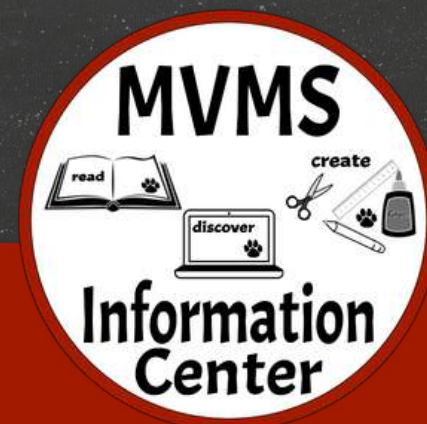


MVMS INFORMATION CENTER

BEST PRACTICES IN OUR LIBRARY SPACE





Best Practices in the Middle School Library



Aligned with the AASL Standards: <https://standards.aasl.org/>

Shared Foundations

1. Inquire
2. Include
3. Collaborate
4. Curate
5. Explore
6. Engage

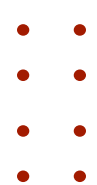


A wheel chart illustrating the relationship of the components within the AASL Standards framework structure.



Inquire

Build new knowledge by
inquiring, thinking
critically, identifying
problems, and developing
strategies for solving
problems.





CO-TEACHING THE RESEARCH PROCESS

- Teach Mini-Lessons about the Research Process
- Curate collections of books for students and teachers
- Organize a “Research Hub” with various “How-To” materials to support the research process.

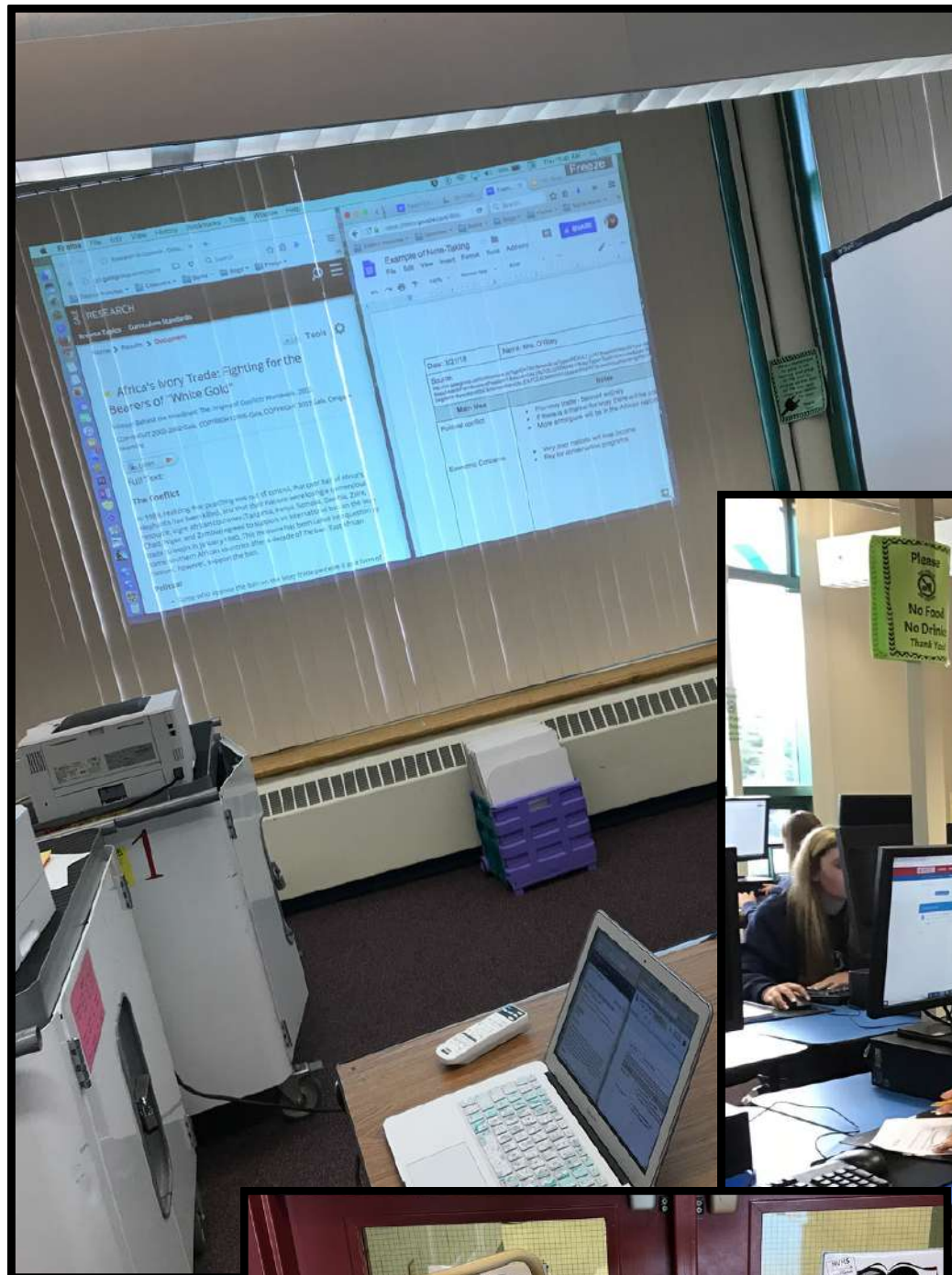


Do Now

- Sit at a table
- Take one of each paper from the middle of the table
- Wait quietly

Agenda

1. Learn about databases
2. Learn how to evaluate websites
3. Start putting the new skills to use



Learn About....

