

# NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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Raleigh, NC 27601-2825

BOB ETERIDGE  
*State Superintendent*

August 22, 1994

## MEMORANDUM

To: North Carolina Middle School Media Coordinators

From: Elsie L. Brumback, Director  
Media & Technology Support Team

Frances Bryant Bradburn, Chief Consultant  
Library Media Programs

RE: Middle School Student Media Assistants' Curriculum

Over the years, many of you have used student media assistants for a variety of reasons and in myriad ways. You have taught them and made use of their services for three weeks, one grading period, even for an entire school year. You have struggled to provide a relevant library experience for all student assistants under your supervision.

The resource you see before you is an attempt to assist you in developing a meaningful media curriculum for students specifically at the middle school level. It is rooted firmly in the information and computer skills curricula, already a part of the Standard Course of Study. Please understand that this resource is a PROTOTYPE, perhaps even the ideal curriculum that combines a carefully planned knowledge base with the practical skills that help keep a school media center running smoothly. You are expected to adapt it to your individual school's time frame and curriculum, the number of students who take your class, and each young person's ability level.

As you review this curriculum and consider implementing it, please note the following:

The *Competency Goals*, *Objectives*, and *Focus* are identical to those already printed in the Information Skills and Computer Skills components of the Standard Course of Study. The *Implications for Learning* go beyond the middle school student's curriculum, refining and augmenting skills and providing each student assistant with practical information and computer skills experiences.

The *Implications for Learning* are suggestions for media coordinator-guided experiences, not mandates. Individual media coordinators are expected to adapt these ideas to their own needs.

Suggested activities encourage higher order thinking skills and expand a middle school student's basic information gathering skills in a variety of formats.

Implementation of this curriculum offers middle school students an excellent opportunity for service learning and career exploration, as well as academic enrichment.

Many daily media center activities offer students an opportunity to acquire basic organizational and "people" skills so necessary in any future work environment.

Finally, any student media assistants' program requires a vast amount of time and energy. The organizational tasks that students can accomplish in the school media center are the practical applications and evaluation opportunities resulting from a carefully managed instructional program. Professional media and computer coordinator staffing must be at or above Basic Education Plan standards for the most effective student educational and service experience to be possible.

ELB:FBB:bwm

# MIDDLE SCHOOL STUDENT MEDIA ASSISTANT CURRICULUM

**Competency Goal 1: The student media assistant will experience a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.**

| OBJECTIVE   | IMPLICATIONS FOR LEARNING  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>The student media assistant will EXPLORE reading, listening, viewing sources and formats.</b></li> <li>• <b>Focus:</b></li> <li>• Participate in read-aloud, storytelling, and booktalking experiences.</li> <li>• Identify characteristics of various genres.</li> <li>• Acknowledge ownership of ideas in a variety of formats.</li> <li>• Identify characteristics of various media formats.</li> <li>• Investigate potential sources of information outside the school.</li> <li>• Select and use sources and formats independently.</li> </ul> | <p>Assist in the creation and production of bibliographies for teachers or students by subject, author, or genre, including all formats.</p> <ul style="list-style-type: none"> <li>• Student-written or computer-generated through an online catalog or union catalog</li> </ul> <p>Research author information.</p> <ul style="list-style-type: none"> <li>• Use various reference tools</li> <li>• Locate authors' addresses</li> </ul> <p>Participate in media activities related to reading, listening, or viewing either for groups or individuals within the school or for younger children.</p> <ul style="list-style-type: none"> <li>• Booktalks</li> <li>• Storytelling</li> <li>• Puppet shows</li> <li>• Read-alouds</li> <li>• Equipment operation, including delivering and returning</li> </ul> <p>Write annotations, write columns in school newspaper, or compose features for school television that relate to the media program or materials.</p> <p>Assist special populations and students from feeder schools through read-alouds, storytelling, booktalks, or recorded storyreading.</p> |

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|--|---|
| <p><b>1.1 The student media assistant will EXPLORE reading, listening, viewing sources and formats.</b></p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Participate in read-aloud, storytelling, and booktalking experiences.</li> <li>• Identify characteristics of various genres.</li> <li>• Acknowledge ownership of ideas in a variety of formats.</li> <li>• Identify characteristics of various media formats.</li> <li>• Investigate potential sources of information outside the school.</li> <li>• Select and use sources and formats independently.</li> </ul> | <p>Provide outreach by visiting other schools or community organizations to promote reading and library use.</p> <p>Be aware of and adhere to copyright guidelines and promote fair use.</p> <p>Access information outside the school through such means as telecommunications and contact with agencies and other information centers.</p> <ul style="list-style-type: none"> <li>• Local public library online catalog</li> <li>• Scholastic On-line</li> <li>• E-mail and electronic bulletin boards</li> <li>• DLS programming</li> </ul> |

