



Library Funding for ProQuest Solutions

that

- 1. Increases Student Achievement**
- 2. Enhances Teacher Effectiveness**
- 3. Integrates 21st Century Skills**
- 4. Differentiates Teaching and Learning**

INCLUDES:

- Summaries of State studies that demonstrate the power of quality libraries and certified librarians
- eLibrary, BookCarts, and Professional Development vs. students and teachers *Surfing the Internet*
- N2H2 Study of Internet use by students in schools, and the Pew Internet Study
- Traditional research models vs. critical thinking using ProQuest mini-research models
- Scientific research (SBR) supports the use of inquiry-based activities to increase student achievement
- The new SAT and other writing initiatives and their implications for student research activities
- No Child Left Behind Act and library funding opportunities with Title I, II-D, IV, and V formula grants
- Grant writing support for NCLB competitive grants for Title II-D and Literacy through School Libraries

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Are You Trying to Fund Databases--or Education Solutions?

Searching for Ways to Fund Your Digital Library Resources? – ProQuest provides this collection of alternative funding strategies and resources to help school librarians maintain or increase their **ProQuest teaching and learning resources**. Library budgets have eroded during the current decade and the strategies listed in this guide can help librarians develop a new perspective on how to fund what they really need for students and teachers that supports 21st Century teaching and learning. ProQuest understands the present realities for most school librarians and provides **resources that can help librarians to**

1. **Access Education Stimulus Funding** – Access the NEW funding provided by the [Obama Education Stimulus](#) funding: Title I and EETT that is targeted to **disadvantaged schools**, and State Fiscal Stabilization Funds that will be received by **ALL schools** based on existing state support distribution formulas.
2. **Present Solutions Strategies to School Leaders** – Approach school leaders with budget authority to demonstrate ProQuest “**education solutions**” increase teacher effectiveness, student achievement in academic knowledge and skills, and support [21st Century teaching and learning](#). These are the challenges school leaders face. These are priorities they will fund if you can demonstrate how your ProQuest resources address these priorities directly. Unfortunately, the traditional term “**database**” doesn’t convey support for school leader challenges especially when so much information is available freely on the Internet. Demonstrate that success in the [SAT writing assessment](#) can be improved by frequent use of inquiry-based learning activities that emphasize **expository and persuasive writing models that integrate critical thinking**.
3. **Provide Language Arts Support in Title I Schools** – Approach [Federal Programs Directors](#) in **Title I** schools and demonstrate proof that recommended ProQuest solutions correlate to the criteria for **Title IA, IIA, IID, III, and Title V formula** funding.
4. **Connect the [Library](#) with Tech Director Priorities** – Increasingly, tech directors are being given the responsibility for determining library funding and library resource acquisition. Tech directors belong to [ISTE](#) and will want to ensure that resources support these [21st Century](#) standards.
5. **Demonstrate How ProQuest Solutions Connect to 21st Century Skills** – Generate new attitudes by administrators toward the importance of libraries and librarians in supporting [inquiry-based activities](#) for students. These activities are proven by scientific research to increase student achievement in **essential skills**, and with it, **state test scores**.
6. **Demonstrate How ProQuest Resources Can Differentiate Instruction** – Technology and ProQuest resources can [differentiate learning](#) by providing a variety of print and visual media and provide reading level support for challenged, mainstream, and advanced learners. [BookCart learning activities](#) provide the only reliable method for librarians and teachers to create custom learning activities that meet the needs of ALL learners.
7. **Prove that [Google](#) Is Not a Solution for Learning** – Refute school leader impressions that *Surfing the Internet* or [Googling](#) are great ways to integrate information literacy and they’re **free**, thereby impacting library funding and the need for librarian expertise. Demonstrate that the librarian is necessary to teach **digital information literacy skills** with **critical thinking** to **students** and also to **teachers**.

8. **Encourage PTA Involvement** – Parents want Internet sources that are student-safe, provide K-12 appropriate [content and tools for learning](#), are free, and available to students **at home 24x7**, as well as at school.
9. **Look to Other Educators to Share in Funding Library Resources** – Convince Curriculum Directors and Department Chairs to **share in the cost** of PROQUEST TEACHING & LEARNING SOLUTIONS. Demonstrate the [unique tools and content](#) that are not available from Internet resources that address standards, reading levels, and training and resources that [empower teachers](#).
10. **Provide Training and Professional Development** – Teachers who are expert in teaching from textbooks are **not experts** in creating effective inquiry-based learning activities. [Professional development](#) provides **models for teachers** to ensure that all activities **integrate critical thinking and 21st Century Skills**.
11. **Provide Teacher Curriculum Resources** – Help teachers to [access resources](#) that support what they are teaching, state standards, and critical thinking. Demonstrate how ProQuest teacher resources can help them use ProQuest solutions more effectively.

**Are You Buying Library Databases or Education Solutions?
Is Your School Leader More Likely to Fund Databases or Education Solutions?**

Solutions Decisions Focus on Increasing Student Achievement & Teacher Effectiveness	Database Decisions Focus on Increasing Content and Searching Methods
Student <i>Reference Tools</i> to Help Understanding When Deep Reading Each Learning Resource	Content Per \$ Is Important—Is More Better If Most Students Seek and Use Encyclopedias?
Provide Appropriate Student <i>Reading Levels</i> Selection Tools	Comparisons Among Competitor Databases Are Based on Searches, Hits, and Cost
<i>Teacher Tools</i> to Build and Organize <i>Custom</i> Collections Of Learning Resources	Training Usually Consists of How to Search Multiple Databases and Which Is Best for What Purpose
Teacher Content and Tools to Support <i>Professional Development</i> and Advanced Certification	Students May Be Confused by Training on Using Multiple Databases and Turn to Google
Access to Unique K-12 Relevant and Student-Safe Documents and Websites Reduces Search Time and Saves Time for More Critical Thinking and Writing/Presentation	Costs Increase when Librarians Provide a Variety of Databases that Are Often Similar or Redundant, not Unique
Automatic Selection of <i>Standards-Related</i> and <i>Reading Correlated</i> Learning Resources	Professional Development Often Focuses on Finding “Cool” Information with Little or No Time Spent on How to Use the Information
Professional Development in the Research Process and Critical Thinking Models Rather than Functionality Training	Access to K-12 Student and Teacher Websites Are Considered as Separate Sources from Databases
Content and Tools for Broad Range of Learners Including AP, LEP, and Disadvantaged	Too Much Emphasis on Simple and Sophisticated Search Strategies without Concern for Student Critical Thinking and Reporting of Conclusions
Eligible to Be Funded by NCLB Title Formula and Competitive Grants	Focus Is on Use by Students, Generally Not Including Teacher Tools and Content

PROOF OF THE LIBRARY POWER: This study below is just one of many that demonstrate the connection between proactive librarians with quality learning resources and student achievement in essential literacy skills. These are among the skills tested by the States.

Iowa Study of Library Impact on Student Achievement in Reading

"Make the Connection. Quality School Library Media Programs Impact Academic Achievement in Iowa" It's an impact study (over 90 pages) on the improved academic achievement in Iowa schools that emphasize a quality school library media program vs. those that don't. This is a follow-up study to the larger Colorado, Pennsylvania, Alaska, and Oregon studies that provided similar supporting evidence.

The Iowa study reaffirms that student achievement increases in schools where librarians are proactive in collaborating with teachers in designing and supporting research activities with a variety of relevant and authoritative media. **The major difference in the Iowa study is that it focused more on the use of digital learning resources and the Internet instead of just traditional print resources.**

Example from the Iowa study: over 60% of all HS in Iowa participating on the 11th grade Reading Assessment

<u>Information Resources</u>	<u>25 high scoring schools</u>	<u>25 low scoring schools</u>	<u>Percent Diff.</u>
Print volumes per student	8457 25.38	8812 21.81	-4% 16%
Number of reference books per student	798.19 2.33	698.42 1.70	14% 37%
Electronic Sources Per 100 Students	21.08	11.96	* 76%
Per 100 students	6.01	3.82	57%
Audio materials:	69.69	28.57	144%
	10.78	11.30	-5%
Video materials:	138.46	97.78	42%
	32.75	26.34	24%

*** The largest single Resource difference between the highest and lowest scoring schools is Electronic Reference Titles--available to all at school or home through library databases.**

Rodney, Marcia J., **Lance, Keith Curry**, and Hamilton-Pennell, Christine. Make the Connection: *Quality School Library Media Programs Impact Academic Achievement in Iowa*. A Research Project by Iowa Area Education Agencies. 2002

Tools for Librarian to Build Teacher Power for 21st Century Learning

The two **Colorado Studies** and a variety of others formal studies have proven that quality library resources and proactive librarians help **increase student achievement in reading and essential skills**. Proactive librarians work with teachers to implement a **culture of inquiry-based learning that integrates critical thinking**. These types of learning activities are basic to 21st Century learning that is replacing the culture of textbooks, rote learning, and multiple choice testing.

The following ProQuest resources and links can help librarians to strengthen **library-teacher collaboration** by providing teachers with resources and training that encourages the creation of effective inquiry-based learning activities. More resources can be found at [ProQuest K-12](#).

21st Century Report Models: Here are some examples of differentiation in the ways that student can use to demonstrate what they have learned through research activities. The traditional written report with an audience of one (the teacher) is replaced by presentations to peers, the community, and the world through the power of technology. Examples include: two PowerPoint model—[Engaging Issues](#) and [Essential Questions, Mini-Debates](#), and [Podcasts](#). Each integrates critical thinking strategies.

Rubrics Evaluation Model for Non-Traditional Reports: Teachers will need support to help evaluate inquiry-based learning activities effectively. ProQuest provides a [flexible rubrics style](#) model that includes correlation to traditional grading procedures to support a major challenge for teachers as they move from textbook learning to inquiry-based project learning.

Google and Wikipedia vs. ProQuest: This [video](#) helps librarians explain why Google and Wikipedia (aren't they free?) are not equivalent to [ProQuest education solutions](#) for teaching and learning research and information literacy skills.

Scientific-Based Research Guide: Summary of [scientific research](#) that proves that inquiry-based learning strategies (such as mini-research activities with eLibrary and other ProQuest learning resources) increase student achievement and teacher effectiveness in 21st Century teaching and learning.

ISTE Standards for Teacher and Students: Increasingly, Tech Directors are being given more responsibility for funding and making library resource decisions. Tech Directors belong to and are dedicated to implanting the International Society for Technology in Education standards for 21st Century teaching and learning. Librarians will want to ensure that they are familiar with both the [teacher standards](#) and the [student standards](#). Librarians will also demonstrate how ProQuest, information literacy, and the new AASS standards provide significant support for ISTE standards.

AASL 21st Century Information Literacy Standards and ProQuest: This guide provides information and links to the ProQuest K-12 website to demonstrate how ProQuest solutions support the new [AASL information literacy standards](#). Sales reps may want to ask librarians about "how they support the new library standards" and then follow up by emailing this guide to the librarian.

Lesson Planning for Inquiry-Based Learning Activities: How to use the [BookCart and CourseCart tool](#) to create custom inquiry-based learning activities that differentiate learning for challenged, mainstream, and advanced students.

800 FREE ProQuest Model BookCarts: All eLibrary subscribers are entitled to copy from ProQuest model [BookCart/CourseCart](#) collection. These models can be adapted to meet the needs of teachers and students at all K-12 levels and curriculum areas. Models include editorially

selected resources as well as essential questions for critical thinking and student directions. Students get everything that they need to complete assignment and save time and confusion.

CourseCarts Correlated to U.S Government & Civics Textbooks: This list of 21 ProQuest [CourseCarts](#) correlates to major chapter topics and issues in textbooks used to teach U.S. Government & Civics courses in high schools. Each BookCart is a collection of articles and websites that provide both current and historic information on the chapter topic and issues. Each can include end of chapter questions for critical thinking. Each enables teachers to choose what and when to assign 21st Century inquiry-based learning activities as enrichment.