[Citing Sources](#)

[How To Research Guides](#)

[Reliable Sources](#)

[Evaluating Sources](#)

[The Databases @ MVMS](#)

[eBooks in Destiny](#)

[Formating MLA Style](#)

[Using the Research Process](#)

[Video Tutorials](#)

Helpful Links

[SAU19 Schoology](#)

[Destiny Discover](#)

[MyBib](#)

[How To Research Guides](#)

Featured Templates

[2 Column Notes](#)

[KWL Chart](#)

[Current Event Review](#)

[Venn Diagram](#)

[EVEN MORE TEMPLATES](#)

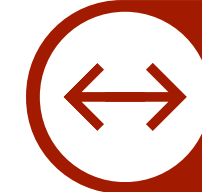


Research and Inquiry Hub




All your research needs in one place!

Click on the a topic above or a link to the right to access the information. You may need to sign in to your school Google account to view the resources.

23-24



BEST PRACTICES: INQUIRE

-  • Read and Review learning strategies for questioning and collaboration to stay abreast of techniques that support learner voice and choice
-  • Truly support inquiry: Process should be researched-based, focused on learner developed questions, and embrace exploration, innovation, creativity, invention, reflection and revision
-  • Encourage learners to consider a variety of products to use as they demonstrate their learning



Include

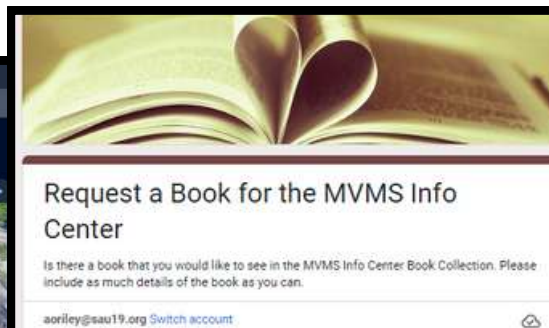
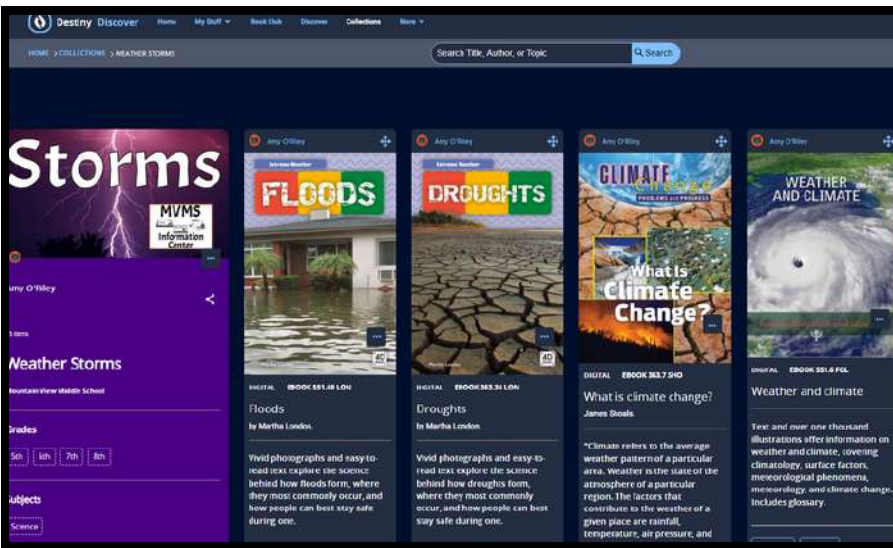
Demonstrate an understanding of and commitment to offering learners the opportunity to navigate various interests and perspectives in the learning community.