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|---|--|
| <p><b>1.2 The student media assistant will IDENTIFY criteria for excellence in design, content, and presentation of information and formats.</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Identify standards of excellence for judging media resources.</li> <li>• Apply identified standards to a variety of resources.</li> <li>• Develop and support personal standards for selecting resources for information needs and enjoyment.</li> </ul> | <p>Become aware of the selection process by reading and discussing the school selection policy and selected reviews. Using these resources, suggest materials that students might enjoy and that also fall within selection guidelines.</p> <p>Sit in on a Media Advisory Committee meeting to witness how the selection of resources integrates into general school functions.</p> <p>Become aware of biases in materials in the existing collection and in those under consideration for purchase, e.g., cultural, racial, sexual, religious, and ethnic.</p> <p>Create and present media reviews in a variety of formats such as booktalks, video productions, and multi-media presentations.</p> <p>Assist in the creation of a reading, listening, or viewing survey and solicit, tally, and report student responses.</p> <p>Suggest questions for "Battle of the Books" local competitions.</p> |

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|---|---|
| <p><b>1.3 The student media assistant will CRITIQUE information sources and formats.</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Analyze the merits of literary and design presentations.</li> <li>• Assess reliability, relevance, and integrity of resources.</li> <li>• Determine usefulness of resources for instructional and personal needs.</li> </ul> | <p>Assist students in the identification of appropriate reference sources in a variety of formats.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Indexes, print and online</li> <li>• Full text services</li> <li>• General and specialized encyclopedias, both print and CD-ROM</li> <li>• Online services</li> </ul> <p>Compare publishers' catalog advertisements with standard reviewing sources representing various media formats.</p> <ul style="list-style-type: none"> <li>• For example, use NCDPI Media Advisory Lists and compare with corresponding publishers' evaluations. Students could assemble several comparisons for instructional use by classroom teachers.</li> </ul> <p>Given a specific topic, locate the most appropriate reference materials for research.</p> |

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|---|---|
| <p><b>1.4 The student media assistant will RELATE ideas and information to life experiences.</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Describe own cultural heritage and environment.</li> <li>• Collect information about diverse cultures, environments, and people.</li> <li>• Relate similarities and difference to personal life experiences.</li> <li>• Identify contributions of individuals and cultures.</li> </ul> | <p>Assist in the creation and production of displays to promote national, state, and local observances and celebrations</p> <ul style="list-style-type: none"> <li>• Design letters</li> <li>• Laminate materials</li> <li>• Prepare displays</li> </ul> <p>Locate and assemble information on diverse cultures, environments, and peoples for classroom use or reserve collections.</p> <p>Assist students in creating family trees using graphics, computer programs, or other art formats.</p> |

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|---|--|
| <p>1.5 The student media assistant will COMMUNICATE reading, listening, and viewing experiences.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Produce media in various formats based on reading, listening, viewing experiences.</li> <li>• Credit sources used in communicating reading, listening, viewing experiences.</li> </ul> | <p>Assist students in crediting sources and using correct bibliographic form by referring them to established guides.</p> <p>Assist students and staff in the production of media.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Banners and signs</li> <li>• Transparencies</li> <li>• Videos</li> </ul> |

# MIDDLE SCHOOL STUDENT MEDIA ASSISTANT CURRICULUM

**Competency Goal 2: The student media assistant will identify and apply strategies to access evaluate, use and communicate information for learning, decision-making, and problem-solving.**

| OBJECTIVE   | IMPLICATIONS FOR LEARNING  |
|---|--|
| <p><b>2.1 The student media assistant will EXPLORE research processes that meet information needs.</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Acknowledge that there are a variety of reasons for seeking information--curricular pursuits, personal interests, problem-solving, and decision-making</li> <li>• Explore print, electronic, human, and community reference sources</li> </ul> | <p>Greet patrons, explain library policies as needed, and assist them in locating desired information.</p> <ul style="list-style-type: none"> <li>• Know and use appropriate media terminology</li> <li>• Circulate materials</li> <li>• Begin to identify questioning techniques</li> </ul> <p>Exhibit an understanding of the organization of the media center, e.g., classification system, location of special collections, location of electronic reference tools.</p> <p>Assist others in the use of school's electronic catalog.</p> <ul style="list-style-type: none"> <li>• Examine shelves to insure that materials are in correct location</li> <li>• Re-shelve materials after use</li> <li>• Perform other routine organizational duties</li> </ul> <p>Assist students and staff in the use of various reference sources, both print and nonprint</p> <p>Create pathfinders on selected topics to meet personal or classroom needs.</p> |

