Minnesota for their personal gain, and that is wrong.

Sincerely,

Harvey Kraabel

Harvey Kraabel
Superintendent

HK:lw

RUSSELL ROBINSON
High School Principal

JERRY JOHNSON
Elementary Principal

MARLYS JACOBSON
Ass't. H.S. Principal

DENNIS ANDERSON
Activities Director

JAMES. S. LAMONT
Superintendent

Frazee-Vergas Public Schools

Independent School District No. 23
Box 186
Frazee, Minnesota 56544

MICHAEL HIEMENZ
Chairman

DUANE ZITZOW
Clerk

JON BACHMANN
Treasurer

ANDERS FETT
Business Manager

October 19, 1987



Ms. Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN. 55101

Dear Ms. Wallin:

We are opposed to the rules the State Board of Education is proposing pertaining to Media Center. While we exceed the minimum requirements you propose, we do not see a need for the rule.

In this age of changing technology, a rule as proposed could lock us into an obsolete structure! For this reason our opposition is a must.

James Lamont

James Lamont,
Sup't. of Schools

AN EQUAL OPPORTUNITY EMPLOYER

RUSSELL ROBINSON
High School Principal

JERRY JOHNSON
Elementary Principal

MARLYS JACOBSON
Ass't. H.S. Principal

DENNIS ANDERSON
Activities Director

JAMES. S. LAMONT
Superintendent

MICHAEL HIEMENZ
Chairman

DUANE ZITZOW
Clerk

JON BACHMANN
Treasurer

ANDERS FETT
Business Manager

Frazee-Vergas Public Schools

Independent School District No. 23
Box 186
Frazee, Minnesota 56544

September 30, 1987



Ms. Joan Wallin, Supervisor
Media & Technology Unit
Minnesota Department of Education
550 Cedar Street
St. Paul, MN. 55101

Dear Ms. Wallin:

I am opposed to your rule. The material you list as components are all parts of any good program and are only common sense! Why do we need the rule, which becomes another arbitrary bench mark for measurement and reporting.

I am opposed to senseless regulations that only formalizes that which is being done.

Respectfully,

James Lamont

James Lamont,
Superintendent

AN EQUAL OPPORTUNITY EMPLOYER

Waubun - Ogema - White Earth Community Schools

INDEPENDENT SCHOOL DISTRICT NO. 435 WAUBUN, MINNESOTA 56589

J. NOLAN ADAMS
Superintendent
Phone: 218-473-2171

JOHN J. VORACHEK
High School Principal
Phone: 218-473-2173

DAVID W. STONE
Elementary Principal
Phone: 218-473-2171

OGEMA SCHOOL
Phone: 218-983-3234

BOARD OF EDUCATION:
David Haugo, Chairman
Tom Teiken, Clerk
Joan S. Simonson, Treasurer
Stewart Metelak, Vice Chairman
Ronald Pavek, Director
Edward Kent Sr., Director
John Karl, Director

October 2, 1987



Joan Wallin, Supervision
Media & Technology Unit
683 Capitol Square Bldg.
St. Paul, Minn. 55101

Dear Joan Wallin,

After reading the proposed rule change governing library media programs, I find I have some reservations about its impact should it become mandated.

The inclusive scope of the proposal is a concern as some of these duties, i.e. production of instructional materials or instruction in the production of media, would be extremely time consuming. The responsibilities could not be achieved by current staff because of time limitations.

It is, I believe, unrealistic to expect rural districts to dedicate additional funding, which would have to be found elsewhere in the budget, to media programs.

Thank you for your consideration.

Pat Schoenborn

Pat Schoenborn
Libn, Dist. #435

Independent School District No. 182

711 POPLAR STREET
Crosby, Minnesota 56441
218-546-5165

WARREN SCHMIDT, Superintendent

JERRY ECKLUND, Senior High Principal
WILLIAM WALKER, Junior High Principal
JAMES PIERSON, Elementary Principal

JOHN DAVIES, Athletic Director
JOHN PAPPAS, Community Education

October 1, 1987



Ms. Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN. 55101

Dear Ms. Wallin,

I would like to take this opportunity to thank you for allowing school personnel an opportunity to comment on the proposed rule change for media programs.