Professional Development: ProQuest provides a variety of models that help teachers to create effective inquiry-based learning activities that integrate critical thinking. Online [individual self-paced](#), [webinars](#), and [on-site](#) models are available. Each has the potential to receive CEU credits at the discretion of the principal. **Textbook teaching strategies do not prepare teachers** to make the transition to more effective ways of learning that integrate technology, the Internet, and critical thinking. Librarians can publicize and lead these programs with ProQuest support.

Engaging Issues BookCart Guide: [Ninety engaging](#) and non-traditional issues help to develop critical thinking across the curriculum. Each issue is correlated to a BookCart learning activity with resources and essential questions to support research on the issue. This saves both student and teacher time and ensures more effective learning.

eLibrary CE as a Solution for School Leaders: The unique combination of the new eLibrary and eLibrary CE content and tools helps support the needs of teachers and students. [School leaders will be impressed](#) when librarians can demonstrate how the new eLibrary can help increase student achievement, increase teacher effectiveness in differentiating instruction and integrating 21st Century skills, and helping teachers to develop critical thinking and problems solving skills in their students. eLibrary also directly supports the new ISTE and AASL 21st Century literacy and skills standards.

Discoverer At-A-Glance Summary: Written for [school leaders](#), it is curriculum, standards, NCLB, and teacher focused. Librarians can use this to help them convince school leaders that DWF supports student achievement and teacher effectiveness in grades 3-8.

Anti-Plagiarism Guide: Models and strategies for teachers to create mini-research activities that require original thought, critical thinking, and that will increase student achievement and test scores.

N2H2 Study of Internet Use by Students in Schools

This report presents disturbing implications related to the level of appropriate use of the Internet in schools. N2H2 studied the top 300 sites visited by number of page views and considers this data as being “representative” of typical use.

- 1. Instructional – Reference 17%**
2. News and Sports 16%
3. Business and Finance 15%
4. Commerce and E-Services 14%
5. Music, Games and Entertainment 13%
- 6. Portals and Search 13%**
7. Communities – Chat and Message Boards 12%

Categories 1 and 6 have the greatest probability of being connected with curriculum and classroom assignments. The other use categories suggest that students were probably **not** accessing information **for curriculum use, but for personal use instead.**

To control this waste of **finite** learning time, many teachers are expected to monitor student surfing and administrators inherit the problems associated with improper use—**what a waste of professional time** when there are **ProQuest alternatives** that don't require this and make better use of **teacher and librarian expertise.**

PROQUEST COMMENT: This data and similar studies indicate that much valuable classroom and library time for learning is being wasted when surfing the Internet for information. Leading Educators have estimated that the amount of websites on the Internet that contain K-12 **curriculum- and standards-relevant content is about 6-7%.**

1. [Custom Resources to Differentiate Learning](#)--eLibrary provides more than 800 model BookCarts to jump-start teachers in using effective inquiry-based learning activities. Teachers can copy and adapt ProQuest models and then go on to build their own.
2. [Is Searching a Standards-based and Tested Activity?](#)—Why is it necessary to spend time learning to search multiple ways when ProQuest solutions deliver the information that students and teachers need quickly? Searching for information is **not a standards-based learning activity. Instead, it consumes time from solving problems and issues that are required by state standards.**
3. [Google Provides All the Information that Students and Teachers Need](#)--Each ProQuest library learning resource contains publisher quality copyrighted information **not available on the Internet for both teachers and students.** eLibrary provides 8 media types including **Editor's Choice websites**, simplifying searching and **saving time for critical thinking and reporting/presentation.**
4. [Student-Safe Websites AND Other Media Too](#)—Heard about a great website. Chances are that eLibrary and SIRS editors have already found it and included it with millions of other great K-12 media types. Students can search websites only by subject or they can do a general search that will include websites along with other relevant media types.

BUDGETING FOR MEAN, LEAN TIMES

Summarized from "**A Savvy Budgeter's Checklist**," a chapter of a book by **Doug Johnson**, "**The Indispensable Librarian**" E-mail: dougj@doug-johnson.com. Web: www.doug-johnson.com

Samples from the list of 12 essential points and supporting information

2. I can counter the argument that the free Internet will not replace libraries, books and purchased online information sources.

- "Now that we have the on-line encyclopedia, we don't need to buy the print version."
- "Buying books is investing in an out-dated technology. All the information anyone needs will soon be available on the Internet - for free."
- "These on-line fees will have to be taken out of your magazine budget."
- "Our new school won't need a library media center since all the classrooms will be networked."

Digital and electronic resources are complementary.

Good teachers and media specialists understand how different resources in school library media centers are used for different purposes and how these resources are complimentary. In schools with active, resource-based programs, the following scenarios are commonplace:

- a student using the electronic card catalog to research Egypt now finds not just the books in the geography and history section, but locates books on mythology, alphabets and costumes—a key word search turned up Egypt in the those books' annotation fields.
- a student doing research on a country in a print atlas requests a digitized map which can be modified with a paint program and imported into a word processed report.
- a teacher, having stirred the curiosity of his class with the tape of a satellite broadcast on plate tectonics, now wants a cartload of books on geology.

Both print and electronic resources have their strengths.

Remember as well that when using books and magazines, our student researchers are usually getting **carefully edited and verified information**. Unlike the Internet where anyone can (and does) present credible *looking* material, publishing houses go to great lengths to protect their reputations by ensuring their writers are expert and authoritative. The **cost of print** includes not just the paper, ink, and cover, but careful editing, including fact checking. Eleanor Jo Rodger, President of the Urban Libraries Council, proposes that a sign be hung over library books shelves that reads "CAREFULLY SELECTED BY PROFESSIONALS," and that a sign be displayed by the Internet terminal that simply reads "WHATEVER."

It is a vital combination of resources, curriculum, activities, and professional expertise that help students acquire not just information, but the **skills and judgment to make good use of that information**.

3. I understand the concept that school district budgets are a "zero sum" game.

Getting more money for your program means spending less money elsewhere in the school.

In light of the current political climate about taxes, those of us in public education should revisit David Lewis's *Eight Truths* about budgeting. Mr. Lewis suggests a way that middle managers (like library media specialists and technology coordinators) can get more money for their

programs: "You can take it away from somebody else. If you believe in what you are doing, you have an obligation to try this." Gulp.

I think this puts an awful lot of us outside our comfort zone. Aren't we really "givers" of resources, skills, information, time, and effort? Fighting for an adequate budget, especially if it means butting heads with co-workers like department chairs, band directors, coaches, custodians, or union reps, certainly feels like being a "taker." Want to make an enemy? Threaten the funding of a program that is owned by another educator. But look carefully at the second part of Mr. Lewis's statement - "If you believe in what you are doing, you have an obligation to try..."

You have to believe in your mission.

So here's the deal. You really need two psychological weapons when fighting to make your program a budget priority: **a thick skin and a deep-felt mission**. Without them, you'll get eaten alive; with them, you can accomplish anything. Strong feelings and fearlessness are of course greatly helped by a **strong rationale for your budget**. Today's budgeting committees really need to be asking questions like:

- What programs teach the skills that will be vital to tomorrow's citizens?
- What programs, skills and attributes does your community believe are important?
- How many teachers and students will benefit from a particular spending decision?
- Are there other sources of funds for activities which could be considered "non-essential?"
- How might a budget decision affect the school's learning climate?
- Is there research to support the effectiveness of a program or specific spending decision?
- How much budgeting is being done out of respect for sentiment or tradition?

It's up to us to let other educators know what the **Colorado study** (among others) found out about the impact of libraries on student achievement, about Krashen's research on how libraries help improve reading scores, and what research says about the impact computer technology has on teaching and learning. It is up to us to know and understand the curricular aims and objectives of the entire school and how we can help teachers meet them.

6. I know a variety of sources for budget dollars and who controls those dollars including:

- Federal dollars
- Grant dollars (all grants, not just library-specific grants)
- Principal's discretionary budget (and what "budget dust" is)
- PTA/PTO spending
- Staff development dollars
- Foundation monies

Consider your (re)sources

Schools get funding from a variety of sources. The percentage that any one of these sources contributes to a budget can widely vary from state to state, and even from district to district. But nearly all public schools get some funds from:

- A state aid formula is usually a baseline amount paid to all districts on a per pupil basis. It comes directly from the state budget.
- Local revenue, often from property taxes, is often a large percentage of many states' school budgets. It is this source of revenue which can create large funding disparities among districts.
- Federal funds in the form of block grants, Chapter grants or special grants. These monies are a small percentage of most school budgets, but are critical to specific programs.

- Private dollars from educational foundations, parent organizations or endowments are becoming increasingly important to districts with lots of community involvement and some wealth.
- Private and government agency grants can be a source of revenue for specific projects which address specific needs.

Competition for large grants is becoming increasingly fierce, and good grant writing takes time, experience and talent. *Rather than writing library-specific grants, you may be better off collaborating with grant writers who are applying for grants to fund professional development or technology integration and including digital library resources as part of the overall request.*

Fund raisers can make small amounts of money for those who wish to hold them. Book fairs, candy sales, and car washes are best sponsored by a "Friends of the Media Center" than directly by school personnel.. If media and technology programs are to be viewed as core to the educational process, then funding for them should be from the regular school budget.

Learn about your district's budget

Like other media specialists, I have taken my budget requests to my principal and been told there is no money in the budget. My follow-up questions then asked, "Is there money in the budget for textbooks? for band uniforms? for the office copier? for summer school?" **If the answer to any of those questions was yes, then both the principal and I knew that the question was no longer one of "is there money in the budget," but "how do we chose to spend the money in the budget?"** An important difference that opens the door to budgeting for reasons rather than tradition.

Essentials for Librarians to Create a School Culture that Integrates Inquiry-Based Learning Activities and Technology Across-the-Curriculum	Traditional School Library	Google Surfing Alternative	eLibrary+ BookCarts + Prof Dev
Library always open and available when needed by students	No	Yes	Yes
Library has ample current learning resources and multimedia	No	Yes	Yes
Library has only authoritative and kid-safe learning resources	Yes	No	Yes
Library has ample collection of curriculum-related multimedia	?	Yes	Yes
Library has easy access to age-appropriate learning resources	Yes	No	Yes
Library has sufficient learning resources for simultaneous student use	No	Yes	Yes
Library is organized for easy access to in-demand learning resources	?	No	Yes
Librarian creates 100s of customized collections of learning resources for student and teacher use on demand	No	No	Yes
Library resources include 7 media types and websites	?	No	Yes
Librarian trains teachers and students in searching	Yes	?	Yes
Librarian trains students in how to USE information for problem solving and decision making by forming reasoned opinions	?	No	Yes
Librarian trains teachers in how create engaging assignments that integrate higher-order thinking skills	?	?	Yes
Librarian creates resources and models for students and teachers that motivate increased use of research activities	?	No	Yes
Librarian receives funding support to provide home access to digital library learning resources, including NCLB grants	?	No	Yes
Librarian works with parents to support effective use of the Internet for student research at home	?	?	Yes
Librarian correlates library resources and research activities to state standards	?	No	Yes
Librarian provides a variety of information to ensure a balanced point of view and minimal bias as outlined in state standards	Yes	No	Yes
Librarian organizes Internet websites by curriculum area and age appropriateness	?	No	Yes
TOTALS Yes = 2 points, ? = 1 point, No = 0 points	Print 18	Google 11	eLibrary + 36

**THE USE OF THE INTERNET FOR STUDENT RESEARCH ACTIVITIES
BY STUDENTS AND TEACHERS IN SCHOOLS *IS NOT FREE.***

Most school years average around 180 school days. Surfing the Internet wastes time and sacrifices the authority and accuracy of information. Time wasted could be better invested in critical reading, higher-order thinking, problem solving, and writing/presentation of student ideas that result in increased student achievement and preparation for higher education.