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**Competency Goal 2: The student media assistant will identify and apply strategies to access, evaluate,, use, and communicate information for learning, decision-making, and problem-solving.**

| OBJECTIVE   | IMPLICATIONS FOR LEARNING  |
|---|--|
| <p><b>2.2 The student media assistant will ENGAGE in a research process to meet information needs.</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Develop a Search Strategy               <ul style="list-style-type: none"> <li>• define and analyze the task</li> <li>• determine format of the end product</li> <li>• identify known and unknown information</li> <li>• establish personal goals for the task</li> <li>• select the most appropriate model for the task</li> <li>• prepare a plan</li> </ul> </li> <li>• Access Information               <ul style="list-style-type: none"> <li>• identify resources</li> <li>• gather information</li> <li>• credit sources</li> </ul> </li> </ul> <p>Critique Information</p> <ul style="list-style-type: none"> <li>• verify reliability of the sources</li> <li>• analyze and synthesize information</li> <li>• determine further needs, if any</li> <li>• revise/restructure the search</li> <li>• outline information to be used</li> </ul> <p>Use Information</p> <ul style="list-style-type: none"> <li>• follow a prescribed procedure for developing products</li> <li>• create, produce and/or present a final product</li> <li>• credit sources of information</li> </ul> <p>Evaluate the Process and the Product</p> <ul style="list-style-type: none"> <li>• assess the extent to which the process was appropriate</li> <li>• appraise the technical quality of the product</li> <li>• determine how well the product communicated information to the audience</li> </ul> | <p>Assist media coordinator in developing and setting up learning activities to reinforce research skills.</p> <p>Follow oral and written instructions for using search strategies and products and be able to interpret them to others.</p> <p>Become competent in and be able to assist other students in the use of a variety of computer applications during the research process.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Downloading information to disk</li> <li>• Printing</li> </ul> <p>Understand and be able to use appropriate search strategies such as subject and keyword searching; be able to retrieve information and materials found as a result of the search.</p> <p>Be able to recommend the most appropriate electronic research tools for a given topic and assist students in their use.</p> <p>Assist students in assembling the final product of their research.</p> <ul style="list-style-type: none"> <li>• Book binding machine</li> <li>• Computer generated graphics</li> <li>• Labeling equipment</li> </ul> |

# MIDDLE SCHOOL STUDENT MEDIA ASSISTANT CURRICULUM

**Computer Skills Competency Goal 1: The student media assistant will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.**

| OBJECTIVE  | IMPLICATIONS FOR LEARNING   |
|--|---|
| <p><b>1.1 Understand the implication of telecomputing for schools, libraries, and information centers.</b></p> | <p>Assist other students with:</p> <ul style="list-style-type: none"> <li>• Data sharing (e.g., accessing public library online catalog)</li> <li>• Communications with distant sites (e.g., pen pals)</li> <li>• Use of remote resources (e.g., Internet)</li> </ul> <p>Explore librarianship and information technology as possible career opportunities.</p> |

# **MIDDLE SCHOOL STUDENT MEDIA ASSISTANT CURRICULUM**

**Computer Skills Competency Goal 1: The student media assistant will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.**

| <b>OBJECTIVE</b>   | <b>IMPLICATIONS FOR LEARNING</b>  |
|--|---|
| <b>1.2 Know and respect the copyright guidelines and privacy rights as they apply to computers and telecommunications.</b> | Model ethical behavior while using school computer hardware and software. |

# MIDDLE SCHOOL STUDENT MEDIA ASSISTANT CURRICULUM

**Computer Skills Competency Goal 2: The student media assistant will demonstrate knowledge and skills in using computer technology.**

| <b>OBJECTIVE</b>                                  | <b>IMPLICATIONS FOR LEARNING</b>  |
|---|---|
| <b>2.1 Identify and use computer terminology.</b> | Assist students and staff in creating documents with a word processor.<br><ul style="list-style-type: none"><li>• Printing</li><li>• Spell checker</li><li>• Thesaurus</li><li>• Formatting</li></ul> Assist students as they access information from electronic encyclopedias. |