I understand and agree with the philosophy of the rule change; however, I fail to find any mention of how this rule will be funded. I obviously must have failed to comprehend the funding aspect, or could it be that this is another rule that is being implemented without any funding measure? Both the State Department of Education and the Legislature have the unique ability to draft rules and regulations with no funding ability other than direct taxation of the public. If this rule has no funding ability, I strongly recommend it be sent back to a committee that can provide a means for funding other than taxation of the public. Independent School District No. 182 cannot afford another "albatross" affecting the taxation ability of this District.

Again, the rule does have merit. However, because it has no apparent funding ability I ask that the rule be sent back to committee for further study. Public school districts cannot afford additional expenses of this nature.

Sincerely,

Warren Schmidt

Warren Schmidt
Superintendent

WS:g

F.H.S. LIBRARY/MEDIA CENTER
900 JOHNSON STREET
FAIRMONT, MINN. 56031
TELEPHONE: (507)-238-4411 EX. 59

9-30-87



MS JOAN WALLIN, SUPERVISOR
MEDIA AND TECHNOLOGY UNIT
MINNESOTA DEPARTMENT OF EDUCATION
550 CEDAR STREET
ST. PAUL, MN 55101

DEAR JOAN:

THANKS FOR THE RECENT INFORMATION CONCERNING THE PROPOSED ADOPTION OF THE STATE BOARD OF EDUCATION RULE GOVERNING LIBRARY MEDIA PROGRAMS. I APPRECIATE THE EFFORT MADE TO GET THIS DOCUMENT ON THE SCHEDULE FOR APPROVAL!!

I ALSO RECEIVED YOUR INVITATION TO ATTEND THE INSTRUCTIONAL TELEVISION GROUP MEETING. I AM VERY INTERESTED IN THIS CONCEPT BUT FIND THAT I'LL BE UNABLE TO ATTEND THE MEETING ON OCTOBER 8. I HAVE APPRECIATED THE PAST PRACTICE OF PURCHASING LEASES AND OFFERING DUPLICATION OF VIDEO TAPES. OUR SCHOOL HAS CONSISTENTLY USED BOTH SERVICES.

PLEASE KEEP ME INFORMED OF FUTURE MEETINGS. I WANT TO BE SUPPORTIVE OF THIS EFFORT.

SINCERELY YOURS,

ROGER B. TANQUIST

INDEPENDENT SCHOOL DISTRICT NO. 256

Clayton A. Hovda, Ph.D.
Superintendent

Ronald Weiss
Curriculum Director

Thomas Stringer
Business Manager

Stanley Nerhaugen, Director
Special Education

Kathy Radmer, Director
Community Education

George Carter
Athletic Director

525 East Avenue
Red Wing, MN 55066
612-388-7181

Larry Sonju, Principal
Central High School

Michael Collins, Principal
Twin Bluff Junior High

Robert Weir, Ass't. Principal
Twin Bluff Junior High

Rodney Frantzen, Elem. Principal
Burnside/Washington

John O'Reilly, Elem. Principal
Hancock/Jefferson

John Quist, Elem. Principal
Colvill/Sunnyside

OCT 1987
Technology
Section

October 7, 1987

Joan Wallin, Supervisor
Media and Technology Unit
683 Capitol Square Building
St. Paul, MN 55101

Dear Joan:

Within our school system we have reviewed the proposed adoption by the State Board of Education of the rule governing library media programs. All of our media instructors have had a chance to study the rule. We support enthusiastically the adoption of rule 3500.0710. The rule changes will encourage us to continue to improve what already is a quality program.