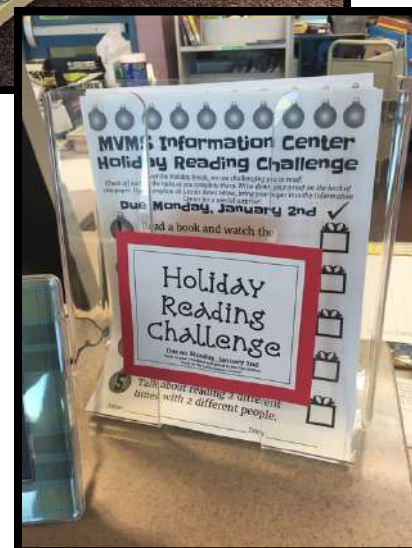
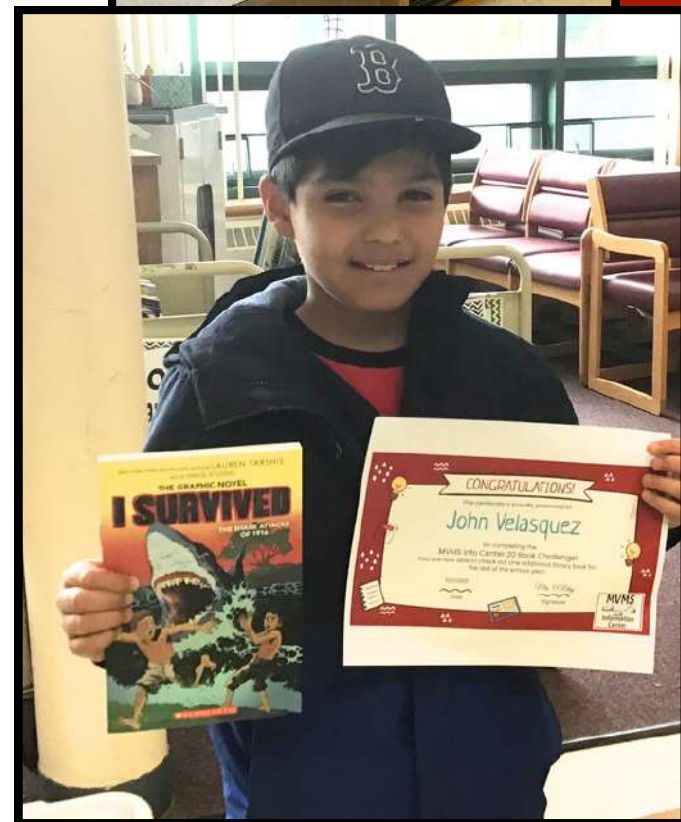
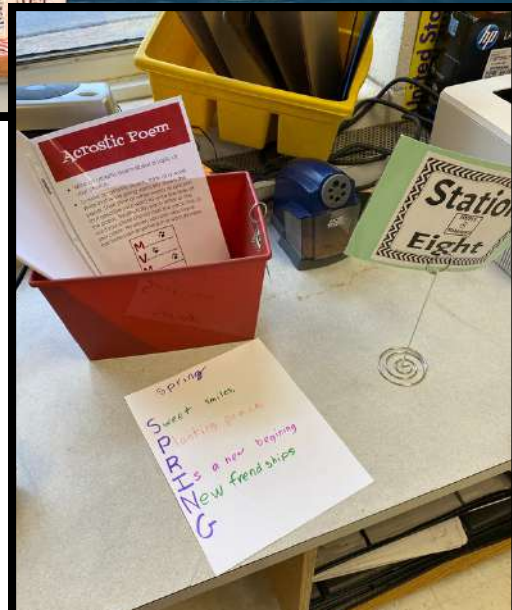
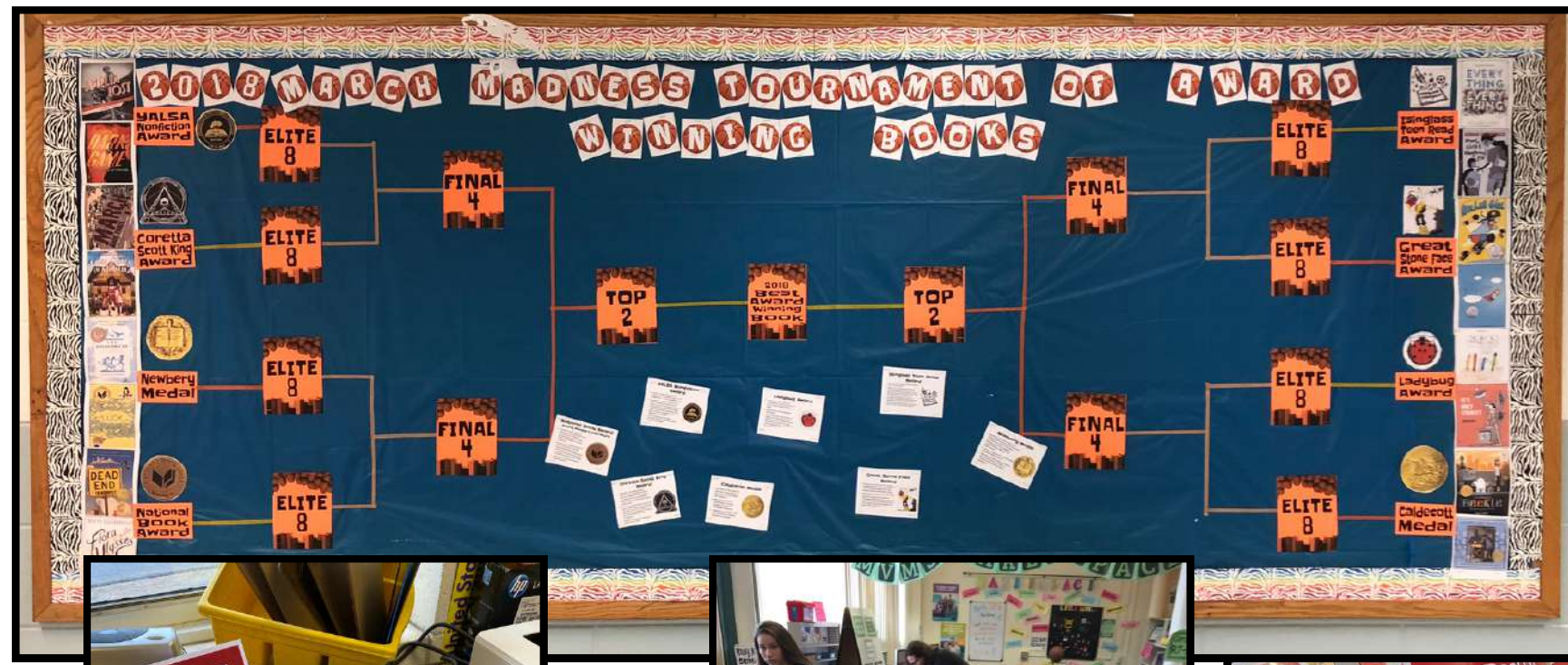




INCLUDE ALL LEARNERS IN OUR SPACE AND PROGRAMS

- Creating monthly displays & digital collections showcasing different topics, celebrations, and interests.
- Offering the students and staff the opportunity to request titles to be added to the collection that meet their needs.
- Diversifying our collection to be inclusive for all reading abilities and interests in our school: picture books, professional books, etc.

