

Creating a Commitment for School Libraries

Developing a Motivating Message for Your Audience

Audience: School Boards

Metropolitan Library System

Participants: Sonja Terry, Paul Whitsitt, Maria Alicia Rodriguez, Melva Bryant-Samuels, Patti Foerster, Jeremy Dunn, Sandra McIntyre, Maria R. O'Keefe, Barb Lund, Merri Monks (Scribe)

1. Who are they? School boards—professional and business leaders; alumni/alumnae/involved parents; board members of public libraries
2. What is their knowledge level on my subject?—Mixed. Some are knowledgeable, some not. They are confused about classroom libraries, confused about ties between staff, collection and students; confused about the concept of information literacy.
3. What is their interest level on my subject?—High
4. How do they feel about my position?—Mixed—what other program will we pull from financially to fund your library? What do you want to do differently with more money? What results can we expect? This goes to the issue of a principal's discretionary income funding the library (in the Chicago Public Schools), whereas suburban schools tend to have a line item in the school's budget for the school libraries.
5. What are their expectations?
 - a. Increase test scores
 - b. Factual information/statistics to answer their questions
 - c. Data relevant to particular district or system—does this reflect us (in particular for high poverty urban schools, because family income makes a difference in elementary schools. Can we say that there is still a positive impact from a good school library media center in high poverty elementary schools? Who are the 25 highest and 25 lowest schools? What about the schools in the middle?
 - d. Want the biggest bang for their buck
6. What are their needs/desires?—to provide the best possible education for the students and to get the biggest bang for their buck.
7. Are there any special facts I should know about them?—Make the effort to find out who they are.

8. ANOTHER QUESTION: What are their past experiences in dealing with this issue?
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Actions I want the audience to take:

1. Guarantee a level of funding for library resources and staffing regardless of school enrollment (both elementary and secondary).
2. Visit school libraries—both those that work and those that don't.
3. Visit school libraries' website.
4. Change perspective of school library.

Benefits or consequences to the audience from taking that action:

1. Improved test scores and improved academic achievement
2. Added value to the school community—creates a safe zone
3. Achievement will be more valued in peer groups within the school
4. Students are more prepared for work or continued education
5. Extends classroom time (safe after school activities)

Audience: Teachers/Parents(PTA)/Students

Shawnee Library System

Participants: Karen Bounds, Sue Thomas, Janet Jenkins, Michael Goodwine, Sarah Squires, Debra McCutcheon, Shelley Wolter, Joe Harris, Ellen Popit(Scribe)

Knowledge Level: Mixed

Comments: People don't know what we do---just read and circulate books
Negative experiences growing up?

Interest Level: Mixed

Comments: Teachers are territorial

How Do They Feel About My Position?

Teachers:

- Librarians serve as their prep time
- Bailing teachers out with resources and technical help
- Kids know everything about library resources already (one librarian does a pre-survey with students before she develops a unit, and always proves that they don't know what's available for them.)
- Why use a library if you have a good classroom collection?

Parents:

- Why should you get paid the same amount as teachers?
- We've got a great public library, why do we need you?
- We lost our jobs, why should you keep yours?
- You have the Internet.
- Why should you have a prep period?
- Library Advocacy is self-serving (protecting a librarian's position)

Students:

- Librarians bail us out!
- Can be reflections of parents' negative attitude.
- We're too busy to use the library!
- I hate to read

What Are Their Expectations?

- A collection to support my curriculum (teachers)
- Take extra duties (subbing) and provide prep time (teachers)
- Programming---Reading Programs (especially parents)
- Cape and tights-"superlibrarian" -(everyone)
- Students think we know everything (one librarian was told that her first name should be "Google.")

What are their needs/desires?

- Collection to support my curriculum
- Internet/Information Literacy/"Give me 5 good website." "Five Good websites"
- Parents want their kids to know how to read/enjoy reading; but also have limitations on what they want their kids to read
- New materials
- Use materials as long as they want
- Group and individual help with research
- A library as a "safe haven"---a good place.

Answers to tough questions:

From Teachers

- I buy your stuff
- Programming (book talks/fiction and non-fiction)
- Raise your test scores
- I can help ease teaching burden
- I can keep up to date on changing technology trends and act as a resource for them

- I can find you curriculum resources (catalog resources, I know you do this).
- Service attitude
- Public and academic libraries are not designed to support curriculum.