Sincerely,

Ronald P. Weiss

Dr. Ronald P. Weiss
Director of Curriculum & Instruction

RPW/cp

PC: Marilyn Claussen

FARIBAULT AREA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 656

JUNIOR HIGH SCHOOL
FARIBAULT, MINNESOTA 55021

RICHARD J. SHIELS, PRINCIPAL
PHONE 507-334-4351

NANCY ENGER, DEAN OF STUDENTS
DAVID THAYER, DEAN OF STUDENTS



Mrs. Joan Wallin, Superivisor
Media and Technology
652 Capital Square Building
St. Paul, MN 55101
October 7, 1987

Dear Ms. Wallin:

I support the proposed adoption of the Rule of the State Board of Education governing Library Media programs, pt. 3500.710.

Strong school library media programs that help students develop skills of accessing, processing, and communicating information are essential in this age of information.

Sincerely,

Richard Shiels
Principal
Faribault Junior High School

RJS:1a

FARIBAULT AREA PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 656

JUNIOR HIGH SCHOOL
FARIBAULT, MINNESOTA 55021

RICHARD J. SHIELS, PRINCIPAL
PHONE 507-334-4351

NANCY ENGER, DEAN OF STUDENTS
DAVID THAYER, DEAN OF STUDENTS



Ms. Joan Wallin, Supervisor
Media and Technology
652 Capital Square Building
St. Paul, MN 55101
October 7, 1987

Dear Ms. Wallin:

I support the proposed adoption of the Rule of the State Board of Education governing Library Media programs, pt. 3500.710.

Strong school library media programs that help students develop skills of accessing, processing, and communicating information are essential in this age of information.

Sincerely,

Dennis Thompson
Media Specialist
Faribault Junior High School

DDT:1a

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101 Phone:



September 28, 1987

To: Superintendents and Principals
Audiovisual/Library/Media Personnel

From: Joan Wallin, Supervisor
Media and Technology Unit

Dr. James Sauter, Assistant Commissioner
Division of Instructional Effectiveness

Subject: PROPOSED ADOPTION OF THE STATE BOARD OF EDUCATION RULE GOVERNING LIBRARY MEDIA PROGRAMS

Enclosed are documents relating to the proposed rule change for 3500.0700, the rule governing school libraries/media centers. The documents are as follows:

1) Notice of Intent to Adopt a Rule Without a Public Hearing

2) the Revisor of Statutes' version of the proposed new rule 3500.0710 Library Media Program.

Please share any comments you may have concerning the proposed rule with Joan Wallin, Supervisor, Media and Technology Unit, 683 Capitol Square Bldg., St. Paul, MN 55101 (612)-296-1570.

Joan,
This looks really good. I wish we could assign minimum numbers for staff, collection size, etc. based on numbers of students served.
Don Clausen

Department of Education

Proposed Rules Relating to Libraries

Rules as Proposed (all new material)

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Definition of library media program.** The library media program provides all users, including students, teachers, and administrators, with materials for learning and with instructional programs and services. The program utilizes all types of informational resources including books, people, slides, filmstrips, films, audio, video, computer courseware and any other formats, and corresponding equipment.

The program's components shall include:

A. instruction in locating and using information;

B. instruction in the production of media;

C. guidance in reading, listening, and viewing;

D. participation in curriculum development;

Good

E. provision for inservice programs relating to information and technology;

F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

H. evaluation and selection of all types of media;

I. organization of all types of materials and equipment;

J. use of educational technology including electronic and nonelectronic materials and equipment;

K. production of instructional materials for teachers;

L. provision for reference services and materials;

M. participation in information networking and utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes

← over

Approved by Revisor _____

contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. It is revised every five years. When a new edition is published, the new edition replaces the older edition in this item. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

Subp. 2. **Personnel.** In all schools, library media instruction and service shall be given by a licensed media person as defined by the Board of Teaching. Licensed media personnel shall be assigned in numbers that assure all components of subpart 1 are fully implemented. Provisions must be made for support staff as necessary.

Subp. 3. **Resources.** There shall be provided for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these materials. The materials shall include a variety of formats such as books, periodicals, and projected and electronic software, selected in accordance with a school board adopted selection policy. Each year a percentage of the materials shall be updated.

Subp. 4. **Facilities.** There shall be a well-equipped, centrally located, library media center of a size appropriate to the library media program and the enrollment in every elementary, middle, and secondary school building. Additional space and facilities shall be provided for work storage, listening, viewing, technological, and conference purposes. In one- and two-room elementary schools, provisions shall be made for library media services.