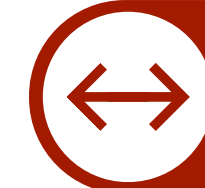








SPECIAL EVENTS AND PROGRAMS

- Facilitate various literacy-based activities to meet the needs of different types of learners, such as Poetry Month, World Read Aloud Day, Summer Reading, March Madness Tournament of Books, etc.
- Periodic reading challenges throughout the school year: Scary Story Contest, 20 Book Challenge, Vacation Reading Challenges





BEST PRACTICES: INCLUDE

-  • Provide up-to-date print and digital collections that reflect the diversity of the larger global community.
-  • Ensure that displays and communications focus on resources in multiple formats that reflect a variety of viewpoints, cultures and experiences.
-  • Provide programs that appeal to a variety of audiences and interests.
-  • Invite learning community members to participate in conversations and projects that reflect differing perspectives and seek input from learners and staff to inform selection of materials.



Collaborate

Work effectively with others to broaden perspectives and work toward common goals.





October 2023

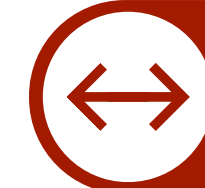
Monday	Tuesday	Wednesday	Thursday	Friday
2 8:30 AM Left Side: NW 8:30 AM Left Side: NW 8:30 AM Right Side: IC 1 PM Book Checkout: Lec	3 8:30 AM Book Check Out 8:30 AM Left Side: NW 8:30 AM Right Side: IC 1 PM Book Checkout: Lec	4 8:30 AM Left Side: IC 8:30 AM Right Side: IC	5 8:30 AM Left Side: IC 8:30 AM Right Side: IC	6 8:30 AM Left Side: IC 8:30 AM Right Side: IC
9 8:30 AM NO SCHOOL - H	10 8:30 AM Left Side: IC: Mor 8:30 AM Right Side: IC: Ea	11 8:30 AM Left Side: IC: N 8:30 AM Right Side: IC: Mi	12 8:30 AM Left Side: IC: N 8:30 AM Right Side: IC: Ea	13 8:30 AM Left Side: IC: NW 8:30 AM Right Side: IC: Mi 1 PM Right Side: IC: Murry
16 8 AM Left Side: IC: NWEA 8:30 AM Right Side: IC: Ku	17 8:30 AM Left Side: IC: East 8:30 AM Right Side: IC: Ku	18 8 AM Left Side: IC: Mar 8:30 AM Right Side: IC: Da	19 8 AM Left Side: IC: Mar 8:30 AM Right Side: IC: La	20 8 AM Left Side: IC: Wiggir 8:30 AM Right Side: IC: Mi 1:10 PM Right Side: IC: La
23 8:30 AM Right Side: IC: Mi	24 8:30 AM Left Side: IC: Dav 8:30 AM Right Side: IC: Mi	25 8:30 AM Left Side: IC: Mor 8:30 AM Right Side: IC: Da	26 8:30 AM Left Side: IC: Whi 8:30 AM Right Side: IC: La	27
30	31			






COLLABORATION OPPORTUNITIES FOR STUDENTS AND STAFF

- Created a “Teacher Workspace” area for teachers to meet during PLC and Curriculum meetings.
- Afterschool library hours for students to meet for group projects, play chess, work on puzzles or to use the makerspace.
- Classes are constantly booking our space to use the library resources.
- Students utilizing our spaces to work independently and in small groups on assignments outside of the traditional classroom setting.