ProQuest Mini-Research Strategies and Higher-Order Thinking Skills

*Information becomes **KNOWLEDGE** only when it is used to make comparisons, predict consequences, evaluate effectiveness, form connections, and is then communicated to an audience with a purpose.*

Tailoring Mini-Research Strategies To Meet the Needs of Your Students

One research topic can provide a **range of mini-research** activities tailored to **differentiate learning resources** (by reading level) **and strategies** that meet the needs of challenged, mainstream, and advanced students. The same Results List from a search or a **teacher BookCart** can be used to address a variety of research problems and issues. These ProQuest strategies are **derived from the scientific-based research** of Benjamin Bloom (1956) that resulted in the [Bloom Taxonomy](#). Bloom and subsequently [other educators' research](#) demonstrate that permanent learning only takes place when students **engage higher-order thinking skills** in their school activities and inquiry-based learning assignments.

TOPIC/ISSUE: GLOBAL WARMING

KEY WORD SEARCH: "causes of global warming"

ENGAGING ISSUE: See the list of essential questions below

Differentiate Strategy Based on Student Need and Preparation

Mini-Research Strategy

Essential Questions for this Topic/Issue

Expand:	What is global warming? (<i>look it up and paraphrase – lowest level; most appropriate for K-6—summarize Who, What, When, and Where</i>)
Compare/Contrast: Which is Better?	How do current climate patterns compare with the past to help us decide whether or not there is global warming? (<i>Intermediate level higher-order thinking skills</i>)
Critique:	What actions by society have contributed to global warming? (<i>intermediate level</i>)
Predict:	How will the future be different if nothing is done to reduce global warming and why? (<i>higher level</i>)
Persuade:	What must the U.S. and world governments regulate or create incentives to help reverse global warming and why? (<i>higher level</i>)
Evaluate:	How effective have the past actions taken by governments and/or business been to reduce global warming? (<i>highest level</i>)

<p><u>Thinking Skills</u> (Lowest to Highest)</p>	<p>The Bloom Taxonomy--Cognitive Domain (1954)</p>
<p><u>Knowledge (Low)</u></p> <p><i>(Most instruction, testing, and evaluation of students is at this level because it is the easiest to measure)</i></p>	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter much of it by rote • <u>Question Cues:</u> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
<p><u>Comprehension</u></p>	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • <u>Question Cues:</u> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
<p><u>Application</u></p>	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve simple problems using required skills or knowledge • <u>Questions Cues:</u> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
<p><u>Analysis</u></p> <p><i><u>PQ Mini-research strategies and performance-based learning</u></i></p>	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • <u>Question Cues:</u> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
<p><u>Synthesis</u></p> <p><i><u>PQ Mini-research strategies and performance-based learning</u></i></p>	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • <u>Question Cues:</u> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
<p><u>Evaluation</u></p> <p><i><u>PQ Mini-research strategies and performance-based learning</u></i></p>	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • <u>Question Cues:</u> assess, decide, rank, grade, measure, recommend, persuade, select, judge, discriminate, support, conclude, compare

**Advantages of ProQuest Mini-Research Models and Methods
vs. Traditional Term Papers and Print-Only Research**

Term Papers	ProQuest Mini-Research Reports
Formal—Written	Informal—written, oral, PowerPoint
Lengthy, Time Consuming and Infrequent	Brief, Several Class Periods, and Frequent
Traditional and Scholarly Topics	Current, Relevant and Engaging Topics
Focus on College and College Bound	Focus on All Students and State Standards, Reading and Writing Skills
Traditional Methods and Formats	Technology Enabled Methods and Formats
English and Social Studies	All Subjects and All Levels
Focus on Formats and Citations and	Focus on Critical Thinking, Expression of Reasoned Opinion, and Problem Solving.
Traditional Topics <i>Prone to Plagiarism</i>	Mini-Research Method and Original Thought Topics Help <i>Prevent Plagiarism</i>
Focus on Individual Effort, Print Output and Teacher as Audience	Open to Collaboration with Team Reports, Multimedia and PowerPoint Presentations, Variety of Print Formats and Peer Audience
Students Generally Limited to Local Print Resources	Students Encouraged to Use a Variety of Media from Respected Sources

PROQUEST COMMENT: Brain research shows that permanent learning only takes place when research activities are assigned **frequently enough** that students can exercise and develop the essential skills of inferential reading, higher-order thinking, writing, and then presenting original thought/reasoned opinion to others with a purpose.

Brain research shows that inquiry-based activities must be related to **student interests about their world**. They must provide the opportunity to develop their own “reasoned opinions” based on discovered facts and expert opinions. Desirable learning outcomes are less likely to occur for **all students** when schools depend on the “term paper” as their only inquiry-based learning strategy.

A recent study of Social Studies teachers indicates that the **age of the term paper is rapidly disappearing** and being replaced by shorter and more frequent types of mini-research.
Education Week – November 20, 2002.

RENEWED EMPHASIS ON IMPORTANCE OF WRITING

Several initiatives have occurred recently that recognize the renewed importance of **writing as an essential activity for increasing student learning**. Writing is always a part of every ProQuest inquiry-based learning activity.

- Research shows that the number of writing activities assigned in K-12 classroom has diminished and been replaced by increasing use of multiple choice assessments which require less teacher time and effort to grade.
- Research shows that narrative, expository, and persuasive writing require the use of higher-order thinking skills (HOTS). HOTS are essential for permanent learning vs. rote learning that is primarily temporary.
- Research shows that the most important factor for college success is the ability to write.

To motivate more writing activities across the curriculum because of their value

- The new SAT requires essay writing samples that express student ideas on a variety of issues
- Colleges have recently put more emphasis on evaluating writing samples in the admissions process based on writing deficiencies discovered by an increasingly greater number of high school graduates.
- The College Board revised the new SAT to include a major essay writing component to encourage more writing in the K-12 curriculum in all subjects
- The College Board indicates that strong writing skills are a reliable and essential predictor of college success

National Commission on Writing in America's School and Colleges activities in K-12

1. NCW – "Writing is essential to educational and career success"
2. NCW – "Writing allows students to "connect the dots" in their knowledge and is central to self-expression"
3. NCW – "Writing is how we teach students the complex skills of analysis, synthesis, and problem solving"
4. NCW – "Writing must become an important focus beginning with elementary school
5. NCW – "Assessment with only multiple-choice tests is not adequate"

ProQuest Comment: Every student mini-research assignment **requires writing** that integrates critical thinking and results in original thought and reasoned opinion. The recent explosion of information, the use of technology and the Internet, availability of quality digital library learning resources, and new mini-research models **enable research assignments to be made more frequently** than in the past. This increases the opportunity to learn content in new and more effective ways while developing essential digital information literacy skills for the future.

Librarians can secure their future by using their expertise to train teachers and students on new ways **to use information for learning**, rather than on searching for information as in the past.

PROQUEST TEACHING & LEARNING SOLUTIONS and No Child Left Behind

No Child Left Behind (NCLB) Title funds in most school districts are administered by a Federal Programs Director, the Asst. Superintendent, or the curriculum director. In the past, these funds have been used for very specific purposes that **usually didn't include the library**. With the **budget cuts in state and/or local funding for libraries**, it is essential for librarians to communicate with the appropriate school leader to **claim their share of these funds** or they will continue to be spent in traditional ways that generally **do not include the library**.

A key change in the new **NCLB** provides **school flexibility** on how **Title funds** can be spent with the overriding goal of acquiring **education solutions** that will **(1) increase student achievement, and (2) increase teacher effectiveness**. To be able to successfully **lobby for the library's share of these funds**, it is essential for librarians to be able to show how **ongoing mini-research research activities** increase **student achievement** in **reading, writing, and higher-order thinking skills (HOTS)**. This translates into higher scores on **state tests** which is the goal of the NCLB funding and *certainly the goal of each school and school district administrator*.

Local grant writers and librarians can copy, paste, and adapt the following information to include in their grant applications where appropriate. **Bolded parts are particularly relevant to PROQUEST TEACHING & LEARNING SOLUTIONS, curriculum guides, and mini-research activities**. In addition, the end section contains **grant application model responses** that may be copied into **Literacy through School Libraries (LSL—Title I)** and **Enhancing Education through Technology (EETT—Title IID)** *grant applications*.

PROQUEST TEACHING & LEARNING SOLUTIONS AND TITLE 1

Title I: Improving the Academic Achievement of the Disadvantaged – The purpose of this Title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Key Title I Requirements

- Ensure that high-quality academic assessments, accountability systems, **teacher preparation and training, curriculum, and instructional materials are aligned with state academic standards**.
- Meet the educational needs of low-achieving children, limited English proficient children, and all disadvantaged children in need of **reading assistance, and language arts, particularly in grades 3-8**.
- Improve and strengthen accountability, **teaching, and learning**.
- Provide greater **decision making authority and flexibility** to schools and teachers in exchange for greater responsibility for **student performance**.
- Significantly elevate the **quality of instruction** by providing staff with **opportunities for professional development** – *25% of funds must be spent on teacher training*.

PROQUEST TEACHING & LEARNING SOLUTIONS support Title I Reading/Language Arts:

ELIBRARY ELEMENTARY

- **English to Spanish** dictionary supports immigrant students learning English--LEPs

- Visuals and multimedia provide an **alternate route to understanding information and learning** when students have **difficulty with verbal learning and reading**.
- More than 40 publications are written specifically for grades 3-8 students.
- Teacher/librarian **BookCarts can customize learning resources** to meet reading and interest needs of students.
- Integrated **Reference feature** provides a dictionary, thesaurus, encyclopedias, and almanacs to **enhance understanding** and **build reading vocabulary**.
- **Age-appropriate** editorially selected **websites** provide many **tutorials, puzzles, and games** to help students with language arts and mathematics skills.
- **Remote access** at home or community centers provide additional opportunities to learn.
- **Lexile reading levels for each article** support the **scientific-based research (SBR)** solutions requirement of Title funding for reading.

[SIRS DISCOVERER](#)

- Articles are accompanied by correlated **visuals to enhance understanding**, particularly for disadvantaged students with reading difficulty.
- Articles are accompanied by a brief summary to **save student and teacher time** in deciding on relevance and appropriateness to student interest.
- Hundreds of fiction articles can be printed by teachers and used for supplementary readings.
- Standards-Search tools ensure that teachers can find state standards correlated and **current articles** for classroom reading and discussion that **supplement textbooks**.
- Articles are **Lexile** scored and also SIRS editor scored for one of **four levels of reading**, easy through difficult, depending on grade level.
- Students have online access to a dictionary, thesaurus, and encyclopedia to **aid understanding** and **reading vocabulary development**.
- More than **200 publications written specifically for younger students** are used by editors to select appropriate articles for fiction, biographies, pictures, and activities.
- WebFind provides a collection hundreds of **age-appropriate websites** that correlate to **standards and curriculum articles in Discoverer** to simplify searching and ensure they are on-topic.

Title I-B-4: Improving [Literacy through School Libraries](#) -- This new program is designed to improve the **literacy skills and academic achievement of students** by providing them with access to up-to-date school library materials; **technologically advanced** school library media centers; and professionally certified school library media specialists. **(See grant application model responses for this grant in the Appendix)**

[PROQUEST TEACHING & LEARNING SOLUTIONS support Title I-B-4 requirements:](#)

[ALL PROQUEST TEACHING & LEARNING SOLUTIONS](#)

- **[eLibrary](#), [eLibrary—CE](#) and [eLibrary Elementary](#)** provide the **unique BookCart teacher tool** that helps librarians and teachers to **customize learning resources** to meet the **interests, Lexile reading levels of students, and state standards**.
- **eLibrary 800 model BookCart collection is free** and available to copy for immediate use of teachers to jump-start inquiry-based learning activities.
- **SIRS Researcher plus WebSelect (8-12) and Discoverer (K-8)** bring the best of **editorially-selected** curriculum and reading level content and websites to make searching easier and **to ensure** that all searches access **only curriculum- and standards-based quality learning resources** for students as well as **appropriate reading levels**.