REPEALER. Minnesota Rules, part 3500.0700 is repealed.

Is this part necessary?

Great! Can it be enforced?

Approved by Revisor _____

Eveleth - Gilbert Senior High School
Library/Media Department
801 Jones Street
Eveleth, Minnesota 55734
218 744-1692



October 3, 1987

Joan Wallin, Supervisor
Media and Technology Unit
Capitol Square
550 Cedar Street
St. Paul, MN 55101

Dear Joan:

Congratulations on your new position!

Thank you, also, for the notice regarding the adoption of the rule governing library media programs.

Please add my name to the list of those wishing to receive a copy of the notice of the date that the rule will be submitted to the Attorney General, a copy of the adopted rule, etc. I would also be interested in a copy of the Statement of Need and Reasonableness. If this is too bulky or if you have limited quantities I would gladly return it after reviewing it.

Thanks!

Sincerely,

Margery Miller

Margery Miller
Media Coordinator

MM:ars

INDEPENDENT SCHOOL DISTRICT 281
Robbinsdale Area Schools
Learning for a lifetime of growing



October 22, 1987

Joan Wallin, Supervisor
Media and Technology Unit
683 Capitol Square Building
St. Paul, MN 55101

Dear Ms. Wallin:

Thank you for your recent communication regarding the proposed rule governing Library Media Programs. Independent School District 281 strongly supports the proposed rule change.

Library/media programs should be an integral part of every school building. This new definition adopted by the State Board of Education becomes an important standard and guideline and will help maintain sound educational media centers within school districts.

I appreciate the opportunity to address this issue. If I can be of further support, please call me at 533-2781.

Sincerely,

Donna Jean Carter

Donna J. Carter, Ph.D.
Superintendent

Dr. Donna J. Carter
Superintendent

4148 Winnetka Avenue North
New Hope, Minnesota 55427
(612) 533-2781

AN EQUAL OPPORTUNITY EMPLOYER



"The Handke Hawks"

Robert W. Handke Elementary School
Independent School District 728
1170 Main Street
Elk River, Minnesota 55330



Oct. 14, 1987

29K. Not all media centers have the responsibility for production of materials for teachers. That function is carried out in many elementary schools by aides who have been trained to do copying, lettering, transparency making, etc. They work in a central area apart and separate from the media center. The kind of production referred to in 29K is more often found in a secondary school media center.

Subp 2. Personnel. "Licensed media personnel shall be assigned in numbers..." It may be more effective to give a guideline based on Media Programs District and School prepared by ALA, 1975 or other comparable professional guideline. As the rule is stated now it is vague and open ended.

Marty Gorsky
Cheryl Lany
Sue Hales
Chuck Mann
Rita Dreissig
Velma Angell
Frank Wambach

Media Specialists, ISD 728 Elk River

OCT 1987 Technology Section

Department of Education

Proposed Rules Relating to Libraries

Rules as Proposed (all new material)

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Definition of library media program.** The library media program provides all users, including students, teachers, and administrators, with materials for learning and with instructional programs and services. The program utilizes all types of informational resources including books, people, slides, filmstrips, films, audio, video, computer courseware and any other formats, and corresponding equipment.

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C. guidance in reading, listening, and viewing;

D. participation in curriculum development;

E. provision for inservice programs relating to information and technology;

F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

H. evaluation and selection of all types of media;

I. organization of all types of materials and equipment;

J. use of educational technology including electronic and nonelectronic materials and equipment;

K. production of instructional materials for teachers;

L. provision for reference services and materials;

M. participation in information networking and utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes

add to line 9: "with materials for learning" and leisure reading "and with ...

The emphasis is only on learning, instructional activities. Students need to acquire skills in "life-long" leisure activities, too.

I like putting the "teacher" back into the "librarian", but let's not forget the traditional librarian as a purveyor of books & nonprint for pure enjoyment!

Thank you,
Marilyn Kulenkamp
Media Generalist
Central Jr. High
White Bear Lake, Mn.

for information only?

