Library/Media/Technology Plan
at a Glance

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2012-2014 (2 YEARS)

See full text version of the [Library/Media/Technology Plan](#) for in depth descriptions and details.

PACIFICA SCHOOL DISTRICT VISION FOR

LIBRARIES/MEDIA/TECHNOLOGY

We envision a community that supports students in their curiosity-driven use of library, media, and technology resources in order that students acquire, evaluate, demonstrate, and communicate knowledge and 21st Century capacities. In the process, our students develop into successful, adaptive, global citizens.

COMMITTEE		WORKING GROUP	FACILITATORS
CATHY ALDERSON, TEACHER	ANGELA KOBLITZ, LIBRARY/MEDIA CLERK	CATHY ALDERSON	STEVE KESEL, 21ST CENTURY ED FACILITATOR
SUE BECKMEYER, PARAPROFESSIONAL	MICHELE SULLIVAN, TEACHER	SUE BECKMEYER	NELSON SENDINO, NETWORK ADMINISTRATOR
MEGHANN ELSBERND, TEACHER	SHARONN WILSON, TEACHER		
ANNETTE HOLTHAUS, COMPUTER LAB AIDE			

PRINCIPLES FOR LIBRARIES/MEDIA/TECHNOLOGY

- **Libraries, Media, and Technology Are Interrelated**
  Libraries, Media, and Technology in the 21st Century are highly inter-related and can no longer be thought of as separate entities. Libraries/media centers are no longer merely houses of print media but rather are portals for obtaining information that is no longer confined by the walls of a building. *Media*, the means of communication, are increasingly involving technology. So we best serve our children when technology is as well integrated into the learning process as it is integrated into the rest of their world.

- **Technology Is a Powerful Tool for Learning Academic Content and 21st Century Capacities**
  The purpose of technology in education is to engage students and staff in rich learning experiences that both enhance the learning of academic content and build 21st Century capacities. (See Appendix C: Pacifica School District's 21st Century Education Framework).

- **Our Children and Staff Need Abundant Access**
  In order to develop the capacities listed in Pacifica School District's 21st Century Education Framework, students and educators need to be ensured abundant access to information, media resources, and appropriate, supportive technology.

- **The Most Important Technology Skill We Can Teach Is *Adaptation***
  Technology is developing at such a rapid pace that it will no longer serve our students to merely teach isolated technology skills that will soon become obsolete. Rather, as we embed technology into the process of learning academic content, we foster in our students and staff a familiarity of current technologies and nurture an enthusiasm for learning new and evolving technologies.

- **Libraries Are *Learning Commons***
  The way people learn and work is quickly evolving in the Age of Connectedness, and libraries/media centers are no longer functioning as places where individuals independently gather information in silence. Rather, libraries/media centers are becoming "learning commons" (See, for example, the library websites for University of Illinois, University of Massachusetts, and York University) where members of virtual communities gather in the real world to enhance learning by exchanging ideas, engaging in dialogue, and sharing resources.

- **We Emphasize *Digital Citizenship***
  The digital community is merely an extension of the global community in which we live. To the extent that we teach our children to become responsible, conscientious, and analytical digital citizens, we also teach them to become concerned, adaptive global citizens. (See Appendix A: National Education Technology Standards- Students, Standard 5; Teachers, Standard 4; Administrators, Standard 5).

STRATEGIC AREAS OF FOCUS FOR LIBRARIES/MEDIA/TECHNOLOGY:

The table below provides a summary of nine strategic areas of focus identified by the Library/Media/Technology (L/M/T) Committee as essential for equipping students acquire, evaluate, demonstrate, and communicate knowledge and 21st Century capacities. These areas of focus engage libraries, media, and technology in promoting rigorous, differentiated and holistic learning. Inspired by the National Education Technology Standards and the California Model School Library Standards, they emphasize using libraries, media, and technology to support content learning and character development. Finally, for increased coherence, these focus areas reflect collaboration with the Strategic Planning Committee and the other PSD curriculum and support plan committees.