- ProQuest mini-research activities provide an excellent way to **integrate technology skills** and **information literacy** to acquire relevant information and then convert it to reports and presentations using **critical thinking**.
- ProQuest learning resources are accompanied by **curriculum guides** and **Standard-Based Learning Activities** that correlate research activities to **state and national standards**.
- Remote access is provided for all library learning resources for use by teachers and students **at school or at home**. eLibrary and eLibrary—Curriculum Edition contain **lesson plans, tutorials**, and more than **100 professional journal and magazines** for teachers to keep **current in the field of education** and in their **content areas**.
- **Free online training** in **functionality and creating learning activities**

The **Literacy through School Libraries** (LSL) grant is a **competitive** grant and administered at the national level, rather than through the states.

The **Appendix** of this guide contains **grant application model responses** that can be used by **librarians** to include in LSL applications. LSL grants average about \$110K and are awarded to more than 90 school districts annually.

PROQUEST TEACHING & LEARNING SOLUTIONS AND TITLE II

Title II: Part A--Teacher and Principal Training -- The purpose of Title II: Part A is to provide funding to state educational agencies, local educational agencies, state agencies for higher education, and eligible partnerships in order to increase student academic achievement through strategies such as:

- Improving **teacher** and principal quality.
- Increasing the number of **highly qualified teachers** in the classroom and highly qualified principals and assistant principals in schools.
- Holding local educational agencies and schools **accountable for improvements** in student academic achievement in reading and essential skills.

Key Title II Teacher Quality Requirements:

- Ensure that teachers have the **necessary knowledge** and teaching skills in the **academic subjects** and in **technology literacy**.
- Give principals the instructional leadership skills to help teachers teach and students learn, meeting challenging **state student academic achievement standards**.
- Support teachers and principals with programs that provide teacher mentoring and **intensive professional development**.
- Guide beginning teachers using standards or assessments that are consistent with challenging **state student academic achievement standards along with the requirements for professional development**.
- Provide intensive **professional development programs for teachers** and principals that are cost-effective and easily accessible, such as programs that involve **delivery through the use of technology**, peer networks, and distance learning.

PROQUEST TEACHING & LEARNING SOLUTIONS meet Title II-A requirements:

PROFESSIONAL DEVELOPMENT PROGRAM FOR ELIBRARY & SIRS FAMILY

- eLibrary BookCart learning activities provide opportunities for teachers and librarians to **use in-service days** to copy, create, and share custom and standards-aligned BookCarts.
- eLibrary **model BookCart/CourseCart collection of 800** starts teachers and librarians with great models to emulate and adapt for immediate use of their students.
- eLibrary includes over **100 education magazines and journals**. **Publication browsing** provides an opportunity for teachers to keep **current in issues** that affect teaching and education.
- Browsing current subject area magazines provides opportunities to keep **current in subject area** knowledge and go beyond the textbook in classes by printing current articles that supplement many out-of-date textbooks.
- Remote access provides **time at home** for teachers to use information for **professional development** and creating **custom BookCarts for student to use**.
- **Standards-based searching for documents** makes it easy to populate BookCarts with relevant and standards-based content.

Title II: Part C—Innovation, Subpart 4, Teaching of Traditional American History—One of the purposes of this part is to enhance the teaching of traditional American History as a separate academic subject including the implementation of activities that . .

- improve the **quality of instruction**
- provide **professional development activities** with respect to American History

PROQUEST TEACHING & LEARNING SOLUTIONS meet Title II-C4 requirements:

PROQUEST HISTORICAL NEWSPAPERS K12

- Teachers who have **already received professional development** from university partners will really **need more resources** that their textbooks to implement the new strategies learned.
- **Primary source documents** are available back to **1851** and **from 5 regions of the country (and Black historic ones)** so that students can read real reports of events as they happened and in the context and language of the times.
- This resource for teachers and students provides **in-depth learning** that strengthens understanding of American history and its importance to the present.
- The **ProQuest Historical Newspaper Research Guide** provides teachers with access to primary source documents and the issues that they generated to **spark the critical thinking, reading and writing that makes these events come alive**. Teachers can make motivating assignments with little or no preparation because the guide provides the events, the resources and the issue:
http://www.proquestk12.com/lsm/pqelib/pdfs/PHN_Graphical_MiniResearch_Guide.pdf
- PHNK12 timelines with related major topics reinforce the **standards of chronological relationships and patterns and historical perspective**.

ELIBRARY CURRICULUM EDITION with HISTORY STUDY CENTER

History Study Center is part of eLibrary Curriculum Edition. **HSC** has six integrated source types (video clips, newspapers, rare books, diaries and letters, dynamic maps, statistics, websites, and picture gallery) contain over 40,000 documents that showcase **historical events**

in **U.S.** and world history. Study units allow students to browse the content by more than 500 of the most noteworthy historical subjects.

eLibrary—Curriculum Edition content also support the needs of students and teachers in American history by creating **BookCarts** from thousands of **U.S. History Editor's Choice** websites and many **U.S. history focused magazines and journals**. **BookCarts correlate to state standards** in U.S. History and **can include History Study Center** resources as well.

[SIRS DECADES](#)

SIRS Decades provides hundreds of the most important events of 20th Century U.S. History. Each topic and correlated timeline provides editor-selected unique primary and secondary sources that define that era and topic. Document-based questions provide models for teachers to use in guiding student inquiry and reporting

Title II: Part D—Enhancing Education through Technology (EETT) -- The purpose of Educational Technology is to **improve student academic achievement** through the use of technology in elementary and secondary schools. Several existing technology programs have been combined into a single block grant currently funded at \$400 million. At least **25% of these Ed Tech funds must be expended for professional development**. The professional development funds can be used to **teach teachers to use technology** in the classroom and for technology to train teachers online.

Key EETT Requirements (50% formula—50% competitive):

- Assist every student—regardless of race, ethnicity, income, geographical location, or disability—in becoming **technologically literate** by the end of eighth grade.
- Provide teachers, principals, and administrators with the capacity to **integrate technology effectively into curricula and instruction that are aligned with challenging state academic content and student academic achievement standards**, through such means as high-quality
- Enhance the ongoing **professional development of teachers**, principals, and administrators by providing constant access to training and **updated research in teaching and learning through electronic means**.

PROQUEST TEACHING & LEARNING SOLUTIONS meet II-D requirements:

ALL PROQUEST TEACHING & LEARNING SOLUTIONS

Best Fit = **eLibrary CE with professional development**. This is a **competitive** grant and awards made to schools are typically over \$100,000 (see the Appendix section for grant application model responses for this grant). Librarians usually must make their request **as part of a bundle of technology with training solutions** that will be described in the grant application of the LEA.

- All ProQuest learning resources combined with mini-research activities provide an excellent way to **teach technology use and digital information literacy**.
- **SIRS SKS Researcher with Leading Issues (8-12)** and **Discoverer (K-8)** bring the best of editor-selected content and websites to make searching easier and **to ensure** that all searches access **only curriculum- and standards-relevant quality** learning resources for students as well as **appropriate Lexile reading levels**.
- Leading Issues provides critical thinking strategies to investigate the pro and con of more than **100 real-world issues** that will motivate student interest.

- ProQuest learning resources are accompanied by **curriculum guides** and [Standard-Based Learning Activities](#) that correlate research activities to **state and national standards**.
- [Curriculum guides](#) for multiple solutions are available in PDF format and can be downloaded (scroll down on right side for guides)
- Remote access provides 24 x 7 learning connection for teachers and students. This home to school flexibility increases opportunities to learn. eLibrary and eLibrary—Curriculum Edition contain **lesson plans, tutorials**, and more than **100 professional journal and education magazines** for teachers to keep **current in the field of education** and also in their **content areas**.

PROQUEST TEACHING & LEARNING SOLUTIONS AND TITLE III

Title III: Part A—English Language Acquisition -- The purpose this title is to help ensure that children who are limited English proficient (**LEP**) attain language arts skills in English, and meet state academic content and student academic achievement standards.

Key Title III: Part A Requirements

- Assist all LEP children, including immigrant children and youth, to achieve at high levels in the **core academic subjects**, so that these children can meet the same challenging **state academic content and student academic achievement standards** as their peers.
- Implement high-quality language-instruction educational programs, based on **scientifically based research (SBR)** on teaching LEP students.
- Provide high-quality instructional programs designed to prepare LEP children to **enter all-English instruction settings**.

PROQUEST TEACHING & LEARNING SOLUTIONS meet III-A requirements:

ELIBRARY & ELIBRARY ELEMENTARY

- **English to Spanish dictionary** provides an easy way to translate new English words into familiar Spanish words, **increasing vocabulary, understanding and command of English**
- Robust visuals and multimedia collection provides an **alternate route to understanding information and learning** when students have **difficulty with verbal learning and reading**.
- More than 40 publications are included that are written specifically for students in grades 3-8 to ensure **appropriate reading levels** and **topics** that have youth interest.
- Teacher/librarian **BookCarts customize learning resources** to meet the local needs of students for **reading lists** or for **mini-research**.
- Integrated **Reference feature** provides a dictionary, thesaurus, encyclopedias, and almanacs to **enhance understanding, build vocabulary**, and spur in-depth learning.
- **Age-appropriate** Editors Choice **websites** provide many **tutorials, puzzles, and games** to help students with language arts and mathematics skills.
- **Remote access** and **custom BookCarts** provides opportunities for **parents** to share in learning experiences.
- **Lexile reading levels** support the **scientific-based research (SBR)** solutions requirement of **Title funding**.

CULTUREGRAMS

Title III grants serve schools with a high percentage of immigrant students and parents. One of the problems that these schools have besides English language acquisition is the understanding

and appreciation of the cultures of immigrant groups. Understanding others is a vital step in being able to work with others cooperatively. CultureGrams provides the unique cultural profiles of over 100 countries that represent most immigrant populations in US schools.

PROQUEST TEACHING & LEARNING SOLUTIONS AND TITLE V

Title V: Part D, Subpart 6—Gifted and Talented Students -- The purpose of this Title is to initiate a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to meet the special educational needs of **gifted and talented students**.

Key Title V: Part D Requirements

- Schools should provide **professional development** for teachers and administrators involved in the education of **gifted and talented students**.
- Schools should establish and operate model projects and exemplary programs for serving gifted and talented students, including **innovative methods** for identifying and educating students who may not be served by traditional gifted and talented programs.
- Schools have the option to adopt proposed gifted and talented services, **materials, and methods that can be adapted, if appropriate, for use by all students**.

PROQUEST TEACHING & LEARNING SOLUTIONS meet Title V Requirements:

PROQUEST HISTORICAL NEWSPAPERS K12 EDITION

- Most **gifted and talented students will take Advanced Placement courses in high school**. AP courses in U. S. History, Government & Politics, and Economics require much writing and research using **primary resource documents such as found in PQHN**.
- The PQHN Guide provides over 90 critical thinking issues related to documents collections found in PQHN that **help teachers to design research activities**.

PROQUEST LEARNING: LITERATURE -- (INTEGRATED WITH ELIBRARY—CE)

- Most **gifted and talented students will take Advanced Placement courses in high school**. AP courses in Literature require much writing and research using **primary resources** about the history of English literature, authors and literary criticisms.
- With over 300 study units covering U.S. and world authors and their works, PQ Learning: Literature provides poetry, prose, and drama from around the world, from medieval times to the present. The full-text of these works is complemented by author biographies, book reviews, web links, criticisms, and interviews.

SIRS DECADES

- Most **gifted and talented students will take Advanced Placement courses in high school**. AP courses in U. S. History, Government & Politics, and Economics require much writing and research using **primary resource documents such as found in this learning resource**.

SIRS RESEARCHER WITH LEADING ISSUES

- Many gifted and talented students will enroll in **debate courses or will have debate activities included in AP classes, or in top level classes in Social Studies and English**

Language Arts. SIRS Leading Issues provides the high-quality sources of both pro and con information that are needed to conduct debate activities successfully.