Approved by Revisor _____

contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. It is revised every five years. When a new edition is published, the new edition replaces the older edition in this item. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

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REPEALER. Minnesota Rules, part 3500.0700 is repealed.

Approved
by Revisor _____

INDEPENDENT SCHOOL DISTRICT NO. 282
ST. ANTHONY - NEW BRIGHTON
3303 - 33RD AVENUE NORTHEAST, MINNEAPOLIS, MINNESOTA 55418

OCT 1987
Technology Section

MEMORANDUM

TO: Joan Wallin

FROM: Crystal Meriwether, Superintendent Crystal Meriwether

DATE: October 12, 1987

RE: Library Media Program

Attached are the comment sheets from our two District librarians regarding the proposed rule governing library media programs.

If you would like further comments, please contact Tom Yurek, 781-2751 or Sue Jackson, 781-2681.

CKM/asb

Attachments

Department of Education

Proposed Rules Relating to Libraries

Rules as Proposed (all new material)

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Definition of library media program.** The library media program provides all users, including students, teachers, and administrators, with materials for learning and with instructional programs and services. The program utilizes all types of informational resources including books, people, slides, filmstrips, films, audio, video, computer courseware and any other formats, and corresponding equipment.

The program's components shall include:

A. instruction in locating and using information;

B. instruction in the production of media;

C. guidance in reading, listening, and viewing;

D. participation in curriculum development;

E. provision for inservice programs relating to information and technology;

F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

H. evaluation and selection of all types of media;

I. organization of all types of materials and equipment;

J. use of educational technology including electronic and nonelectronic materials and equipment;

K. production of instructional materials for teachers;

L. provision for reference services and materials;

M. participation in information networking and utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes

Approved by Revisor _____

contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. It is revised every five years. When a new edition is published, the new edition replaces the older edition in this item. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

Subp. 2. **Personnel.** In all schools, library media instruction and service shall be given by a licensed media person as defined by the Board of Teaching. Licensed media personnel shall be assigned in numbers that assure all components of subpart 1 are fully implemented. Provisions must be made for support staff as necessary.

Subp. 3. **Resources.** There shall be provided for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these materials. The materials shall include a variety of formats such as books, periodicals, and projected and electronic software, selected in accordance with a school board adopted selection policy. Each year a percentage of the materials shall be updated.

Subp. 4. **Facilities.** There shall be a well-equipped, centrally located, library media center of a size appropriate to the library media program and the enrollment in every elementary, middle, and secondary school building. Additional space and facilities shall be provided for work storage, listening, viewing, technological, and conference purposes. In one- and two-room elementary schools, provisions shall be made for library media services.

REPEALER. Minnesota Rules, part 3500.0700 is repealed.

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Department of Education

Proposed Rules Relating to Libraries

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REPEALER. Minnesota Rules, part 3500.0700 is repealed.

more specific like NCA or other statutory requirements

is this encouraging the survival of these??

Approved by Revisor _____

Ms Wallin,

I have just received the proposed rules changes governing libraries/media centers. I do find the changes acceptable - they are certainly an improvement over the brief rule it replaces.

The change that I would like to see included would be a librarian/pupil ratio - such as 1 professional for every 300 students or fraction thereof. for subp. 2 Personnel.

Thank you for the time you have spent in revision.

Betty Harmsen - Secondary media librarian
Waterville-Elysian Public Schools
Waterville, Mn
56096



Pine City Public Schools

INDEPENDENT SCHOOL DISTRICT NO. 578

1400 SIXTH STREET SOUTH, PINE CITY, MINNESOTA 55063

(612) 629-7511



September 29, 1987

Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN 55101

Re: Library Media Program Revisions

Dear Ms. Wallin:

I believe the following should be added to line 13 on page 1:

Data Bases and Electronics--information retrieval and distribution

Sincerely yours,

Joseph A. Hobson
Superintendent

ils

JOSEPH A. HOBSON, SUPERINTENDENT
HEIDE MILLER, BUSINESS MANAGER
CANDICE M. AMES, PH.D., CURRICULUM DIRECTOR
ANDY ROHWEDER, ATHLETIC/COMMUNITY EDUCATION DIRECTOR