# MIDDLE SCHOOL STUDENT MEDIA ASSISTANT CURRICULUM

**Computer Skills Competency Goal 3: The student media assistant will use a variety of computer technologies to access, analyze, interpret, synthesize, and communicate information.**

| OBJECTIVE  | IMPLICATIONS FOR LEARNING  |
|--|--|
| <p><b>3.1 Be familiar with and assist in the telecommunications process.</b></p> <p>Be familiar with and assist in the use of a variety of computer software applications.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Databases</li> <li>• Spreadsheets</li> <li>• Desktop publishing</li> </ul> | <p>Take responsibility for the daily uploading and/or downloading of classroom e-mail correspondence</p> <p>Make sure that all machines (e.g., computers, poster maker) are turned on or off and supplies are on hand for research and project completion.</p> <p>Work with school technician or media coordinator to begin learning basic preventive maintenance procedures and assist with same.</p> |

## Portfolio Evaluation for High School Library Media Assistants

Student portfolios, a compilation of work gathered across grading periods, semesters, or years for the purpose of demonstrating progress,<sup>1</sup> are a natural evaluation tool for the High School Library Media Assistants' Curriculum. Laden with the potential for the use of a variety of information and formats, student portfolios automatically include many of the instructional components of this media assistants' curriculum.

Student portfolios can be kept in file folders or accordion folders in a special area within the media center. **CD-ROM exercise** sheets, a videotape of the media assistant helping another student locate materials, a copy of the flier designed for School Library Media Day, critiques of the best of the new books read during the course, as well as choices of some of the reference tool learning exercises and samples of shelfreading grades could all be part of the portfolio. Media centers with more extensive technology resources could locate their media assistants' portfolios as computer files, eventually advancing to multimedia presentations. Some students' portfolios could even be pressed into a personal CD!

Regardless of the format chosen for portfolio compilation and display, a few general characteristics remain:

- Portfolios include written, reflective responses by students, and usually teachers, regarding selected entries.
- Portfolio selections represent evidence of student performance on a range of performance based, instructionally appropriate tasks, over time.
- Portfolios represent an exhibition of a student's best work, as determined by the student.<sup>2</sup>

Thus the implications for the High School Library Media Assistants' Curriculum are numerous:

- While a great deal of freedom exists for students to choose their own assessment products, the media coordinator has a responsibility to organize the actual course in such a way that students understand expectations and are exposed to the greatest number of positive educational experiences while serving as a media assistant.
- The portfolio format offers an opportunity for both independent learning and responsibility as well as cooperative, small group experiences.
- Portfolios encourage media coordinators to develop meaningful higher order thinking skills opportunities while providing for the day-to-day organizational tasks that allow a school library media center to operate efficiently.
- Student reflection as to the reasons for choosing particular portfolio products, as well as his or her knowledge growth over the extent of the course, is a vital component of the evaluation. Likewise, media coordinator reflection and assessment of the individual's products determines the course's success-and the student's grade!

A school library media assistant's portfolio can include, but is certainly not limited to:

- Book reviews
- A variety of worksheets used in teaching the use of the media center's electronic and print reference sources

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- Videotapes of student assistants helping other students in the media center
- Bookmarks, fliers, or announcements that the student media assistant has designed

- Video or audiotapes of news program that student media assistants have produced.
- Grades for shelf-reading or journal filing
- A hypermedia stack on the use of the media center
- A log of equipment that the student has cleaned and inventoried
- Photographs of bulletin boards that student media assistants have created
- Examinations
- Bibliographies listing all library resources on a certain subject (demonstrating ability to find information in numerous formats).
- A reflection paper on the reasons for choosing each portfolio item

Obviously, this is a cursory discussion of portfolio evaluation and how it fits into the media center curriculum. A bibliography is included so that media coordinators may learn more about this method of assessment. Please note that only one article deals with school library media programs; the others look at portfolios in general and language arts in particular. Some even focus on students younger than your own. We do believe, however, that all will help us as we develop our strategy of portfolio assessment.

<sup>1</sup> Bauer, Norman J. "Instructional Designs: Portfolios and the Pursuit of Authentic Assessment." A paper presented at the Spring Conference of the New York State Association of Teacher Educators, April 29-30, 1993. ED363638.

<sup>2</sup> Cox, Keni-Brayton. "Portfolios in Action: A Study of Two Classrooms with Implications for Reform." A paper presented at the Annual Meeting of the American Educational Research Association, Atlanta Georgia, April 12-16, 1993. ED359204.

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