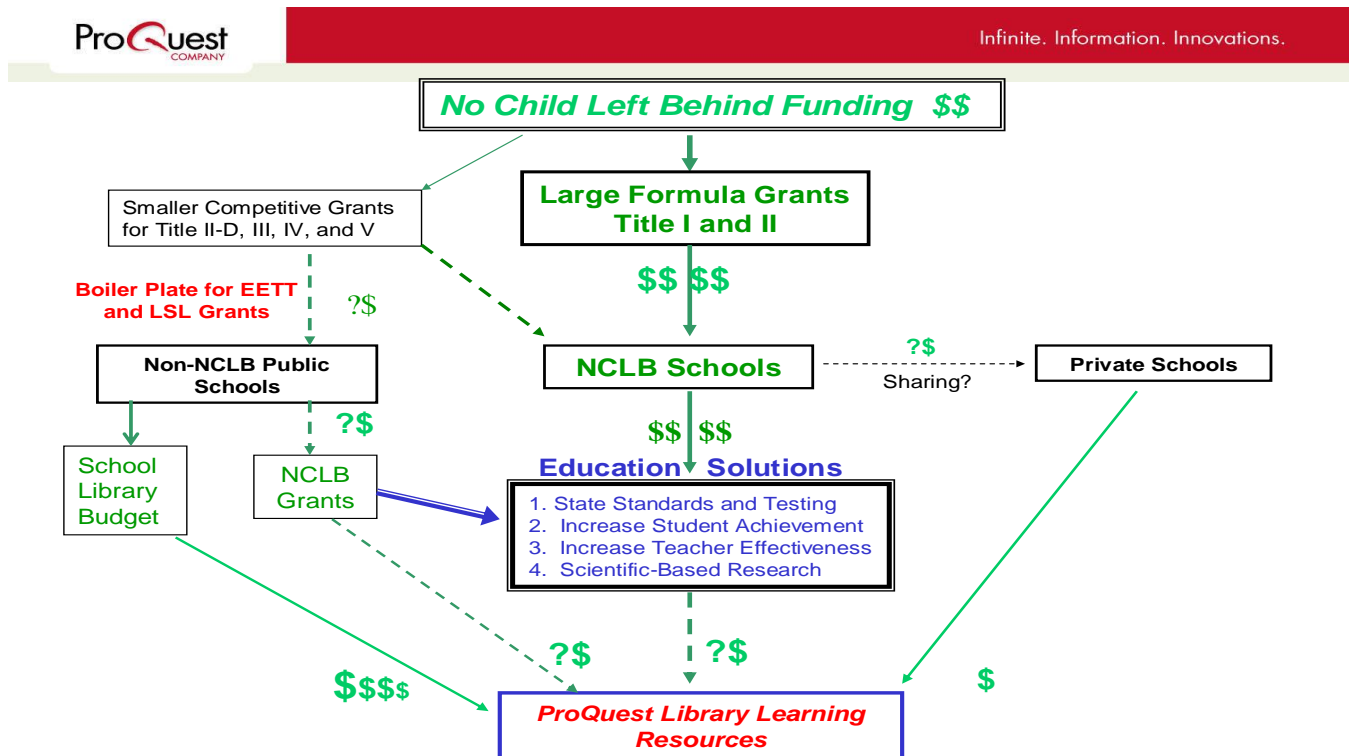
Title V: Innovation – The purpose of this Title is to encourage new ways of teaching and learning that are based on scientifically proven methods.

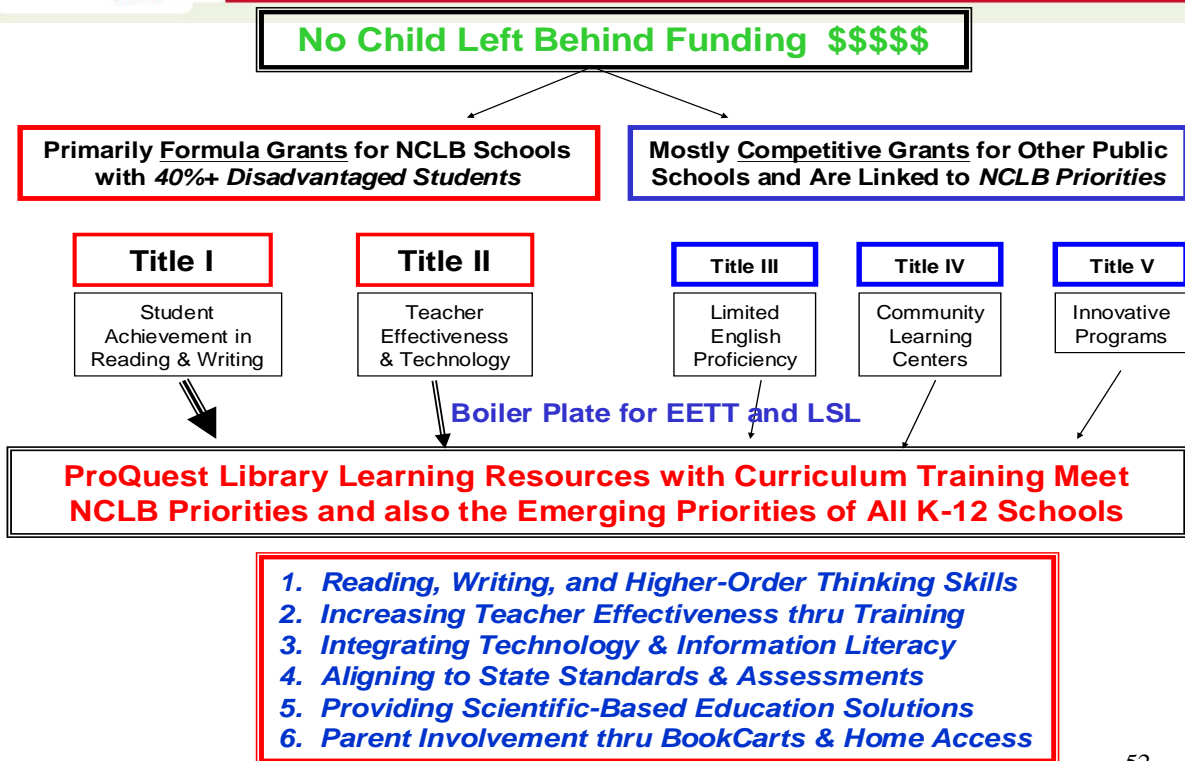
PROQUEST TEACHING & LEARNING SOLUTIONS meet Title V requirements:

ELIBRARY AND SIRS WITH PROFESSIONAL DEVELOPMENT

- eLibrary teacher and student tools facilitate teacher effectiveness and student achievement
- Professional development provides the models and strategies to help teachers and librarians to collaborate on building standards- and Lexile-aligned **BookCarts customized to meet student reading and interest needs.**
- Teachers and librarians collaborate on creating engaging and higher-order mini-research learning activities that have been proven to increase student essential skills in reading, writing, and critical thinking.

Outline of No Child Left Behind Formula Grants





ProQuest Library Learning Resources Support Priorities of NCLB--Teacher Power and Student Achievement		Rationale
No Child Left Behind Title	Priority	ProQuest Solutions
i: Disadvantaged--Urban & Rural Districts -- up to 25% of funds must be spent on Prof Development -- Flexibility to include tech solutions		
I--A (Reading)--Formula funding starts after July 1	Reading and writing improvement on state test in grades 3-8	eLibrary Family SIRS Discoverer/WebFind
I--B4 (Literacy through Libraries)--Application begins in April	Library Learning Resources for Disadvantaged	eLibrary & DWF with online prof dev
II: Teacher Quality and Technology Integration -- 25% of tech funds must be spent on Prof Dev -- 50% formula, 50% competitive grants		
II--A (Teacher Quality)--Formula funding annually late summer and fall	Increase teacher performance	eLibrary and DWF with online prof dev
II--C (Innovation)--Application in December	Teaching of Traditional American History	ProQuest Prof Ed Collection SIRS Decades
II--D -- EETT-- 50% formula, 50% competitive--Application date varies by State)	Hardware, software, learningware solutions with prof dev a MUST	PHN SE & Curriculum Guide eLibrary & SIRS with prof dev but can also bundle other subject specific resources
III: Limited English Proficiency (LEP) or English Language Learners (ELL) immigrant students (formula)--tech solutions and prof dev		
III--A (English Language Acquisition)--For	ESL now LEP to learn English	eLibrary Family CultureGrams
IV: 21st Century CLC (competitive)--on and offsite after-school reading and math enrichment activities for disadvantaged		
IV--B (Comm. Learning Centers)--Application in June	After-school enrichment in school or community center	SIRS Discoverer/WebFind CultureGrams
V: Innovative Programs (formula)--emphasis on innovative programs with technology		
V--A (Innovative Programs)	Scientifically-based educational reform	eLibrary with online prof dev in digital information literacy and BookCart lesson planning
	Subpart 6-gifted/talented students	World Conflicts PQ Historical Newspapers & Curriculum Guide
		SIRS IC, Govt Reporter, Renaissance, Leading Issues
		ProQuest Platinum
		eLibrary--Curriculum Edition

Literacy through School Libraries Grant – LSL Competitive

ProQuest Company is pleased to provide its library customers and trialers with information about the [Literacy through School Libraries \(LSL\)](#) federal grant (Title I.B.4). LSL grants are intended to improve multiple aspects of library services: staffing, technology infrastructure, availability of services, and ongoing professional development of teachers, etc. Appropriate PROQUEST TEACHING & LEARNING SOLUTIONS, curriculum resources, and training are only one, but we believe essential, aspect of this initiative.

This guide for librarians will provide **ProQuest recommended supporting documentation** for those LSL grant criteria that address the need for . . .

1. CEU-eligible professional development in **information literacy** with eLibrary and SIRS provides teachers and librarians with models on how to **use information integrated with critical thinking to produce** a variety of inquiry-based learning activities.
2. integration of **student-safe and world-class information technology** into core curriculum learning through the use of the ProQuest critical thinking mini-research model.
3. Integration of **scientific-based reading research** into teacher/librarian created **BookCart** learning resources using **Lexile reading scores to differentiate instruction**.
4. providing access to **800 standards-based model BookCarts/CourseCarts** that offer teachers a template for a **digital lesson plan** on a variety of popular topics/issues.
5. **saving time-on-task for learning** by reducing Internet surfing for standards-based and student-safe K-12 relevant and credible information for inquiry-based learning
6. a **translations tool** that translates English text into 10 languages including Spanish
7. demonstrating through **scientific research** that ongoing inquiry-based learning activities will **increase student achievement** and **state assessment scores** in reading, writing, and higher-order thinking
8. providing **home access** to world-class learning resources for 24 x 7 learning opportunities and especially for students who are **temporarily homebound** or are being **home-schooled** and require support beyond the textbook.
9. on-demand **Reference** tools that help students understand what they are reading especially with the support of an **English to Spanish Dictionary** (eLibrary)

ProQuest Analysis of Grant Award Winners -- ProQuest has analyzed the proposals of past award winners to find **common elements in their applications** that may be helpful to you in applying for LSL this year. Those **elements that are bolded** are examples of how the training, curriculum resources, content and features of *eLibrary Curriculum Edition* can provide essential support for many of the priorities that are integrated into the **LSL scoring criteria shown in bulleted red text**.

- **Collaborate with teachers on how to use library technology and resources to best align with standards and the curriculum**

ProQuest Recommended Response: *eLibrary Curriculum Edition* provides over 40 million resources in 8 media types including websites. Using the **BookCart** tool, librarians and teachers can create permanent **customized collections** of documents, maps, audio-visuals, photos, and websites that save student time in searching and save time for more valuable content and language arts activities. Each BookCart has the potential to become a **complete digital lesson plan** rather than just a collection of quality resources. Teachers can get started easily by copying and adapting **800+ model BookCarts/CourseCarts** on a variety of popular K-12 topics and issues across all curriculum areas and levels.