P.O.Box 291
Big Falls, MN 56627
October 5, 1987

Joan Wallin, Supervisor
Media dn Technology Unit
683 Capitol Square Building
St. Paul, MN 55101

Dear Ms. Wallin:

I would like to address the proposed adoption of the State Board of Education rule governing library media programs. My comments concern subp. 2, personnel. I am addressing this portion of the proposed rule from the perspective of library services in small, out-state, rural school districts. I have had six years' experience in such a school district working with their library program and have also had extensive conversations in those six years with librarians of similar districts.

Subpart 2 uses the terminology "a licensed media person". I suggest the insertion of an equivalency to one person providing the media services, such as "or a licensed librarian and an audio-visual director". Small districts have A-V personnel all ready in operation. Additional licensures for existing staff put financial stress on the individual person as well as on the district which must ultimately financially compensation personnel for new certifications. Our district has generally cut programs and personnel in the library area to make up those additional salary costs. With the new proposed rule services will have to be increased rather than decreased adding another financial burden on small, rural districts which are all ready feeling the budget cut and push for comsolidation. I personally feel the need for options to staffing arrangements to meet State minimums.

I would also suggest the insertion of a minimum number of personnel for each district such as one full time position for each 250, or part of 250, students K-12. Again, part experience in small districts shows a trend toward cutting media personnel. Currently our local school district has cut the librarian's position to 3½ hours per week for about 350 students in a K-12 structure. Without minimum requirements, staffing decisions and program components are established and eliminated by school board members and administration who are basically unknowledgable about the day-to-day working of media centers. Minimun staffing requirements would insure teachers and students alike with at least functional services.

Sincerely,

Julie Lepisto
218-276-2320



10-1-87

Joan Wallin, Supervisor
Media and Technology Unit
683 Capitol Square Bldg.
St. Paul, MN 55101

Dear Ms. Wallin:

As a teacher, library technician and person seeking a Media Specialist certificate, I see the merit of rule 3500.0700, but I also see many potential difficulties.

I live and work in the far northwest corner of the state, so my initial problem is obtaining the college coursework needed to receive certification. In our area, there should be cooperation with the University of North Dakota, but at the state level, there is little cognizance of their offerings and programs. St. Cloud, the closest Minnesota school offering library/media classes, is a six hour drive from here. The colleges need to provide more outreach and more flexibility when the state mandates new rules such as this one.

Another problem will be in convincing teachers that they need to work with their media center person on curriculum planning. The colleges should definitely incorporate this idea into their teacher training program. But even if teachers are willing, this is one more demand on their time. I agree with the principle, but foresee difficulty in implementation.

Finally, the guidelines for putting this rule into effect should and, I feel, must take into account the differences between small and large schools. The differences are not just in degree, but in kind. I have taught at Jefferson Senior High in

Bloomington and am presently employed in the largest school in Kittson County, which has a high school enrollment of 150 students. The resources in terms of dollars, time, room, equipment, in fact in all areas, are completely different in these two locations. I would hope that this difference in needs and resources would be addressed by college classes and by state funding and requirements.

Perhaps one statistic from my own experience will give you a bit more insight into the special problems our part of the state encounters. Even if the program at the University of North Dakota is approved for state certification, to obtain 9 semester credits, I will have to drive 7000 miles back and forth between my home and Grand Forks.

I am looking forward this new learning experience and to upgrading our library into a media center and to becoming involved in curriculum planning, but would like you to know that it will be more difficult for outstate Minnesotans and that our special needs should be considered.