From Parents

Re: Classroom Collections:

- The library is much more extensive
- Why waste money on the books for duplication
- Connections of libraries to other libraries
- Direct reflection of the curriculum

Re: The Internet

- Librarians help students find valid and appropriate information.
Validity
- Grabbing from the Internet/Grabbing from the street---a gamble
- A librarian is an expert in the field of Information Literacy.

In addition

- Librarians teach research skills to ready students for college.
- Librarians have expertise in using electronic resources.
- Library skills also help with time management.
- Many school libraries have evening hours and are open for community users. Public libraries can offer challenges because of time limits and filters.
- Share use statistics (900 kids used the library in a certain time period...)
- A school library is learner-centered space.
- A skilled librarian is a role model of an adult who reads regularly and widely.

From Students

- What can you do for the library?---get them involved
- The library can be a comfortable place for you.
- We can get you ungrounded.
- The library can provide materials that you want and need.
- Preparation for the next level of education/high school? College?
- The library can provide personal service

BOARD INSIGHT Randee Hudson (The Milburn Plan) Bang for the buck when presenting to the school board. No negatives to the school board, only positives. Not lengthy, appreciating brevity and statistics talk---pie graphs and bar graphs work. If you do this, I can guarantee this will happen (emergent readers/125 students with 75 titles). Reasonable response to reasonable request.

Per Capita money bringing money into the school. Bring presents. Answer the questions “How are we doing?” in regard to school goals and state testing. How do we compare with our neighbors? Using state documents. Serving on curriculum committees. School improvement plans. Statistically prove that the library can expand and augment the curriculum.

Librarians to be proactive and visible.

Audience: Community

Lincoln Trail Library System

Participants: Kathy Wickline, Mary Hettinger, Karen Hackman, Margie Skirvin, Pam Storm, Jan Ison, Amy Weber(Scribe)

Who are they (demographics/size)?

Businesses, Educational foundations, service groups, philanthropic groups, religious groups.

Outside schools (mostly they are not teachers/school administrators/school board members)

Variable ages

Some with kids, some without

Not library people

Care about community

More affluent in some cases

Community leaders

Knowledge level on the subject: Mixed – low to moderate

Interest level on subject: Moderate

How do they feel about my position: Neutral

What are their expectations?

Limited and historically rooted (they will most likely think public library w/some stereotypes).

In their minds they will be thinking public library.

That we are looking for money or volunteers.

What are their needs/desires?

Need to know how this will benefit them/their family/the community.

How does this affect attractiveness of the community?

How do I (or my group) take action?

Are there special facts I should know about them?

That they may be aware or even bring up “hot button” issues: internet, censorship, privacy, access, etc.

Questions

What is the presenter’s purpose in coming – what do they want from audience?

How do you know this (that the study is true)?

Explain correlation vs. causation.

What about dollars for school libraries? How are they funded? Are they standard in all schools?

What is the difference between media specialist and aid?

What do kids do in the library?

How do you justify school librarian vs. more teachers?

Why do we need both school and public libraries? What is the difference?

Also, they may not have enough information to ask questions.

Talking Points

Describe media specialist as peer to teachers.

School librarians are often the only staff members actually bringing money into schools in the form of grants.

Start with trivia questions to generate awareness of what school libraries are and what school librarians do (Did you know that many schools have libraries and professional librarians or did you know that not all schools have...).

Provide bar graphs/pictures/bullet points along with presentation.

Media Specialist vs. clerk or aid.

Media specialist as specially trained teacher.

Media specialists affect all students, staff, and administrators via collaboration.

Message Worksheet

Topic: Awareness of study and actions they can take.

My Opinion: School Libraries have a measurable, positive impact on student performance on standardize tests – Strong, professionally staffed programs create student success.

Key Points: did not have material/notes for this portion

Action(s) I want the audience to take:

Visit the school library.

Contact the school library and ask how you can help.

April is school library month – visit the library during this time.

Advocate for school libraries with professional staff.
Tell other groups about our presentation and that we are looking for other venues.
Ask for their “voice.”

Benefit(s) or consequences to the audience (from taking that action):

Improved student achievement.

Avoid penalties from the government regarding poor performance on standardized testing.

Centralized collection: better fiscal management of tax dollars.

Better test scores/learning, makes for knowledgeable students, citizens, and in turn better communities.

Memory Hooks:

We need to start writing stories down. The elementary school librarians had some stories. The HS librarian did not, but we think this is because she needs to write things down.