BEST PRACTICES: COLLABORATE

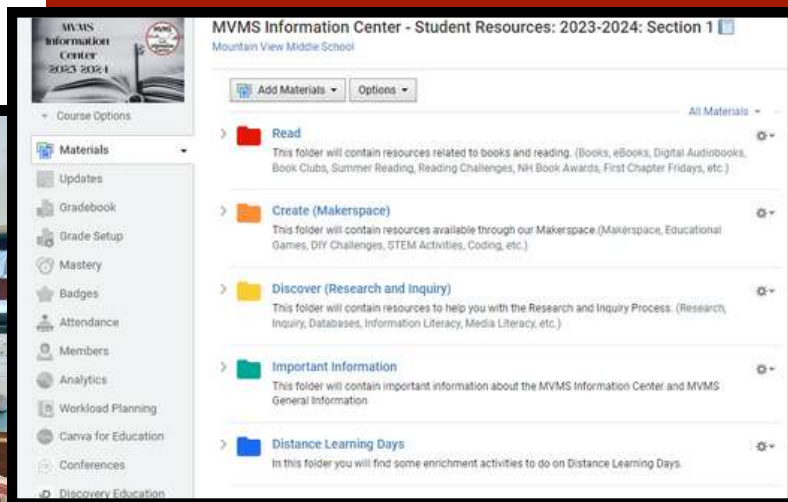
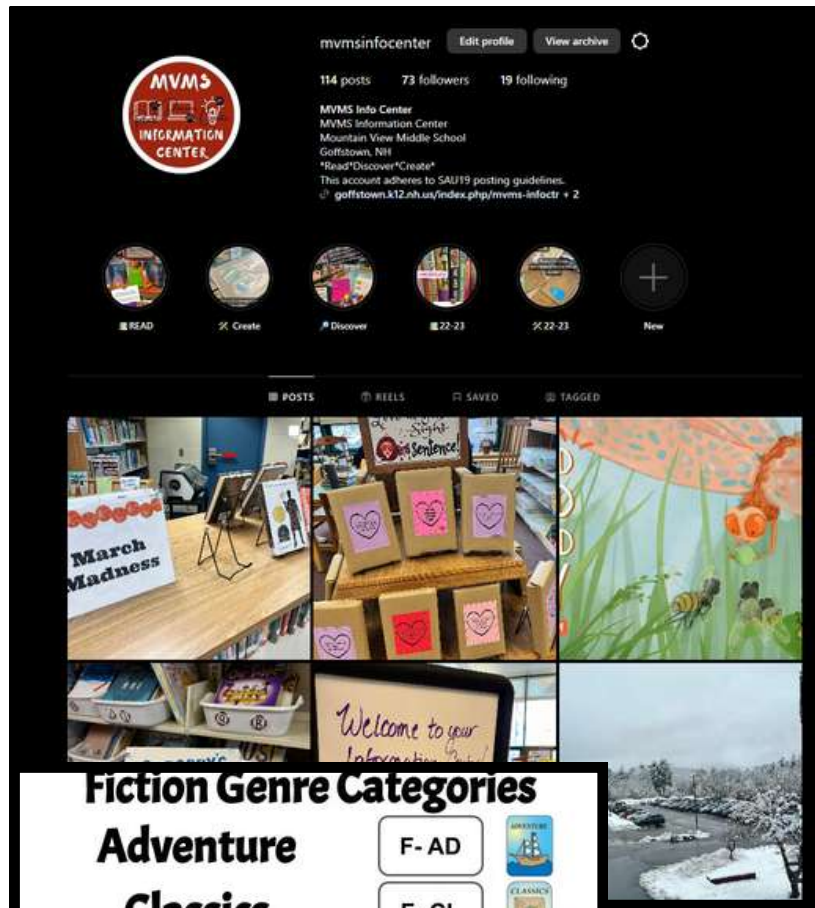
-  • Scaffold the work of learner teams by providing explicit direction (such as questions to consider) at the beginning of their work and slowly allow groups to take on more decision making over the course of the project and future projects.
-  • Ensure that each group includes a mix of talents, experiences, learning styles, and ideas when grouping learners.
-  • Share with educators the ways in which you collaborate. Tell the story of how you (library media specialist) and the library impact learning.



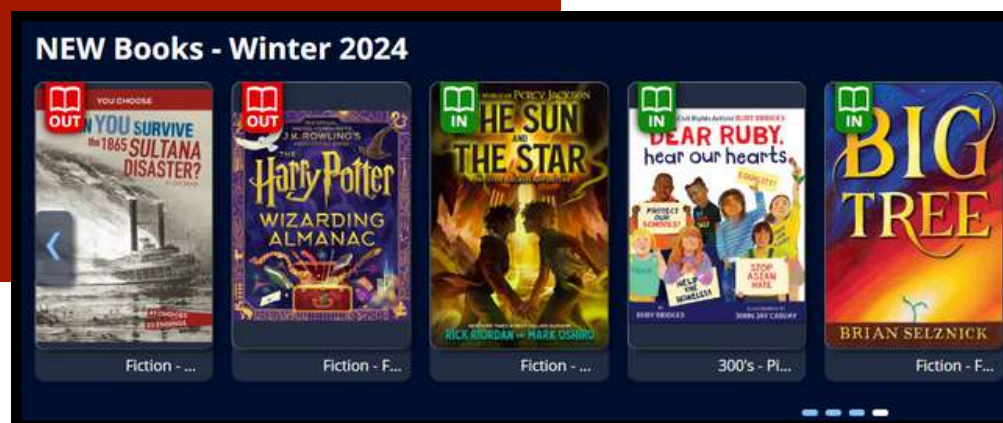
Curate

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.





Fiction Genre Categories		
Adventure	F- AD	
Classics	F- CL	
Fantasy	F- FAN	
Historical Fiction	F- HF	
Horror	F- HOR	
Humor	F- HU	
Mystery	F- MYS	
Realistic Fiction	F- RF	
Romance	F- RO	
Science Fiction	F- SF	
Sports	F- SP	



MARKETING THE RESOURCES IN OUR COLLECTION

- Organizing the Fiction Collection in genres and Dynamic Shelving in our Nonfiction Collection (12,846 print resources)
- Monthly displays to attract a wide range of reading interests.
- Creating digital collections
- Sharing resources via newsletters, Instagram account, website, in Schoology, etc.