Sincerely yours,

Mrs Wm Lindberg

Mrs. Wm. Lindberg
Library Technician
Hallock Public School
Hallock, MN 56728

HOLDINGFORD PUBLIC SCHOOLS

INDEPENDENT DISTRICT 738

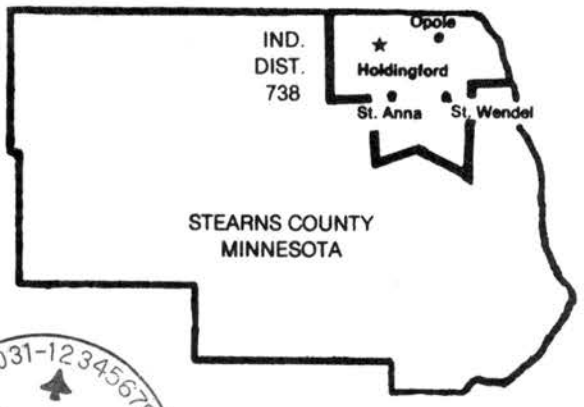
Holdingford, Minnesota 56340

ROGER DOUCET
Superintendent
746-2196

LUVERNE LIESTMAN
Secondary Principal
746-2221

WALTER WILSON
Elementary Principal
746-2232

BILL GALLIPO
Dean & Activities Director
746-2221





September 29, 1987

Joan Wallin, Supervisor
Media and Technology Unit
652 Capitol Square Building
St. Paul, MN 55101

RE: Proposed rule governing library media programs

Dear Ms. Wallin:

It is my opinion that Subpart 2. Personnel should indicate a specific staffing requirement. It would seem that one licensed media specialist should be required for each each school of 250 or more and a half-time specialist for anything less.

Thank you for your attention to this matter.

Sincerely,

Walter Wilson, Principal

OWATONNA SENIOR HIGH SCHOOL

333 East School Street
Owatonna, Minnesota 55060
Telephone (507) 451-4710

Stanton E. Kroon, Principal

Jim Herzog, Asst. Principal/Activities **Darryl Hill, Asst. Principal**



October 2, 1987

Joan Wallin, Supervisor
Media & Technology Unit
Minnesota Department of Education
Capitol Square Bldg.
550 Cedar St.
St. Paul, MN 55101

Dear Joan,

I am extremely remiss in reading the proposed rules relating to libraries. When the recent copies came across my desk I sat down and read through the document and am asking for minor word changes as indicated on the enclosed copy. I don't believe these changes are substantive and would hope that the MDE would be able to make the changes without going through the entire process one more time.

It's my intention to change the words materials, media, software, and resources to the one term resources. Sub part three is dealing with resources yet within the document this term is changed to the afore mentioned titles.

I know that I am extremely late in my request and hope that I don't screw it up too badly for you, the department, and MEMO. Please let me know how it turns out.

Sincerely,

Don Overlie

Enclosure

contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. It is revised every five years. When a new edition is published, the new edition replaces the older edition in this item. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

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transparencies, microforms

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M. participation in information networking and utilization of developing educational innovations and technologies; and

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TO: Joan Wallin
FROM: David Berg Fergus Falls Jr High School
RE: Media Program rule 3500.0710

Looking at the proposed rule changes that were sent out to superintendents and principals I know that I will need some type of clarification as to what some parts mean and when this rule, if adopted, goes into effect.

1. Who defines whether or not a district has the components of a media program when the phrase is "The program shall include...". If they do not have all the components what then?
2. Personnel--Is there a "magic" number for personnel needed that would allow all districts to "assure all components of subpart 1 are fully implemented" and or "provisions must be made for support staff as necessary"?
3. Is there a 'minimum' % of material that must be updated?
4. What is well equiped, appropiate size in part 4?

If some of the above are not met, then what?



Mail #93874
From: mpeterson@MIX
Date: Wed, 7 Oct 87 11:33:29 EDT
To: jwallin@MIX
Message-Id: <mail.93874@MIX>
Subject: library media programs

Hi, Joan! A copy of the letter sent from your office on the intent to adopt the library media programs rule w/o a public hearing came across my desk. How will this affect technology in the school districts as far as personnel currently assigned the role of computer coordinator. Does this mean that the state will require media licensure for current technology coordinators? What are the recommended responsibilities of that media director if technology is included in this job, also. Is there a re ratio of staff to students? Any information you have concerning the status of this would be greatly appreciated.
Thank you, Myrna Peterson, Deer River