Look for news stories that apply – the media gives the question, and we can provide the answer.

Sound bite: did not have material/notes

Audience: Administrators

Rolling Prairie Library System

Participants: Jackie Meyer, Wand Lee Rohlf, Karen High, Ken Hawley, Kathy Dowd, Diiana Bandy, Peggy Burton, Bev Obert(Scribe)

A. Who are they (demographics and size)?

Superintendents and Principals for Pre-K-12 grades, for districts of all types: large/small rural/urban, single building or multiple campuses. They are a variety of ages, genders and race and will become more diverse with time. They are intelligent.

If speaking to a large group of administrators, they would fit this category. If speaking to the administrators of a single school the diversity will vary depending on size and location of the school district.

B. What is their knowledge level on my subject?

The subject is the Illinois Study. The knowledge level is low but may be mixed if the School librarian has been communicating with them about the study over the past two years.

C. What is their interest level on my subject?

The level is low. In large districts with many administrators, the human resource person or assistant principal in charge of discipline may have little interest in the subject. In the whole picture of the school district interest in this one study will not be high with the current focus on finances and No Child Left Behind.

D. How do they feel about my position?

Over the entire state, the response is mixed. This would hold true for groups of administrators from a region. Locally you may have administrators that are supportive of your position or very resistant depending on local experiences.

E. What are their expectations?

None when first learning about the study, but once some knowledge is learned about the study they will want to know that the research data is reputable. Supportive administrators will want to give the data to Superintendents and School Boards encouraging continued or expanded support of the library program.

F. What are there needs/desires?

Proof that the library supports higher test scores.

G. Are there any special facts I should know about them?

Has the administrator had any experience in a library, working as an aide in the High School, local public, or college library. How extensive was their use of the library while obtaining their Bachelors or Master's degree? What is their background, sports, literature, science, etc.? Do they read and what was the last book that they read?

Message Work Sheet

Topic: The Illinois Study

Audience: Administrators

Key Points: The four listed in the brochure.

Action(s) I want the audience to take:

Share the information with other administrators in the school or region about the Illinois Study.

Administrators share the information with teachers and encourage them to work with the librarian more effectively.

Visit the school library.

Hire full time librarians in each school. If full time librarians, hire aids to help.

Encourage flexible scheduling and continued or added funding for library materials.

Place the librarian on the curriculum committee

Benefit(s) or consequences to the audience (from taking that action):

Collaborative activities of teachers and librarians will model future life experiences for students who will work in collaborative environments.

Increase in student scores will make the school more attractive to people, thus they will move into the community and the population will remain stable or grow.

Increases in student scores will make successful students reducing the dropout rates, increasing graduation rates, and keeping attendance rates high.

Teachers will be more effective in developing and presenting cross-curricular projects.

Memory Hooks:

Sound Bite:

This is a win-win situation. Collaborative enriched learning experiences will result in students producing better work and achieving higher test scores.

What questions will administrators ask? Possible answers or information follows most questions.

What is it going to cost?

The cost will include:

A full time librarian in each school doing library work and not other duties such as study hall or teaching of classes.

Maintaining or increasing the budget level for the library program.

Library aides to do clerical work so that librarian can be a resource person for teachers and library instructor for students.

What specific examples can you give of how the library/librarian leads to a rise in test scores?

Connect the dots. What specific things are being done in the library to increase student achievement? What is being done that makes the administrator look good?

What are you (i.e. the librarian) doing now to improve scores?

What do you do in the library?

Some librarians are not doing the work of a media specialist but only checking in and out books or doing clerical work. Librarians need to be encouraged to reach out to teachers and work collaboratively with them on projects. An administrator that asks this question does not have an understanding of what a library program should look like.

Also, they may not know how to effectively evaluate a librarian and their program.

Encouraging a change in how the library is evaluated can help the administrator to see what the program could and should be and provides the librarian with concrete goals for the program.

Why do we have to buy books, it is all on the Internet?

Contrary to popular belief, not everything is on the Internet. The information that is there needs to be evaluated carefully for its accuracy and timeliness. Many times student's first research should be from an encyclopedia or book to get an overview of the topic and the key words to use in an Internet search. If a principal wants the students to be life long learners, then they need to learn how to access all types of information for a variety of resources.

Why do we need a book budget when we are online with the library system and can interlibrary loan what students need?

