

## Appendix A Glossary

**AA:** See **Alternate assessment**

**AASA:** American Association of School Administrators

**A-133 Audit:** an annual audit of local *Carl D. Perkins Vocational and Applied Technology Education Act* spending as described in the U.S. Office of Management and Budget's Circular A-133, which explains the single audit requirements for state and local governments that received federal aid. (*AVA Handbook*)

**Annotations:** critical or explanatory notes

**Appropriate:** suitable for the developmental (intellectual and emotional) level of a student or audience

**Aural:** received through the ear or sense of hearing

**Autobiography:** credentials of the originator of the information

**Bibliography:** list of information sources on a given subject. Also, a list of the books, articles, and other information sources used by or referred to by an author.

**Big 6:** a problem-solving model developed by Berkowitz and Eisenberg

**Body language:** nonverbal communication (gestures, body movements, facial expressions)

**Collaborative activities:** pursuits where two or more individuals contribute. In the library program, collaborative activities are generated when the library media specialist plans, teaches, and assesses with one or more classroom teachers or specialists.

**Communications:** any means for exchanging information

**Conclusions:** a decision or opinion formed after gathering and synthesizing information

**Contexts:** environments, settings

**Cooperative:** to act or work with another for a common purpose

**Critical thinking:** careful analysis and judgments

**Dimensions:** aspects

**Electronic presentation:** any means of synthesizing and sharing information that includes the use of hardware or software. Examples include: PowerPoint, Hyperstudio, web pages

**Format:** means of presentation. Examples of print formats include: books, papers, articles, and pamphlets. Examples of nonprint formats include: video, audio, CD-ROM, realia, art works. Examples of electronic formats include: online databases, web sites, computer software.

**Graphic organizer:** a means of arranging information based on graphs or diagrams

**Groups:** two or more persons working in collaboration

**Handy 5:** a problem-solving model developed by the Kansas Association of School Librarians

**Information:** data gathered in any way

**Information literate:** "The ability to find and use information." (Information Power)

**Integrating:** bringing parts together into a whole. Teaching the use of indexes in the context of a social studies research assignment is an example of integrating information literacy skills and a curriculum area.

**Intellectual freedom:** “Intellectual Freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Intellectual freedom encompasses the freedom to hold, receive, and disseminate ideas.” — (American Library Association)

**Intellectual property:** something produced by the mind, of which the ownership or right to use may be legally protected by a copyright, patent, or trademark

**Little 3:** a variation of the Big 6 for elementary grade levels

**Multimedia:** a combination of media (text, data, pictures, sound, video)

**Notetaking:** a strategy for extracting information and recording it for later use. Students are encouraged to look for key points, write them down in their own words, and cite where the information can be found.

**Outlining:** the process of summarizing information on a subject, consisting of a systematic listing of its most important points

**Pair-share:** a teaching strategy where students are presented with information. The teacher asks an essential or guiding question for the students to consider during the presentation. At some point during or after the presentation, the teacher directs the students to take 2-5 minutes to think and write down their thoughts. The students then form pairs and share their ideas with each other. Finally, one of the pair “shares” with the entire class a summary of what the two discussed.

**Paraphrasing:** saying in one’s own words

**Plagiarism:** take the work or idea of another and pass it off as your own

**Practicality:** workable, useful

**Problem solving:** a process for answering a question

**Production skills:** proficiencies necessary to create information products

**Products:** reports, posters, displays, electronic presentations, annotations, web page

**Resources:** means for providing information. Resources can be print, nonprint, electronic, or a person

**Respect:** show consideration

**Rubrics:** the criteria established for evaluating a process, an assignment or a project

**Self-generating:** anything that originates from one’s self. As students reflect on their own research and ask themselves questions about the process and the information they find, this will generate new ideas and questions in the mind of the student. These ideas and questions have been self-generated.

**Source:** see resources

**Synthesize:** pulling together parts to form a whole.

**Understanding:** able to explain, comprehend, grasp

## Appendix B: Selected Documents

Library Bill of Rights of The American Library Association

<http://www.ala.org/work/freedom/lbr.html>

Delaracio`n De Los Derechos De Las Bibliotecas

[http://www.ala.org/work/freedom/lbr\\_spanish.html](http://www.ala.org/work/freedom/lbr_spanish.html) Check this address, does not link

American Association of School Librarians

<http://www.ala.org/aasl/postions/index.html>

Check address above, does not link

American Library Association

<http://ala.org>

- [Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights](#), (a [PDF version](#) of this document is available at [www.ala.org/alaorg/oif/librarymediaprogram.pdf](http://www.ala.org/alaorg/oif/librarymediaprogram.pdf)), Revised
- [Appropriate Staffing for School Library Media Centers](#)
- [Confidentiality of Library Records](#), Revised
- [Flexible Scheduling](#)
- [Information Literacy: A Position Paper on Information Problem Solving](#), Revised
- [Preparation of School Library Media Specialist](#)
- [Resources Based Instruction: Role of the School Library Media Specialist in Reading Development](#), Revised
- [Role of the School Library Media Program](#)
- [Role of the Library Media Specialist in Outcomes-Based Education](#)
- [Role of the School Library Media Specialist in Site-Based Management](#)
- [School Library Media Supervisor](#)
- [Value of Independent Reading in the School Library Media Program](#), Revised
- [Value Of Library Media Programs in Education](#)