GENREFYING THE FICTION & BIOGRAPHY SECTIONS

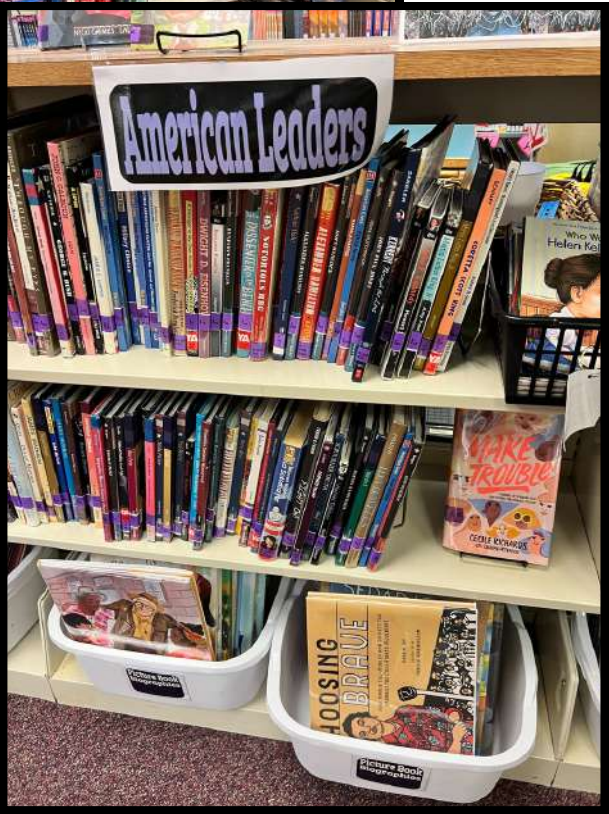
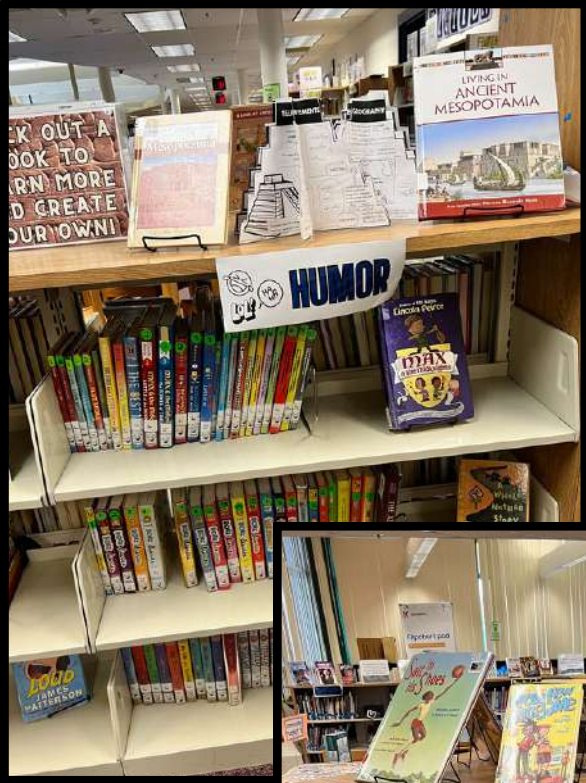
In the MVMS Information Center we:

- Organize the fiction and biography section by genres.
 - *Fiction Genres: Adventure, Classics, Fantasy, Historical Fiction, Horror, Humor, Realistic Fiction, Romance, Science Fiction, and Sports*
 - *Biography Genres: The Arts, Athletes, Explorers, American Leaders, World Leaders, STEM*
- Organize with signage, spine labels and color coding labels.



Fiction Genre Categories		
Adventure	F- AD	
Classics	F- CL	
Fantasy	F- FAN	
Historical Fiction	F- HF	
Horror	F- HOR	
Humor	F- HU	
Mystery	F- MYS	
Realistic Fiction	F- RF	
Romance	F- RO	
Science Fiction	F- SF	
Sports	F- SP	

Biography Categories		
The Arts	B-ARTS	
Athletes	B-ATH	
Explorers	B-EXP	
American Historical Figures and Leaders	B-AME	
World Historical Figures and Leaders	B-WOR	
STEM Science, Technology, Engineering, Math, & Inventors	B-STEM	





SPECIAL COLLECTIONS FOR AN INCLUSIVE LIBRARY COLLECTION

- Extensive Picture Book collection to support special education students and supplement the curriculum.
- Professional Section for our staff
- Multiple Copies Section with 4-6 copies of the same book
- High Interest topics and book series added throughout the collection.
- Forever growing Graphic Novel and Manga section (highest circulated genre)





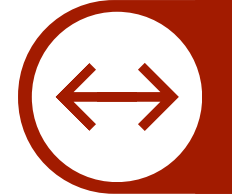
DYNAMIC SHELVING IN THE NONFICTION SECTION

Dynamic Shelving is anything that adds visual interest to your bookshelves in order to make the collection more appealing, accessible, searchable, fun, enjoyable, etc.





In the MVMS Information Center we:

- Organize the nonfiction collection by subjects.
- Utilize signage, labels, book bins to assist with organization.
- Display books in various ways: front facing, book stacks, end cap displays, etc.





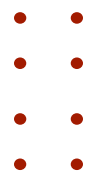
BEST PRACTICES: CURATE

-  • Have a Policy, including a section about handling materials challenges.
-  • Allow for input on collection-development priorities.
-  • Create mechanisms for your collection's users to provide suggestions for new materials and provide feedback on existing materials.
-  • Provide classroom educators and learners with frequent updates about school library resources and their potential uses.



Explore

Discover and innovate in a growth mindset developed through experience and reflection.





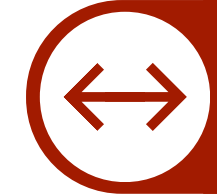
MVMS MAKERSPACE



- Provide consumable materials, books, and other resources for students to engage in STEM based activities to encourage design thinking skills.
- Host events such as the Hour of Code, STEM based activities during Winter Carnivals, “FUN Day” Exploration Stations, etc.
- Utilizing Schoology to provide a digital Makerspace with coding, robotics, educational games, animation, graphic arts, etc.
- Various spaces, resources, and activities to engage all learners: puzzle table, Zen Sand Garden, chess/checkers boards, board games, DIY books, coding books and kits, Makerspace “To-Go” checkout materials, etc.



BEST PRACTICES: EXPLORE



- Ensure that learners have time to share ideas and wonderings. Build structured and informal opportunities into the library space and schedule for learners to have conversations.



- Make sure the school library space includes conversation areas containing comfortable seating as well as books and magazines that spark and support exploration of personal interests.



