

Library Letters

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Tyee Educational Complex, serving ACE, Global and Odyssey High Schools

Library Tip #1:

Scheduling time to bring classes to the library is easy and it only takes a few minutes:

1. Pick-up a scheduling form in the library OR use the on-line form sent to you
2. Fill out the form as indicated. Please feel free to conference or collaborate with your librarian.
3. Return form (only when form is returned is your request scheduled).
4. Check calendar through sent link to confirm scheduling request.

Library Tip #2:

If you scheduled a date or time that you no longer require, PLEASE **e-mail or call the library and cancel**. Others might be waiting to take your place.

Library Tip #3:

Remember: Students MUST have a note from a teacher to visit the library during class time. Students without a note, or who have a note but fail to sign in will be sent back to class. Student must have a stated task/purpose for visiting the library. A time limit is also highly recommended.

Come on down to the Library!

It's that time again. Getting rooms ready, copies made, lessons planned...we all know the drill.

While you are preparing for school to begin, stop on by the Tyee Campus Library to:

1. pick up your overheads and other A/V equipment—most of the overheads were cleaned, and none the worse for wear after summer school
2. take a peak at some of the new book titles available—these should

be out on the tables in the library proper by mid-week, so come on by and take a peak!

3. pick up a scheduling form or two and ask the librarian (Lisa) about accessing the Library Calendar and Library Scheduling form on-line
4. find out about the Library Website and how it can be used
5. plan for book-talks with your students, and find out how the library/librarian can help you out with your teaching



6. learn more about information literacy and how these skills interactively support the EALRs and GLEs, and CBAs.

My endeavor is to provide tools and services that actively support your teaching as well as provide learning opportunities for staff and students.

Feel free to drop by anytime and explore possibilities!

Freshmen Teachers! Library Orientations build learning foundations

The first week of school provides an excellent opportunity for teachers with freshmen students to become more acquainted with the Tyee Campus.

Don't forget to make plans to stop by the library for an initial tour.

It would be helpful for freshmen teachers/advisors to plan ahead and drop me a line before bringing their classes—two classes at a time is about the effective limit.

The first visit is for basics: rules, do's and don'ts, how-to's and the like. Yet, I have discovered this only scratches the surface of what students actually need.

I would very much like to invite freshmen advisory teachers to bring their students a second, or even third time, during the first quarter to focus on some library skills that many students could use a "brushing up" on.

These can include:

- using the card catalog to find books and resources more effectively
- logging into the computer terminals and the rules that apply to this privilege
- how to save and store information for later use rather than printing gazillions of pages that

get tossed, or worse, cutting and pasting information to pass off as their own (printing will be very restricted this year)

- accessing and using the Tyee Campus Library website, which contains hundreds of pre-selected websites and databases along with lots of helpful information for research and other

By having all freshmen learn these simple skills and procedures early on, they can apply them not only throughout their four years, but to help them access information all their lives.

Library Tip #4:

Students can check out materials from the library **ONLY** if they have a student ID or another form of PICTURE ID (driver's license, passport).

Library Tip #5:

Laptops are available for check-out and use *in the library ONLY*. Students must have a student or picture ID to check one out, and it must be returned before leaving.

Library Tip #6:

Food, beverages, cell phones and certain electronic equipment is **not allowed** in the library. If discovered, students with such items either will be required to relinquish them until they exit the library, or they will lose their privilege to remain in the library, depending on each situation.

P.S. It would be appreciated if teachers and staff modeled these behaviors as well.

Library Tip #7:

TEACHERS and STAFF: Avoid checking out books in your name and then loaning them to students. It can result in the teacher paying for them at the end of the year.

Classroom-Based Assessments: A Library “Natural”

The rumors are true: Classroom-based assessments, or CBAs will be required from students grades 3 through 12 starting the 2008 school year—at least that's what the plan is.

Although CBAs cover a variety of disciplines not currently assessed through the WASL, social studies tops the list as “the” CBA. The OSPI website provides lists of CBAs at grade levels 5, 8 and 10/11 that can be modified to fit the grade level. Also, CBA packets can also be downloaded for both teacher and student use.

In all cases, the goal of the CBA is not simply producing an essay, but going through

the *process* of . . . , well, . . . , for lack of a better word, RESEARCH. Yet, it's not “research” in the sense that a person simply looks up a Wikipedia article on say, “global warming”, reads it and is finished.

It is, instead, a research that demonstrates through its processes that the components of social studies (history, economics, civics, geography) are composed of questions and dialogues that are ongoing, and for the curious mind to discover. It is the kind of research that libraries are very well suited for, particularly since they

contain a wide variety of information accessible to all in one central location.

Additionally, the information literacy skills needed to perform the CBAs are exactly the kinds of skills librarians specialize in, whether it is finding print and electronic sources for a shared reading, providing instruction on better keyword searches, or helping a student narrow his topic, the library and your librarian can make doing a CBA less daunting, and perhaps a bit more fun.

Don't wait until May to get some practice in for the CBA.

Some changes, some expectations

One of the things I found myself frustrated and dismayed by last year was the sheer volume of paper and printer ink students using the library consumed.

Rose discovered that one box of 10 reams of paper is roughly equal to one-seventh of a tree, which means Tye Campus students used nearly a tree in 06-07. It may not seem like much, but it does add up over the years. And, we're just one school.

Even more costly is the price for ink cartridges to run the printer. Since the old library printer was replaced with a newer, yet smaller capacity one, students have gone through a cartridge nearly every four to six weeks! With only the ability to print out 5,000 sheets per

cartridge, compared with 20,000 per from the older printer, if each student on the campus printed five pages a day, a new cartridge would be needed DAILY!

Of course, this is unacceptable, as well as impossible, which means tighter restrictions on printing must be employed this year in the library.

Setting number limits has always been a problem since many students have written work that needs multiple copies or is longer than the set limit. So, that seems out for now.

However, what will be restricted is any printing that is not original student work. That includes any printing from the Internet, e-mail, or

other database, and includes lengthy items such as some job/college applications.

Students do have other options than printing—taking notes is a valuable skill that comes highly recommended by OSPI. Careful reading and copying/pasting articles or sections of a document then saving it to the student's folder is easy to demonstrate and do. If something must be printed, sending the link to an e-mail address to be printed elsewhere is an option. Finally, charging a printing fee could be in the works to cover printer cartridge costs.

Restrictions “suck”, but with the cost of keeping the printer working, some limits seem preferable to no printing privileges at all.

Hooks and bridges in the library

Need something to get students interested in the unit you're about to teach? Or, perhaps something to bridge a lesson with something that might help students relate?

Try asking your librarian how she might be able to help.

Sometimes a passage of a graphic novel, such as *Alia's Mission to Save the Books in Iraq* might get the ball rolling on an in-depth

study of the effects of the current American occupation of that country, or a class reading discussion of a Buddhist story can help students gain some understanding of China.

A natural bridge to culture is food, and the library has a plethora of cook books from around the world. Students could not just find a recipe to try, but

find out what food items are important to that culture, how they are cultivated or produced, and even their social/historical significances.

Your library and librarian might just have the “thing you need” to get started, bridge ideas, or expand on a subject.