System membership requires libraries to meet the primary needs of their clientele from their own resources. The library should extend and augment the curriculum through the collection. Interlibrary Loan is to be used as an additional source for books on a topic.

Why do we need a book budget when the students can go to the public library?

The school library has the responsibility to support the curriculum of the school. Often the public library does not know what the curriculum requires in the way of materials for the students. Additionally, not every student may have access to a public library (i.e. live outside of a public library service area) or have no way to travel to the public library to do research.

Why do we need a full time librarian?

You are purchasing the services of a resource person for the entire building. They can analyze the collection and will know what is available for students and teachers.

They will be able to develop learning situations for students that will help to increase test scores.

A librarian that is available full time makes the library user friendly, with consistent assistance in locating materials for both students and teachers and instruction on how to use library resources.

Why should we hire certified librarians instead of a teacher?

The librarian can serve as a resource person for all the teachers and can help the teachers in teaching units. The librarian can assist all the teachers and sees all the students of the school.

Certified school librarians in schools that are members of a library system qualify the school for the Illinois State Library School Per Capita Grant. Further they are eligible for federal Library Services and Technology Grants. The librarian brings money into the school.

Why should we have flexible scheduling?

Flexible scheduling allows classes to come to the library when the "teaching moment" is present. Students will learn how to access information in the context of research and need for answers and not as just an exercise. When students are locked into only one time to go to the library, they lose the opportunity to check out books as they

are read or to change books if they do not find them appealing. With flexible scheduling, the student can keep reading for pleasure instead of waiting for their next “library time”.

Audience: Librarians

Alliance Library System

Participants: Yvonne Frey, Roxanne Forgrave, Stephanie McKinley-Miller, Tina Stier, David Little, Joan Herron, Sondra Miller, Kathy Oberhardt, Kitty Pope, Jo Grewell, Karen Bersche, Diane Colletti, Lee Logan(Scribe)

A.

- Entire state – practicing in all aspects – special, public, academic, school
- Communities of all size
- Demographics
 - Women – 80 %
 - Men
 - Population – 10,000-12,000 people
 - Rural/urban
 - Small/large
 - Diversity
 - Various levels of training

B.

- Knowledge level
- Outside school community – low
 - Low mixed

C.

- Interest level
 - Mixed
 - Low to those who know nothing
 - Ultra-moderate
 - Outside school

D.

- Support the study-feel about study
 - Mixed
 - Neutral
 - Study can be threatening to staff
- Opening up new programs
 - Olivet
 - ISU

E. Their Expectations

- Some school librarians think it will save them in the short term.
- Publics/specials inform about project before we/they can develop/know expectations
- I don't have to change-because—
- Mohammed to the mountain not the other way
- Here is the hard data—
- If test scores go down, is it my fault.

F. Needs/desires -

- Support
- Ammunition to
- Jobs, job security
- Change state code
- Economic cost for non-certified personnel

Questions

- 1. What is the Illinois Study?
- 2. How is it going to help me?
- 3. How much does it cost – impact in organization
- 4. Why do I care?
- 5. How is it going to affect my everyday job?

1. Brochures-here are the 4 bullet points

- School librarian/ISL have commissioned a study in the impact of
- School librarian show the student what
- Proves the need of quality school librarian program
- Proves reading is a connecting link
5, 8, 11 compared those grades to those school librarians

2. School –

- Justify the importance of the program – budget, program, staffing, teachers, any changes in one of these more impact on student
- For public librarian – et al helps the student realize there are other libraries to help me throughout life
- You are next if the school doesn't have it-the student may go to other library and eventually your collection, jobs will be impacted. Trickle down effect

3. Study has been paid for

5.

- If school librarian position dies – the public librarian position will die
- Don't understand the way libraries have changed
 You have a responsibility to explain the change
- Need to sell/model the change in technology, teaching info literacy – how to power point- how to evaluate – a teacher that says I can't do my job w/o the back-up of a school librarian
- Instruction design, curriculum
- 21st century@IMSA – offering instructional help at new technologies
- Need to run library like a business – a product to see to clientele – student teacher – administrator.
- Need to help people understand school librarian, teachers –
- Give your support for job communication w/authors
- For public librarian – your clients patrons will be better informed

MESSAGE WORK SHEET ACTIONS

Communication

- School librarians invite public librarians to come in and make a presentation-also expand this to other types of libraries

Involvement – Understanding

- Make present know in building - communication

Support

- Support of all types of libraries
- Leadership – profession – Illinois study in the school itself
- Hire personnel who are global thinkers – fire in the belly