- **Create professional development and CEU opportunities for teachers to integrate digital information literacy and research skills into the curriculum**

ProQuest Recommended Response: Professional Development for eLibrary and SIRS will provide **librarians, curriculum leaders, and lead teachers** in one-day, on-site, and hands-on training that is **CEU eligible**. This model is **flexible** and **replicable** and **provides resources** that can be used on in-service days for additional and ongoing information literacy training for all the teachers. This training is **not about traditional functionality** in using a library database, but instead will focus on creating, managing, and evaluating engaging mini-research assignments. These activities **integrate digital information literacy** and **critical thinking** to enhance the development of the **essential skills of inferential reading and expository/persuasive writing** into all areas of the curriculum. Using the **BookCart** feature, librarians and teachers can collaborate to easily build and share collections across subject areas, grade levels, and schools within the district.

- **Extend the hours of the library media center so that access is more compatible with the needs of parents, teachers, students, and community members.**

ProQuest Recommended Response: ProQuest digital learning solutions and 24 x 7 remote access provide the **solution for extending access** to the library digital learning resources collection for anytime, anywhere learning.

1. Students can use it at home for completing homework assignments or creating **extra-credit reports**.
2. **Homebound or home-schooled** students can access custom *BookCarts* created by their teachers to continue to learn in a **structured but flexible way**.
3. **GED** students can access the digital library and teacher created *BookCarts* after their working hours
4. Teachers can **browse** full editions of more than **100 professional journals** and **magazines** for advanced course work; they can also **browse** 100s of current publications in their subject to keep their **lessons plans and textbooks current**
5. Teachers can create *BookCarts* at home as part of their digital lesson planning
6. Teachers can copy more than **800 model BookCarts**, many with QuizCarts, and **customize** them for use of their students in school **or at home**
7. **Parents** can see and **support** learning activities that are delivered with the use of **BookCart digital lesson plans**

- **Increase use of school library media centers to improve student literacy skills and academic achievement.**

ProQuest Recommended Response: The ultimate reason for the use of the **library media center** and its resources depends on **teachers making assignments that depend on library digital and/or print resources**. Librarians must convince school leaders that **digital information literacy** activities with *eLibrary Curriculum Edition* is superior to alternatives such as general [Internet surfing or Googling](#). They must also convince school leaders that inquiry-based activities are [essential to in-depth learning](#) and the **acquisition of state tested literacy skills**.

Now that inquiry-based learning has become central to [21st Century skills](#), teachers and librarians will be creating more of these activities. The key is that the activities must integrate critical thinking with reading, writing, and presentation if they are to be effective in increasing student achievement. ProQuest teaching and learning resources and the expertise of proactive librarians can help.

- **Acquire additional technology and digital media for the library and share Internet links among community libraries**

ProQuest Recommended Response: Hardware funding makes possible the benefits of digital library learning resources and digital information literacy professional development. Without this, students will be limited to print resources that may not be **current or available simultaneously** for all students and teachers. Multimedia computers, a network, and high-speed Internet connection should be a consideration as part of all LSL grant applications.

- **Improve the quantity and quality of student reading material resources using scientifically-based reading research methods**

ProQuest Recommended Response: eLibrary has the following tools and content to support instruction in reading especially for disadvantage students:

1. [eLibrary](#) can sort and search documents by **Lexile reading levels**. Lexiles are based on **scientific research in reading** that indicates that students increase reading skills when they are challenged, but not over- or under-challenged by materials that they are given to read
2. Teachers and librarians can create BookCart reading lists for students based on appropriate **Lexile levels**. Since eLibrary contains more than **35 publications appropriate for elementary school students**, the range of materials and Lexile levels accommodates a wide range of student reading needs
3. The Reference tool, which includes an English to Spanish dictionary and 10- language translation tool, provides on-demand access to definitions and synonyms that help to build vocabulary and understanding

- **Train library assistants to aid students with reading, writing, research, and computer literacy**

ProQuest Recommended Response: Professional Development for eLibrary and SIRS will provide **librarians, library assistants**, curriculum leaders, and lead teachers in one-day, on-site, and hands-on training that is **CEU eligible**. This training is **not about traditional functionality** in using a library database, but instead will focus on creating, managing, and evaluating engaging mini-research assignments. These activities **integrate digital information literacy and critical thinking** to enhance the development of the **essential skills of inferential reading and expository/persuasive writing** into all areas of the curriculum. Using the **BookCart** feature, librarians and teachers can collaborate to easily build and share collections across subject areas, grade levels, and schools within the district.

- **Acquire information databases and educational software to improve reading comprehension, language, and writing skills.**

ProQuest Recommended Response: [eLibrary](#) has many features that support reading and language arts development:

1. Students can highlight words as they read articles, click on the *Reference* tool and get definitions, synonyms, and related information from the integrated dictionary, thesaurus, and encyclopedia. *Reference* helps build **reading vocabulary** and **understanding** of what is read.
2. The **English to Spanish dictionary** provides on-demand access to Spanish definitions and synonyms to help Hispanic students make the **transition to English**
3. Students can access a collection of language arts games, puzzles, and tutorials to sharpen their skills
4. Teachers and librarians can create *Lexile* based collections of reading materials in *BookCarts* or that can be printed for classroom use.

5. Teachers can **search for content by state standard** making it easy to populate custom BookCarts with relevant and student appropriate learning resources.
6. Home and school use of *eLibrary* and its motivating array of graphics, audio-visuals (CBS new clips back to the 1940s), documents, and websites provides a one-stop way for students to read and then write about what they read.

- **Create and field test a content-based curriculum unit that will focus on reading comprehension and research skills**

ProQuest Recommended Response: *BookCarts* provide a way for librarians and teachers to create collections of reading and research resources that can be customized to the interests and reading level of students. ProQuest professional development, training, and curriculum guides help librarians and teachers to show students how to organize and write reports that integrate reading comprehension, critical thinking, and academic content standards. ProQuest collection of 400 model BookCarts that can be copied to each school site will jump start teachers in using BookCarts for mini-research activities that increase student essential skills and achievement.

- **Provide professional development for teachers to create more inquiry-based and standards-based teaching units**

ProQuest Recommended Response: ProQuest professional development for *eLibrary* focuses on training librarians and teachers to use the tools and content of *eLibrary* to increase teacher effectiveness and student achievement. All the resources available through these model BookCarts correlate to standards and provide mini-research models that address higher-order thinking strategies based on the Bloom Taxonomy. BookCarts can be easily or automatically aligned to state standards and Lexile reading levels.

- **Encourage more parental involvement in reading, research and Internet access**

ProQuest Recommended Response: With home access, *eLibrary* becomes a learning resource available to the whole family, much as the encyclopedia used to be. The Parent and Student Homework Guide www.proquestk12.com/pic/pdfs/ParentGuideHomeUseofLibrary.pdf is designed for librarians to distribute to parents and encourage their use of *eLibrary* at home for student learning. The guide also encourages parents to encourage teachers to assign more mini-research activities as homework or extra-credit assignments because of the proven benefits of these kinds of learning activities in increasing student achievement in essential skills..

- **Collaborate with teachers to identify print and Internet resources that support literacy development and other English Language Arts content standards**

ProQuest Recommended Response: *eLibrary* model BookCart/QuizCart collection is a great way for librarians to provide instant resources for mini-research activities on mainstream topics of the K-12 curriculum. **No need to create local BookCart collections** until teachers have used the ProQuest collection of 400 and gained the expertise and insight into the use of BookCarts as digital lesson plans. <http://www.proquestk12.com/pic/downloads/eLibModelBookcarts.pdf>

When teachers are ready, professional development in creating engaging and enriching information literacy activities is available. This would include a higher-level use of the BookCart tool to meet the specific needs of your students. The new professional development program is designed to make teacher training in digital information literacy a school-wide initiative sponsored by school leaders and eligible for CEUs rather than a voluntary training in functionality, presented by librarians, that teachers may not see the need to attend.

EETT—Title II-D Competitive Grant Application

The following parts of this application contain information that could be used by librarians to include **eLibrary and BookCart lesson planning (with professional development)** as part of a technology educational solution to increase student achievement, teacher effectiveness, and parental involvement in schools and learning.

The parts of this **EETT proposal (SHOWN IN RED AND UNDERLINED)** are the parts for which ProQuest has provided **Recommended Responses**. The grant writers may wish to copy and paste (or adapt) these responses into the actual grant application.

Title II-D applications should contain technology infrastructure acquisitions as well as eLibrary. Title II-D grants usually average more than \$100,000, so library requests should be PART OF A LARGER REQUEST that includes other technologies and other types of professional development as well.

EETT Form #3: Project Summary

ProQuest Recommended Response: This project will use utilize the content, teacher and student tools, curriculum support materials, and professional development training with eLibrary provided by ProQuest. The training is designed for teachers to be able to use the ProQuest mini-research models and strategies to integrate digital information literacy into ongoing student learning activities. Mini-Research integrates the power of technology and the strategies of the Bloom Taxonomy to create student research activities that improve reading, writing, and higher-order thinking skills (HOTS) while also providing in-depth learning of academic content.

Scientific research has shown that students learn more effectively when they can pursue in-depth study of standards-based topics that are related to real world problems/issues and engaging to them. Ongoing mini-research assignments have the power to help students build the essential reading and writing skills that are so important to their success and to school performance on state assessments. Unfortunately, most teachers who are experts on textbook delivered learning, do not know how to create, manage, and evaluate this proven and excellent way to learn. eLibrary teacher and student tools and content and appropriate curriculum training by librarians and ProQuest trainers can show teachers the “why and how” to use these tools to increase learning.

eLibrary has integrated several teacher tools that are critical to the success of this project and that help distinguish eLibrary as a solution and not just another general reference library database for student use. BookCarts are unique tools that empower teachers and librarians to create collections learning resources that include websites, maps, photos, multimedia, and published articles that address state standards, academic textbooks, and include Essential Questions for Critical Thinking to drive the research process. BookCarts can be accessed in school or at home, so they encourage parent support of educational technology and inquiry-based learning. BookCarts help focus student interest, save time in surfing for either print or Internet resources, and can be customized to meet students reading at, above, or below grade level.

Teachers can browse a variety of subject area-related publications to stay current and extend the value of out-of-date textbooks for lesson planning. Teachers can browse a variety of professional education magazines and journals to help them with graduate courses and other growth activities that depend on current knowledge in the field of education.

eLibrary has unique features that support student understanding and engagement during the research/reading process. Reference is a tool that allows students to highlight word(s) that they are reading and get definitions, synonyms, antonyms, and encyclopedia information that increases understanding and helps build essential vocabulary and reading skills. Reference

includes an on-demand English to Spanish dictionary to support disadvantaged and immigrant students as well as a translation tool for 10 languages including Spanish.

EETT COMPETITIVE GRANT APPLICATION -- PROJECT NARRATIVE

A. PROGRAM FOR STUDENTS

Describe the program for students that will be implemented as part of the comprehensive program. The narrative must explain:

1. The student target group (in selected subject areas and/or grade levels) that will be the focus of the program upon implementation. If the student target group will expand over time, include other grade levels and other academic areas of focus, and when this change will occur.

ProQuest Recommended Response: This program is designed to meet the learning needs of students in grades 3-8. The focus of the program is on developing student essential skills in reading, writing, and higher-order thinking while also acquiring standards-based academic content. Teachers in all curriculum areas and levels can benefit from the content and tools found in eLibrary.

2. How students' learning needs will be met through the selected research-based program or programs (include citations).

ProQuest Recommended Response: All students, and especially those in grades 3-8 where there may not be current textbooks, have a need for learning resources beyond the textbook. Formal research has shown that schools with a variety of learning resources, both current and historic, have higher achievement levels than those with little or none. *In our schools these resources are insufficient and/or obsolete.* With eLibrary, there are thousands of current and historic resources that are available to students at school or at home that would be impossible for our school to duplicate in any other way. Unlike traditional libraries, all students can access these resources simultaneously, anytime and anywhere. eLibrary has more than 100 publications that support our student's grade 3-8 interests and reading levels. There are also a variety of maps, pictures, multimedia, and websites that provide the visual learning support necessary for many of our students who have struggled with reading over the years. The Reference tool allows students to highlight words and get immediate feedback in the form of definitions, synonyms, antonyms, and other meaning-related information to increase comprehension and reading vocabulary building.