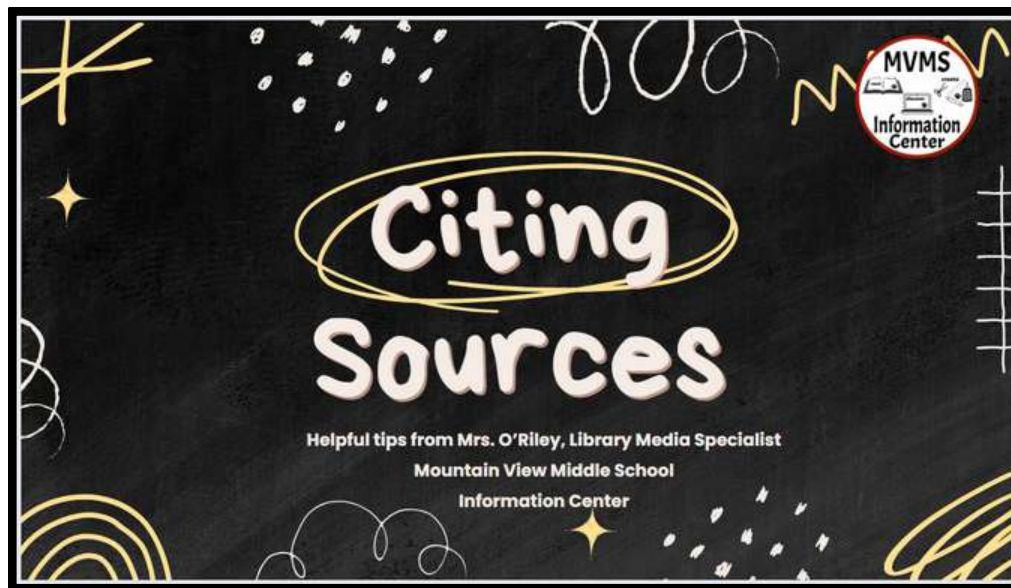
- To encourage choice, reflection, and authentic learning in the school library, create mechanisms for learners to share their suggestions for and engage with information resources, devices, applications, activities and other supports for personal curiosity.



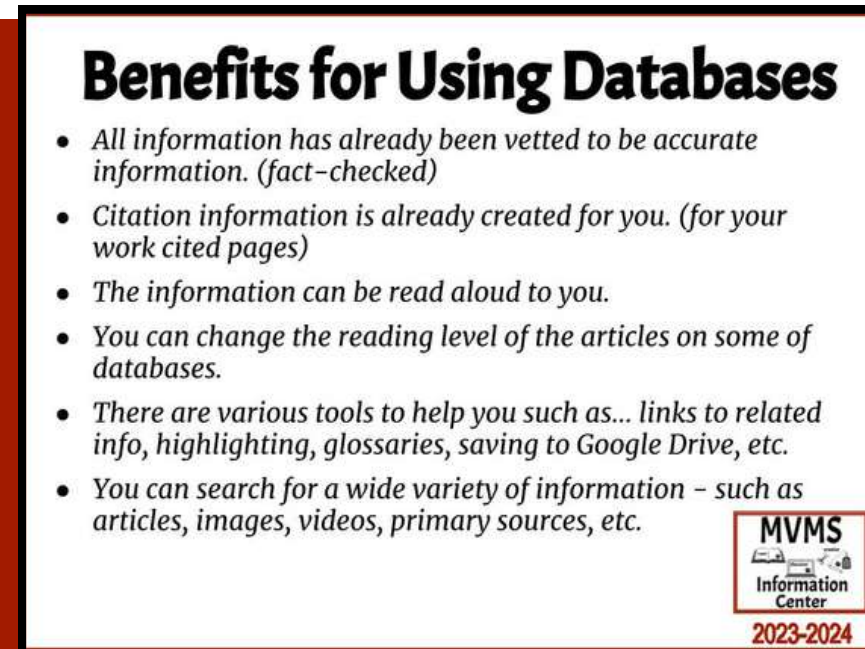
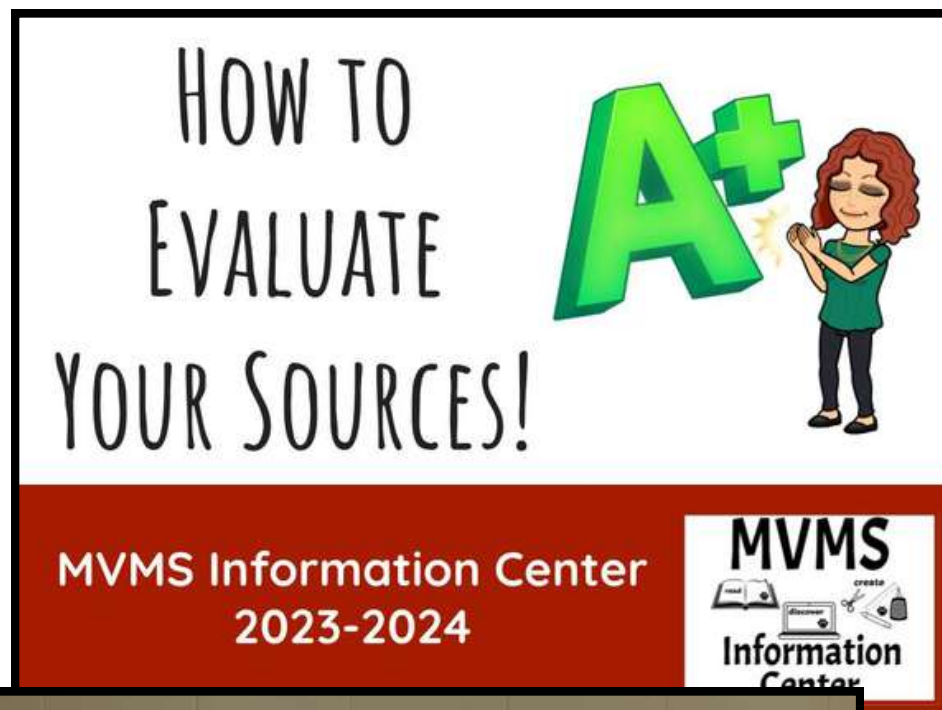
Engage

Demonstrate safe, legal,
and ethical creating and
sharing of knowledge
products independently
while engaging in a
community of practice and
an interconnected world.