Benefit to Library Community

- Higher ed would get better prepared students
- Students usage will increase
- Increased collaboration – network
- School librarians are crucial to increasing test scores
- Public Librarians – our job is easier with better trained students

Consequences

- Librarian may have to change the way they currently work/do business
- Others need to encourage the teachers – give them a spark
- Need to find a way to be more approachable – open or your job will be at risk
- Accepting the lowest common denominator

BENEFITS

- Students who have the library habit
- Students who value librarians
- Invitation of visit is crucial
- Good recruiting device for University when school come to visit

SUCCESS STORIES MEMORY HOOK

- School accepting public library challenge each student have a card. Special ed student in driver's ed who didn't have public library card and finally got it.
- Teacher – can't believe no world maps on the internet – librarian found several – elated teacher
- IM – pop-up – bring kids in for research – used internet – print materials – students found in print some unique facts about U.S. Presidents – librarian being there made a difference
- Teen read week – took a book to teacher and ask them to read to their class – i.e. Math, Science, Graphic Art Class.

Audience: Colleges

DuPage Library System

Participants: Daniel Russo, Aimee Miller, Linda Dickey, Bruce Rodman, Meredith Carlson, Anne Boone, Carolyn Roys, Sandy Bernahl, Pam McDermott, Shirley Bloom, Lenore Johnson, Pam Kramer, Jane Sharka(Scribe)

Audiences: A. Teacher Preparation Colleges
 B. Type 75 Students

Knowledge Level of Audiences

- A. Low
- B. Moderate to low

Feelings about position

- A. Neutral to resistant
- B. neutral to resistant

Past Experiences

- A. Mixed to resistant
- B. Mixed to resistant

Expectations of Message

- A. What will you do for me?
 - a. Sit and get it
 - b. New perspective; how have libraries changed?
 - c. What do you mean “raising scores”?
 - d. How will you this? How will this help me?
- B. How much does this cost?
 - a. How much impact will this have for my district?

Potential Questions

A. Teacher Preparation	B. Type 75 Candidates
<ul style="list-style-type: none"> ◆ What are you going to do for me? ◆ How do you do this? ◆ What do you mean – flex schedule? ◆ What do you mean – information literacy? ◆ Why are these things important? ◆ My librarian doesn’t do this, so what? ◆ Why should I believe this study? ◆ Where will the time come from to see the librarians? ◆ What can I do to help? ◆ What can I expect of my librarian? ◆ How can you prove that it is cost effective? 	<ul style="list-style-type: none"> ◆ Cost? Where will the money go? ◆ Is it cost effective? ◆ How can it raise scores? ◆ How relevant are these statistics given that the standard deviations are greater than 3%? ◆ How can I support you? ◆ This is fine & good, but we don’t have money. ◆ What makes you think the librarian is so different from a classroom teacher or someone else in the library? ◆ What is the big deal? We have a library. ◆ What happens to make this different? ◆ The librarian in my building doesn’t do this. ◆ Why is it important to have a library media specialist at every level and in every building? ◆ What can I do? Who do I cut? ◆ Where do I find a library media specialist who can do this?

ANSWERS & RESPONSES

- ◆ No Child Left Behind. More librarians are cost effective for improving scores...a proven lever.
- ◆ What is a “librarian” versus an aide, a parent volunteer, an LTA, a non-trained library teacher (or partially certified)
- ◆ Centralized purchases of books for a library are more cost effective in results than classroom sets.
- ◆ Provide staff development on libraries for teachers and for librarians, encourage librarians to meet with other librarians, attend conferences, etc.
- ◆ Tailor responses for the audience.

ACTIONS AUDIENCE CAN TAKE

A.	B.
<ul style="list-style-type: none"> ◆ Visit your school library! ◆ Invite the librarian to your classroom to help you ◆ Share our message with others ◆ Seek out the librarian in your school for collaboration ◆ When interviewing, check out the LRC and its staff. ◆ Proactively use the LRC as it should be used – as a student and as a teacher 	<ul style="list-style-type: none"> ◆ Visit the school library and its website ◆ Invite the librarian to come to your classroom to help you ◆ Share our message with others ◆ Solicit student teachers from library programs ◆ Create a climate which fosters LRC services and collaboration ◆ Encourage in-services for library tools and services ◆ Constantly encourage teachers to collaborate with LRC and Library Media Specialists and get their classes into the LRC and get whole departments in too ◆ Use the LRC and library media specialists yourself! ◆ Lobby for money and certified people for your libraries.