While this proposal focuses on students in grades 3-8, eLibrary learning content and tools will be available to all students in our schools, both at school and at home.

ProQuest Recommended Response: While the following findings do not address ProQuest inquiry-based learning activities directly, it should be clear to teachers how well-designed and motivating mini-research assignments contribute to permanent learning of concepts, and 21st Century Skills.

Research Summary: Building permanent memory and the ability to transfer training utilizes many principles confirmed through brain research on learning.

Research Finding 1: Understanding is more than knowing facts. The emphasis of recent research has been on learning for understanding, which means gaining knowledge that can be used and applied to novel situations. (Bransford, J. D., Brown, A. L., & Cocking, R., (Eds). (1999).

Research Finding 2: Students build new knowledge and understanding on what they already know and believe. When consistent with ideas accepted by the expert community, this "prior" or

"informal" knowledge forms a strong base on which to build deeper understandings. Many learners' preconceptions, however, are inconsistent with accepted expert knowledge. Students often hold tenaciously to these ideas, and their preconceptions can interfere with learning, particularly using conventional teaching strategies (Wandersee et al., 1994).

Research Finding 3: Students formulate new knowledge by modifying and refining their current concepts and by adding new concepts to what they already know (Driver et al., 1985; 1994). The research on conceptual change indicates that students change their ideas when they find these ideas to be unsatisfactory, that is, when their present ideas do not sufficiently describe or explain an event or observation. Further, they change their ideas when they discover alternatives that seem plausible and appear to be more useful (Hewson and Thorley, 1989).

Research Finding 4: Learning is mediated by the social environment in which learners interact with others. Saying that learners construct their own knowledge does not imply that they do so alone. Research indicates that learners benefit from opportunities to articulate their ideas to others, challenge each others' ideas, and, in doing so, reconstruct their ideas (Rosebery et al., 1992).

Research Finding 5: Effective learning requires that students take control of their own learning. Students need to learn to recognize when they understand and when they need more information. Good learners articulate their own ideas, compare and contrast them with those of others, and provide reasons why they accept one point of view rather than another.

Comment: eLibrary content, teacher tools, curriculum guides, mini-research lesson plans, and professional development are designed to empower teachers to integrate more critical thinking activities into the curriculum.

Research Summary: The most common explanations for why schools do not currently teach higher-order thinking skills, focus on teacher, curricular, and institutional factors. The approach is, to use a medical analogy, similar to affirming that "the patient failed to respond," rather than "I misdiagnosed or I mis-prescribed." The current conclusion is that the barriers to the teaching of higher-order thinking are in the organizational context of schools, not in the assumptions on which the instructional model is based. Onosko (1991) has identified six such barriers to the teaching of higher-order thinking skills:

Teaching as knowledge transmission. The dominant agenda in classrooms is student acquisition of knowledge, and teachers consistently transmit that knowledge to students in ways that fail to challenge students to think.

3. How technology will be integrated to support all students in the target group meet state standards.

ProQuest Recommended Response: eLibrary and mini-research strategies for learning are an Internet delivered solution to providing equality of learning resources to all schools and all students. A major focus of state standards and testing is developing essential reading, writing, and higher-order thinking skills. ProQuest mini-research strategies, models, and guides are based on the Bloom Taxonomy and combined with ProQuest teacher professional development and access to world-class resources, student achievement will increase with sustained and ongoing use.

Teachers can customize collections of learning resources in BookCarts. BookCart content can be easily aligned to state standards to ensure appropriate learning for students and greater accountability to the state by teachers and administrators. BookCart content combined with engaging mini-research activities addresses state standards in language arts so that students

learn content and develop essential skills in the process. Teachers can search eLibrary by state standard to access content appropriate to these standards.

4. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4.

Performance Goal 1 of Form # 4: All students in the target group will increase their use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education.

ProQuest Recommended Response: ProQuest unique professional development will train librarians and teachers to utilize the tools and content of eLibrary that promote student learning such as BookCarts, Reference, and mini-research strategies and models. Librarians and teachers will also be trained to take advantage of the variety of current and historic publications, visuals, and websites. Teachers will be expected to make ongoing mini-research assignments that leverage eLibrary media and student interests and integrate state learning standards. These assignments can include working from home, community center, and at school because students can access these learning resources anytime and anywhere, unlike traditional print learning resources.

Performance Goal 2.1 of Form # 4: All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.

ProQuest Recommended Response: Successful professional development programs are focused on one-solution and sustained over time. They encourage teachers to create, refine, and then share successful techniques and strategies that include reform. This teacher collaboration, which research indicates is a characteristic of successful schools, will be the primary goal of our professional development training with eLibrary through digital information literacy techniques.

Performance Goal 2.2 of Form # 4: All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

ProQuest Recommended Response: eLibrary professional development empowers a leadership group of librarians, tech leader educators, CEUs, and in-service days to provide ongoing training and support for teachers. BookCarts become the digital lesson plans used to implement inquiry-based activities to resolve real world problems and issues. This is essential when most textbooks may average 5 years old or more and therefore don't include any connection to a student's current world. Teachers can create BookCarts at home or at school and student can use these resources at home and at school. Ongoing use of mini-research activities that integrate reading, writing, and higher-order thinking skills have been proven to increase student achievement.

Performance Goal 3 of Form # 4: All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

ProQuest Recommended Response: eLibrary is available both at home and at school. Newspapers and TV/Radio transcripts are updated daily so that current events can easily be included in class projects, reading of articles and discussing them, and debates. Magazines are updated monthly and provide in-depth coverage of most current events. Any of these resources can be accessed individually or simultaneously by students and teachers through the Internet. Resources can be emailed between and among students who may be collaborating on a mini-research project. eLibrary contains 7 different media types and websites too, providing students and teachers with a time-saving one-stop access to all the resources that they will need for most standards-based learning activities.

Performance Goal 4 of Form # 4: Communication and collaboration among home, school and community utilizing technology will be established or improved to support students' learning needs.

ProQuest Recommended Response: eLibrary can be accessed at home or at school or at community centers that partner with the schools. eLibrary resources include resources that mostly address curriculum and standards but also include resources of interest to parents and teachers. Parents will find information about business, parenting, and health valuable to them and help set a good example for students. Teachers will find many education journals and magazines to use for self-improvement, planning in-service, or for use in graduate courses. BookCarts that address individual student needs provide parents with confidence that eLibrary is more than your typical "look-it-up" student database.

5. How the program strategies listed in Form 5 will assist students in meeting the performance goal(s).

Strategies and Actions to Implement Performance Goal 1: All students in the target group will increase their use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education.

ProQuest Recommended Response: Teachers will assign at least one eLibrary mini-research reports per quarter. Teachers will utilize the 800 ProQuest model BookCarts to help implement inquiry-based activities as soon as possible. This is in lieu of creating their own which would take time, require knowledge they may not yet have, and delay implementation and student benefits. Teachers will use ProQuest models, strategies, and techniques for mini-research activities. Curriculum guides that explain this can be downloaded from ProQuest K-12 website for educators: www.proquestk12.com Guides include many strategies that include critical thinking and help prevent plagiarism. Computer labs and classes will include mini-research assignments and models that support the work of the rest of the faculty.

Strategies and Actions to Implement Performance Goal 2.1: All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.

ProQuest Recommended Response: ProQuest professional development will train lead groups of librarians and teachers to use the teacher tools of eLibrary and the mini-research process models. Administrators will create in-service time slots for the lead group to extend the training to additional teachers during the year.

Strategies and Actions to Implement Performance Goal 2.2: All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

ProQuest Recommended Response: Creating BookCarts is a major task that involves teacher technology integration, use of the Internet, selection of standards-based learning resources, and making effective assignments that dictate student use of these resources for learning. Since these assignments will be made regularly, the learning culture of the school will begin to depend more on technology-delivered information and resources, and less on learning with textbooks that may be obsolete. Creating this mini-research culture is designed to teach students how to learn through problem solving with relevant information in the digital information age. Mini-Research results in performance-based learning. The product is original thought in real-life standards-based topics and issues expressed through expository and persuasive writing and other methods of presentation. These performance skills are those that students will use the rest of their academic lives, and in their career and personal lives as well. The mini-research culture of

learning provides an essential pedagogy alternative to rote learning and is designed to meet the needs of students with multiple learning styles.

Strategies and Actions to Implement Performance Goal 3: All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

ProQuest Recommended Response: eLibrary resources are available anytime and anywhere there is an Internet connected computer. Our school district has installed many network stations that allow access to eLibrary and BookCarts from the library, in computer labs, and in classrooms. Student can access eLibrary and custom BookCarts from home, community centers, public libraries, and even on vacation if they have an Internet connection. Remote access can prove valuable when students may not be able to attend school because of sickness, travel, or other acceptable reasons.

Strategies and Actions to Implement Performance Goal 4: Communication and collaboration among home, school and community utilizing technology will be established or improved to support students' learning needs.

ProQuest Recommended Response: ProQuest will supply librarians with access to The Parent and Student Homework Guide. This guide will help parents to understand the benefits of inquiry-based learning and custom BookCarts in the education of their children. Librarians will make presentations of the project to PTA groups so that they can partner with students in the learning process.

6. The administrative support to be implemented to ensure program success.

ProQuest Recommended Response: The professional development program is eligible for CEUs for teachers and librarians and can be part of the school district plan to meet the requirements of the state professional development plan. This integration of ProQuest professional development with the long-range professional development goals of the district ensures that administration regards this initiative seriously and will support training over time to make it successful. Initial training will be on site by ProQuest trainers with additional support and training available online. Ongoing teacher training in the school district will be provided by school librarians and lead teachers and utilize in-service days to be effective. ProQuest models and resources are replicable and flexible and should be used repeatedly for this ongoing training.

RESEARCH-BASED RECOMMENDATION

Research shows mounting evidence that educational technology can have a positive impact on student achievement (NCES, 2002; NEIRTEC, 2002). The following statements provide evidence of the effectiveness of eLibrary and mini-research activities in helping to increase student achievement.

1. Incorporating technology as a **normal part** of the learning environment
2. Using **standards-aligned electronic learning resources** that **enhance** the adopted curriculum appropriate to support student achievement
3. Utilizing electronic technologies to **access and exchange information**
4. Utilizing technology tools to assist students with **productivity, research, problem solving and decision-making activities** related to learning
5. Allowing students to choose and use technology tools to **obtain information, analyze, synthesize, and assimilate the information, and then to present it in an acceptable manner**
6. Using technology to engage students in activities that are **difficult, if not impossible, to replicate without technology**

B. PROFESSIONAL DEVELOPMENT

Describe the research-based program that will be implemented as part of the comprehensive program. The narrative must explain:

1. How the professional development to be provided is high quality, comprehensive, ongoing, based on a review of relevant research (including citations), and supports student learning.

ProQuest Recommended Response: ProQuest will provide on-site and hands-on training and resources for a lead group of up to 20 librarians, teachers, and curriculum leaders. This professional development training is flexible, replicable and fits all curriculum areas. This training will include:

1. state standards aligned to higher-order thinking and teaching strategies
2. models and strategies that complement existing teaching methods and content across the curriculum
3. seamless integration of information literacy and technology standards
4. support for state assessments that focus on reading, writing, and higher-order thinking
5. hands-on practice using eLibrary teacher tools including standards-aligned BookCarts
6. using digital multimedia resources for teaching and learning that expand the textbook
7. creating, managing, and evaluating mini-research activities that ensure in-depth and permanent learning, build essential skills, and address academic content standards also

CITATION: What are the characteristics of professional development that improve teaching practice? Are these characteristics common to professional development as it is currently offered? The national Evaluation of the Eisenhower Professional Development Program, (Title II—ESEA) conducted by the American Institutes for Research (AIR) under contract with the U.S. Department of Education’s Planning and Evaluation Service, addresses these questions.