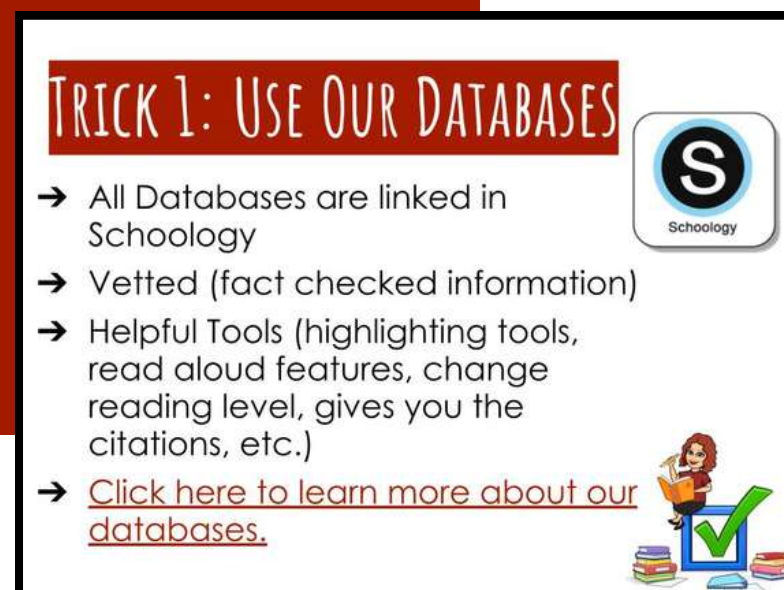




INFORMATION LITERACY & DIGITAL CITIZENSHIP OUTREACH

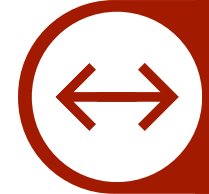


- Teach mini-lessons on topics like evaluating websites and using databases for vetted information.
- Activities celebrating Digital Citizenship Week.
- Provide educational materials to support instruction in the classroom.





BEST PRACTICES: ENGAGE



- Invite stakeholders to examine current policies related to selection and reconsideration of school library resources, legal and ethical use of information and resources and how to respond to plagiarism.



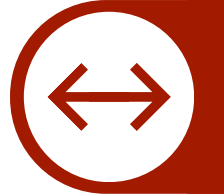
- Determine learners' understanding of acceptable and unacceptable behavior in scenarios related to ethical information use.



- Allow learners to select technology tools and strategies to personalize their knowledge sharing.

(National School Library Standards, Page 118)

FEEDBACK FROM STAFF



“The Information Center at MVMS has been an amazing resource for assistance in integrating coding and electronics into the unified arts curriculum and providing a productive space during the school day and before and after school, to work on their video projects and collaborate.” -UA Teacher



“Throughout the year, my classes visit the Information Center monthly to work with Canva, creating videos, slideshows, animated timelines and pamphlets for content area projects. Students have utilized headset microphones and video cameras to create Public Service Announcements and worked with Bots to explore robotic engineering/programming relationships. Further, students have participated in Hour of Code Activities, hosted by the Library Media Specialist, which inspires students to learn coding/programming”. -Grade 6 Teacher



FEEDBACK FROM STAFF

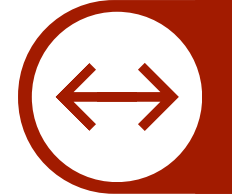


“Our MVMS library provides a number of academic and enrichment opportunities for students through the Makers Space, independent reading books, research material, and access to various forms of technology. It allows for teachers to utilize supplemental material to enrich curricula, further engage students, and provide instruction on access online databases.” –MVMS Admin

“



“The MVMS Information Center is a top-notch collaborator and resource for staff and students. Every time I approach the media specialist for help, she has gone out of the way to make sure we have everything we need to enhance student learning. In our most recent unit on maple sugaring, Mrs. O’Riley helped source several resources that students used in the classroom to deepen their understanding of the topic. It doesn’t matter the reading level, learning style, or level of interest, the information center works with adults and students to find the right fit and promote learning!” –Grade 7 Teacher



WORK CITED

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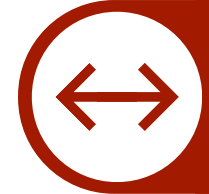
RECOMMENDATIONS



1. District procedure for the maintenance and weeding of book collections. How often and why?
 - relevant to the curriculum, student interests, and educational goals.
 - remove outdated or irrelevant materials ' needs.
 - books deteriorated over time due to wear, tear, or damage.
2. Create quarterly PLC time for Library Media Specialists from Goffstown and New Boston to meet



RECOMMENDATIONS



3. Review Policy IJL and IJL-R (Have not been reviewed since 2020)
4. Continue the Opt-in parent permission slip for grade 5/6 students to check-out a YA resource from the MVMS Information Center
5. Continue to label all YA materials in the MVMS Information Center