BENEFITS FOR YOUR AUDIENCE

A	B
<ul style="list-style-type: none"> ◆ It will lighten your teaching load if you collaborate ◆ It will give your students more resources, better projects, and make them more interesting/better to grade ◆ Student performance improves ◆ You learn to use new resources for yourself ◆ Gives you access to resources for your own coursework ◆ Introduces non-fiction sources to backup your curriculum 	<ul style="list-style-type: none"> ◆ Makes your school look good to community and Board ◆ Helps meet NCLB expectations ◆ Gives you access to resources for your own coursework (career advancement) ◆ Creates community of leaders in your school ◆ Better investment of dollars

Audience: Media

Prairie Area Library System

Participants: Kathie Murphy, Ceil Carey, Kathleen Traci, Susan Haney Bauer, Kathryn White, Danelle Jordan, Susan O’Neil, David Zumdahl, Carol Fox, Eileen Diercks, Gail Janz, Robert McKay, Jane Lenser, Norma Applegate(Scribe)

Make up of audience: newspapers (both local, regional, statewide), radio (call in or disseminate information), newsletters (outside organizations), websites (link to the data), and magazines

Knowledge level – low

Interest level – low to mixed

Feel About – neutral

Expectations – We’re interested but audience interest is low and how do we interest their audience. They may base what they know on their own past experience.

Needs/desire – Define what makes a good library program

How has the library program changed in the last 20 years.

Examples of good programs (at all economic levels)

Investigative report –what schools are on economic watch and have they cut library resources

Stay positive

Don't give them any negative message

Do the reporters have children

Do they care about children and approach from that direction.

How does it effect NCLB

Supporting information literacy – effective in new world

Start out with making a positive difference in our kids

Look at in regard to state & local issues

Key Points – Be positive and bring in local input (We have data included in this study. We are a part of this).

This Works!!

This works and makes a positive difference

Happy Stories

Bring everything back to the students (how does it impact the student)

Improves test scores in reading and writing

Pull from local data

Before anything is cut could we look at how we can do better

Educate those who educate future teachers & administrators

Be our own present to district – Toot our own horn (send things to the teachers, principal, superintendent, newsletters, and district PR people or directly to the newspaper)

Key questions – Is this a skewed survey because it was only sent to libraries?

Are we going to waste money on certified person in library?

Is the library a more effective place to put my resources?

What makes powerful libraries?

Why do we need a certified librarian?

Is there anything more beyond the test scores?

Test scores are one indication of successful students

What do we do when kids don't learn?

What is the impact on underachieving kids?

Where does the money come from?

What do we do about librarians who are still just keepers of the books?

How can you prove that what you're doing in the library is helping underachieving students?

How do we compare with schools around us? (with or without certified library staff)

Memory Hooks – Powerful Libraries Make Powerful Learners

This Works!!!

This works and makes a positive difference.

A good school library doesn't cost –it pays.

We thought the side comments around the pictures were good sound bites.

A thought came up as to a booklet for concerned parents to use to look at the library – it could ask about the staff, number of books, computers, databases, magazines, library programs

Identify Actions - Don't ask but tell the audience what you want them to do

- Visit the school library (new software, collection) Use students to present
- Invite your library to a class
- Tell people about it and let people know about it
- Adopt a school library – business partner
- Investigate libraries in area
- Brings students to the people you want to reach
- Invite press to come.
- Hold a Statewide visit the library day
- Questions about your school & school library
- What are the keys to a good library program –How do we stack up? For parents and give to media.
- Participate in community wide programs such as Read Across Plainfield.
- The three Fs – Fun, Free, Food
- Getting media to be storytellers
- Define a good program
- What can we do for you
- Become a resource for the media
- Show what collaboration looks like.
- Why do Libraries & librarians matter?
- Ask them to ask the question – series of articles
- Visit the school library website and e-mail comments
- Make it simple
- Make the audience vested in the issue (press kit, easiest way to contact them i.e. electronically).

If audience does take the action.

- Continue the stories – reads for the next weeks
- Refocus students from Google to the media
- Photo essays
- Human interest story
- Feel good success stories
- Interview Merit Scholars and see if library connection
- Issues – link with existing how issues
- Links to interesting article about libraries to key people
- Watch that what is sent out is consistently good, otherwise delete
- Develop PR stories – templates
- Local slant on library issues
- Develop personal contact with the media
- Ask hard questions
- Use the Gatekeeper of PR for a district if you have one
- Websites
- Link action with a benefit

More personal you can make the benefit the better
Support needs to be among all types of libraries.