IMPLICATIONS FOR POLICY AND PRACTICE

In sum, we find that high-quality professional development that focuses on specific teaching strategies does affect self-reported teaching practice. Furthermore, this effect is stronger if the professional development has the six dimensions of quality identified in the analysis of our national sample of teachers:

1. the professional development is a reform rather than traditional type
2. is sustained over time
3. involves groups of teachers from the same school
4. provides opportunities for active learning
5. is coherent with other reforms and teachers’ activities
6. and is focused on specific content and teaching strategies.

2. How the program focuses on increasing teacher use of technology as a tool to support student academic achievement.

ProQuest Recommended Response: eLibrary, standards-aligned Internet learning resources, and BookCarts are an exemplary use of technology that allow students, teacher, librarians, and parents to enjoy benefits that would not have been possible in a textbook and print resources only delivered curriculum. Because students will be asked to write, speak, or make PowerPoint presentations of the informed opinions on issues that matter to them, real and motivated learning takes place. There is no rote memorization and forgetting because information is sought after, represents personal ideas and opinions, and is translated through the development of essential

skills of inferential reading, writing, speaking, and using higher-order thinking and problem solving skills. These are the skills that students need in the future and also those that are the focus of state assessments.

3. The professional development component to be provided, including the following: The number of professional development hours the staff will receive, and how staff participation will be monitored.

ProQuest Recommended Response: ProQuest Professional Development supports state professional development plans and is eligible for CEUs with approval from the Superintendent of the LEA. This onsite training provides teachers, librarians, and curriculum leaders with knowledge, skills, and models for integrating digital information literacy activities into all areas of the curriculum. The training syllabus and materials are flexible and replicable so that schools may elect to conduct additional and similar training during the school year using in-service days, or request additional training from ProQuest on those days. The school leaders determine the hours and extent of the ongoing training model that is needed in order for teachers to integrate the benefits of mini-research activities into the curriculum.

4. If the district will collaborate and/or partner with another entity (i.e. school district, county office of education, CTAP, institute of higher education, non-profit, etc.) with a proven track record of successfully providing education technology professional development services and support, explain how will this be done.

ProQuest Recommended Response: ProQuest encourages school districts that participate in this project to partner with universities to study the efficacy of these strategies and models as a solution in terms of increasing student achievement and teacher effectiveness.

5. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4. The following are required performance goals for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

Performance Goal 2.1: All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.

ProQuest Recommended Response: Successful professional development programs that are focused and sustained over time, allow teachers to create, refine, and then share successful techniques and strategies. This teacher collaboration, which research indicates is a characteristic of successful schools, is the primary goal of our professional development model with eLibrary resources and teacher tools.

Performance Goal 2.2 of Form # 4: All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

ProQuest Recommended Response: ProQuest professional development, follow-up training on in-service days, and CEUs will motivate teachers to use BookCarts and mini-research models as an ongoing part of their teaching methods and lesson plans. Access to more than 400 model BookCarts will provide the motivation and impetus to jump-start progress toward a inquiry-based learning culture in the school. These are all essential ingredients of education reform as is increasing student achievement in higher-order thinking, reading, and writing. For all these reasons, school leader, librarians, and teachers will buy-in to creating a school mini-research culture.

- *How the program strategies listed in Form 5 will assist staff in meeting the performance goals.*

ProQuest Recommended Response: Performance goals will be measurable in the following terms:

1. the number of new BookCarts created or by each librarian or teacher
2. the number of ProQuest model BookCarts used/adapted by each librarian and teacher
3. the variety of state standards addressed through these BookCarts
4. the number of assignments made by each teacher (one per quarter is the goal)
5. the number of student portfolios/presentations collected
6. the increase in usage of eLibrary through monthly school usage reports
7. the number of librarian and teacher led in-service day trainings during the school year
8. random surveys of parents about their knowledge of the use of eLibrary, BookCarts, and mini-research assignments conducted in part at home
9. involvement of a university to study and evaluate the effectiveness of this solution

8. The administrative support to be implemented to ensure program success.

ProQuest Recommended Response: Administrators will be approving, funding and scheduling this program as well as granting the CEU credits when they are convinced that this professional development program in digital information literacy will lead to increased teacher effectiveness, student achievement, and higher state assessment scores in essential skills. Administrators and Title coordinators will support the program by organizing a schedule of trainings and the program evaluation based on the criteria listed above.

Research-Based Recommendation Tips

The following items are research-based recommendations to consider in developing the application, but are not required. Applicants should consider that research into effective professional development during the past two decades has established key lessons and principles that can help inform the planning of professional development in all areas, including those focused on technology integration. Effective staff development must be high quality, comprehensive and ongoing (NEIRTEC, 2002; NCES, 2002). Research-based recommendations for effective professional development for technology integration include:

- Focusing on **improving teaching and learning**, rather than focusing on the technology itself
- Providing **interactions** within professional learning communities
- Providing timely, **sustained and intensive** training supported by **modeling, coaching, and problem solving around specific problems of practice**
- Providing adequate time for training and support as well as access to updated **research in teaching and learning** through **electronic means**
- Engaging teachers in looking closely at students' work including **analysis of multiple measures of student learning and achievement** data, such as curriculum embedded and **student-performance assessments**
- Making effective use of **information and communication technologies** and having access to **high-quality content** that supports the adopted curriculum and is appropriate, relevant, and **engaging for students**

Each of the bullet points listed above has words or phrases that are bolded to indicate a direct correlation to the ProQuest professional development program outlined in this proposal.

c. Expanded Access to Electronic Learning Resources, Including Infrastructure, Equipment and Technical Support

Describe how students and teachers will have expanded access to electronic learning resources, including infrastructure, equipment, and technical support as part of the comprehensive program. The narrative must explain:

1. The current student-to-multimedia computer ratio in all classrooms (excluding computer labs) used by the students and teachers in the target group, as well as the current number of classrooms connected to the Internet (excluding computer labs) that are used by the students and teachers in the target group.

No ProQuest Input

2. How the currently available electronic learning resources, including infrastructure, equipment, and technical support are being utilized by the students and teachers in the target group.

No ProQuest Input

3. How currently available and to-be-acquired electronic learning resources (including infrastructure and equipment) will support the comprehensive program; where the new electronic learning resources, infrastructure and equipment will be located; and how the acquisition and placement will support the comprehensive program.

ProQuest Recommended Response: Networked and Internet connected computers will be located throughout the school: libraries, computer labs, and many classrooms. Each of these will be capable of accessing eLibrary resources and BookCarts. In addition, eLibrary will be available at home and in community centers for those who have no Internet connection at home.

Students will be able to learn when it is most convenient for them, whether the learning is self-initiated or as part of a teacher assignment. *Our schools are lacking in the quantity and quality of supplemental learning resources, and, combined with obsolete textbooks, student performance has suffered.* With Internet access to learning resources that are better than any school library, our students will now have the necessary resources to improve their learning and achievement.

4. How technology tools, both currently existing and to-be-acquired, will be used to support data-driven decision-making.

ProQuest Recommended Response: When BookCarts are created, they require that state standards are selected and included in with the resources, as well as the teacher, topic, subject, and grade. By cataloging this information, librarians can help provide some measure of accountability for use and for the standards that were addressed by the mini-research activities.

5. How adequate technical support will be provided to support the comprehensive program.

ProQuest Recommended Response: ProQuest provides both in-person phone support and next day email support for eLibrary administrative and technical functions. Additional live online training and training tutorials are provided without cost.

6. How the narrative addresses and aligns with the application performance goal(s) and benchmark(s) contained in Form 4. The following is the required performance goal for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

Performance Goal 3: All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

ProQuest Recommended Response: eLibrary is available both at home and at school. Learning resources include 7 media types and Editor's Choice websites. Newspapers and TV/Radio transcripts are updated daily so that current events can easily be included in class projects, reading and discussion (teachers can print and copy articles for the class), and debates. Magazines are updated monthly and provide in-depth coverage of most current events. Any of these resources can be accessed individually or simultaneously by students and teachers through the Internet. Resources can be emailed between and among students who may be collaborating on a mini-research project.

7. How the program strategies listed in Form 5 will assist staff in meeting the performance goal(s).

ProQuest Recommended Response: This project requires the collaboration of the entire learning community to ensure maximum success.

1. Librarians to learn the mini-research process and BookCart creation to support the ongoing teacher research assignments and provide additional training
2. Teachers to learn to integrate technology into proven strategies for student learning and create more inquiry- and standards-based learning activities
3. Parents to become involved in the use of the new tool for learning whether at home or in a community center
4. Administrators to purchase appropriate equipment, fund professional development with eLibrary, set up professional development schedules, provide CEU credits, and promote digital information literacy learning to parents and community

Describe how technology will be utilized to establish or to improve communication and collaboration among home, school, and community as part of the comprehensive program. The narrative must explain:

1. How the use of technology for communication among home, school, and community will enhance the comprehensive program.

ProQuest Recommended Response: Librarians will promote the program at PTA meetings. They will explain what teachers will be learning, what kind of assignments students will be getting and why. They will explain how BookCarts can be use by teachers to create customized learning resources for their children. They will also manage access accounts, passwords, and other administrative tasks. They will provide parents with a Parent & Student Homework Guide that explains the value of mini-research for students and how they can use the resource for their own practical research needs. They will provide demonstrations of eLibrary and links to tutorials and other online resources that help parents become more involved partners in the digital information literacy, mini-research culture of learning.

2. How students' learning needs will be supported through the use of technology for communication and collaboration among home, school, and community, and how the use of technology enhances the comprehensive program.

ProQuest Recommended Response: Successful schools and students have access to a variety of quality learning resources. Many parents come from homes where their parents sacrificed to provide a home encyclopedia, or transported them to public libraries when school was not open. eLibrary and teacher BookCarts are the modern equivalent of these past opportunities for their children to learn and achieve. Today these learning opportunities with access to world-class resources are open anytime and anywhere for all students, teachers, and parents.

3. The collaborations and/or partnerships that have been established to support the comprehensive program, including the following:

No ProQuest Input

4. The narrative must address and align with the application performance goal(s) and benchmark(s) contained in Form 4. The following is the required performance goal for this subsection; however, the applicant may include additional performance goals and benchmarks as needed. Applicants may wish to reference the specific performance goal that is being addressed in the narrative.

Performance Goal 4: Communication and collaboration among home, school and community utilizing technology will be established or improved to support student learning.

ProQuest Recommended Response: Teacher BookCarts customized for student use are a dramatic way to distinguish eLibrary learning from general surfing of the Internet or the use of search engines to find relevant information. They are also unique to eLibrary in comparison to other K12 digital library learning resources. So that even in schools that have free access to other library databases, this feature alone is worth the cost of the subscription (professional development that focuses teachers on digital information literacy is also unique to eLibrary and ProQuest). Parents can see the teacher and school support for their children’s learning. This in turn builds the parental support for learning that research says is necessary for school and student success.

5. How the narrative is in line with the strategies listed on Form 5.

ProQuest Recommended Response: Each of the strategies on form 5 addresses the teamwork and collaboration that will characterize this project over time. As teachers get more experience with eLibrary, BookCarts, mini-research, and standards alignment, there will evolve a culture of learning how to learn based on successful ideas and strategies that will come out of this program.

6. The administrative commitment for student/teacher access to methods of electronic communication (such as e-mail and/or web access) to ensure program success.

ProQuest Recommended Response: eLibrary contains a topic searching tool that organizes more than 160,000 Editor’s Choice websites into 20 curriculum aligned categories for student (and parents) to use. These websites plus the other unique combination of media types provide a one-stop solution for students who are searching for relevant and authoritative information. Students also minimize the risk of encountering websites that compromise quality, decency, and create discipline problems. Teachers can use the same websites to populate BookCarts for student use, saving them time also.

Provide a complete list and description of the type and projected costs of technologies to be acquired through the grant. Include services, equipment, and electronic learning resources.

Talk to a ProQuest sales representative to get specific pricing for your proposal that includes eLibrary with professional development training that is eligible for CEU credit. There may be other costs included in your grant application that are not the responsibility of ProQuest to determine for you or to assume for your school district.