I. LEARNING THAT IS RIGOROUS					
I.A. – Promote the effective use of technology in the learning process	I.B. - Library/media centers support the learning of academic content	I.C. – Human resources support the L/M/T programs	I.D. - Ensure universal access to a robust technological infrastructure	I.E. – Students develop information literacy	I.F. - Technology enhances formative and summative assessment
II. LEARNING THAT IS DIFFERENTIATED					
II.A. - Response to instruction and intervention/learner-oriented instruction			II.B. - Self-directed, collaborative learning		
III. LEARNING THAT IS HOLISTIC					
III.A. - Digital citizenship and community well being					

STANDARDS: *Common Core Sate Standards (CCSS), National Education Technology Standards (NETS), California Model School Library Standards (CMSLS)*

TIMELINE/KEY PEOPLE (NUMBERS CORRESPOND TO ACTIVITIES)	ACTIVITIES	MEASUREMENT/ EVIDENCE	FUNDING SOURCE(S)
8/2012 - ongoing • Teachers (#1, 2) • 21st Century Education Facilitator (#1-7,9,10) Math and Literacy Facilitators (#2,3,5,7,9,10) • Network Administrator (#5,9) • SMCOE School Library Services Coordinator and the School Library/Media Coordinators Group (#7,8) • L/M/T Committee (#6) • Working groups (#1, 4)	**21st Century Learning: Instructional Support** 1. Finish developing and introduce a technology scope and sequence 2. Provide 21st Century Education Experiences (Grades K-8) 3. Continue to integrate the use of technology into content area coaching and professional development 4. Identify key 21st Century capacities for the next generation of report cards 5. Continue to provide electronic resources to staff and students 6. Investigate and pilot electronic portfolios 7. Continue to promote effective use of the Internet for research 8. Support the implementation of the California Model Library Standards 9. Continue to promote effective, systemic use of cloud-based instruction and assessment tools (Google Apps for Education, Synergy, DataDirector, etc.) 10. Students further utilize software to support differentiated learning	☐ Committee products/tools developed (#1, 4, 5, 6) ☐ Artifacts: PD agendas and sign-ins (#1-4, 6-10) ☐ PSD website traffic reports (#5), student/teacher log-in data (#9,10) ☐ Standardized test results (#9,10) ☐ Student work (#6, 8-10)	PEF PTO/PTA Categorical Parcel Tax General SVCF Special Ed
8/ 2012 – ongoing • 21st Century Education Facilitator • School administrators • Counselors	**21st Century Learning: Responsible Digital Citizenship** Begin to implement a digital citizenship initiative for socially responsible, ethical & legal use of technology	☐ Board adoption of digital citizenship initiative ☐ E-rate digital citizenship documentation ☐ Technology Acceptable Use Policy	General PEF Parcel Tax

8/ 2012 ongoing
• District administration (Facilitating #1)
• 21st Century Education Facilitator (#3, 4)
• Math and Literacy Facilitators (#4)
• Network Administrator (#2-5)
• PTO/PTA and site-based staff (#2)
	21st Century Learning: Key People and Infrastructure
	1. Continue to identify and/or seek funding to provide
	   • library paraprofessionals
	   • at least two certificated librarians to serve sites
	   • library/media support beyond the school day
	   • instructional technology technician
	   • more technology tools for students
	2. Support Mouse Squad
	3. Maintain a Library/Media/Technology Committee to monitor the L/M/T plan, make recommendations about technology purchases, and collaborate with the School Library Coordinators' Group
	4. Maintain District software (Synergy, Follett, etc.); pilot/implement new software as appropriate (Edmodo, Data Dashboard, Google Apps for Education, etc.)
	5. Further ensure robust Internet access in every learning and work space
		☐ Artifacts: Meeting agendas/minutes, grant applications (#1-5), new/revised job descriptions (#1)
		☐ District budget, purchase orders (#4-5)
		☐ Number of completed work orders (#5)
			PTO/PTA
			General
			Categorical
			PEF
			Special Ed

8/ 2012 ongoing • Literacy Coach, Pacifica School Volunteers (#1) • Principals & library staff (#2, 3) • Associate Superintendent (#2)	**Library Support of Common Core State Standards (English Language Arts) and Balanced Literacy** 1. Continue to facilitate a resident readers program 2. Maintain professional libraries for educators 3. Feature recommend books	☐ Artifacts: Class sign-up records (#1), Library Coordinators' Group minutes (#2,3), purchase orders (#3) ☐ Library books (#2)	ARRA Categorical Textbook Parcel Tax