Memory Hooks

- Cite resource with authority
- Quote someone
- Success stories from own students
- Write success stories down and use.
- Repeat things
- Use a story to answer and illustrate a question
- An analogy
- A Prop

Start now to gather success stories

Tear out messages that you read in the news and see what the local angle could be in regard to that.

Audience: Legislators

Lewis & Clark Library System

Participants: Mary Barteau, Barb Hechengerger, Sue McBroom, Lori Brutton, Annette Mills, Heather Walker, Janet Flatt, Anita Driver, Teresa Johnson, Jo Ann Aleman, Thomas Edwards, Judy Rake(Scribe)

Knowledge Level	Low to mixed
Interest Level	Low to mixed—personal demographics
How Do They Feel	Support position on value of libraries Many are pro-filtering for kids If they have children in schools, they might know more.
Expectations	Assuming we're looking for financial support or want support for library legislation that they may or not agree to support anything involved increased funding or filtering issues
Needs/Desires	Want folks to vote for them and want to be seen as good guys
Special Facts	Like sound bites—not a lot of detail Vocal constituents have issues re filtering the Internet in libraries

Difficult Questions

How were these four conclusions arrived at? What is the validity of the Study?

What were the standardized tests used to support the conclusions?

Did schools in my district respond?---Have names for them

What action do you want me to take?

Introduce legislation/support legislation i.e. filtering
Initiate or support increased funding for libraries

If introduce or support legislation, what make the libraries cause more important than others who seek support?

Audience: Classroom Teachers

North Suburban Library System

Participants: Randee Hudson, Jim Menzer, Jeanne Lohfink, Tom Smith, Shelley Riskin, Robyn Highland, Suzy Rabbat, Marybeth Anderson, Mary Jo Taylor, Sharon Losacco, Sharon Ball, Jane Yoder(Scribe)

- A. Who are the demographics and size?
Classroom teachers
- B. What is their knowledge level on my subject?
Mixed
- C. What is their interest level on my subject?
Mixed
- D. How do they feel about my position?
Mixed
- E. What are their expectations?
 - a. Up-to-date and lots of materials available
 - b. Understanding of roles of library staff personnel collaboration
 - c. Technology Tuidance
 - d. Availability of librarians
 - e. Library and materials accessible to students

- F. What are their needs/desires?
Assistance with library related activities (i.e. testing)—“all things to all people”
- G. Are there any special facts I should know about them?
When visiting other schools, their scheduling practices, the different library staff members, the “culture” of the building, and past experiences with school libraries and librarian

Questions they might have related to study—

What does it cost?

Why hire a librarian rather than another teacher?

What do you actually do to increase student achievement?

What does the statistical info have to do with me—I don’t teach 5th, 8th or 11th graders?

How do you help with Illinois Learning Standards (other academic areas besides reading and writing)?

How much of my time will be involved?

Will your role change based on this study? If so, how?

What’s in it for me?

What is the tech support?

How does our school compare with others?

Additional Training Notes:

Action ideas:

Media Day—invite press to library, tour, showcase students working in library

Promote your remote web site—ask for comments and suggestions when they visit

Offer an authoritative subject link on website for media help in citing sources

Memory Hooks:

Stories that people remember

Keep a file of success stories as they happen! (Names, dates, story)

File quotes for future reference

Story you read in a journal or heard from a fellow librarian—file it

Use props whenever possible—Ex. Interlibrary loan request forms

Sound Bites:

Win-Win situation

“A good school library doesn’t cost—it pays!”

Have a fact sheet ready regarding stats

Presentation Do's and don'ts:

Don't send mixed messages! Body language, eye contact

Don't speak too fast

Don't data dump

Don't use library jargon

Do be confident

Do give your email for future questions

Do hand out brochures at the end of the presentation

Do use Keith's PPT slides in your presentation

Do use the flash CD presentation to wow your audience

Finally:

Do stress what is in it for your audience!!!

Close every presentation with a final message:

For example--Thank you and I look forward to hearing from you as we work together to raise reading scores in our school

A special thanks to all of the system groups who worked so diligently so we all can benefit from the audience information.

Becky Robinson