

Eagle Woods Academy



Media Center Handbook

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The Eagle Woods Academy Media Center Handbook

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Eagle Woods Academy Media Center



Home of the Eagles

Introduction

This handbook serves as an introduction to the services, policies, and philosophy of the Eagle Woods Academy Media Center. It is our goal to serve each student, teacher and administrator with their curriculum and informational needs ensuring a collaborative partnership towards lifelong learning.

The Media Center collection has over 8,000 cataloged materials in various formats available for student and teacher patronage, as well as subscriptions to journals and magazines with additional subscriptions available through on-line resources, like Sora Overdrive, and World Book Encyclopedia. Additional services offered through the Media Center include laminating, computer access, and video production.

Eagle Woods Academy Media Center



Philosophy

The Media Center should be the academic heart and soul of any school. To meet the academic needs of students a program of flexible access has been legislated by the State of Georgia. Classes are scheduled to the Media Center on a flexible basis as their informational needs arise. The teacher librarian works collaboratively with teachers implementing resource-based instruction.

The Mission Statement

The mission of the Media Center of Eagle Woods Academy is to ensure that students and staff are effective users of ideas and information.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- Working with other educators to design learning strategies to meet the needs of individual students.

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Our Goal

Our goal is to ensure a community of learners that is centered on the student and sustained by a creative, energetic library media program. This goal can be accomplished by:

1. Providing intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
2. Providing a physical access to information through:
 - a. a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
 - b. a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.
3. Providing learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.
4. Providing leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.

5. Providing resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.
6. Providing a program that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this local.
7. Providing resources and activities for learning that represent a diversity of experiences, opinions, social and cultural perspectives, and to support the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.

10 STANDARDS

School Librarian Evaluation Instrument

1

Instructional Partnership

The school library media specialist collaboratively plans instruction and develops the library media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.

2

Role of Reading

The school library media specialist develops a culture of reading and promotes reading as a foundational skill for learning, personal growth, and enjoyment.

3

Information & Technology Literacy

The school library media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy.

4

Instructional Leadership

The school library media specialist fosters the success of all students by serving on decision-making teams in the school, designing and delivering professional learning, and contributing to a shared vision of teaching and learning that leads to school improvement.

5

Effective Practices for Research

The school library media specialist teaches and models developmentally appropriate best practices for learning and research.

6

Program Planning and Administration

The school library media specialist develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.

7

Positive Learning Environment

The school library media specialist provides a well-managed, safe, and welcoming environment that supports personalized learning, includes flexible and equitable access to physical and digital resources, ensures a well-rounded education, and encourages respect for all.

8

Collection Development

The school library media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.

Professionalism

Communication

Eagle Woods Academy Media Center



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Circulation Policies

Anyone borrowing materials from the Media Center is responsible for the return of those materials in the same condition that they were checked out. Although fines are not collected for overdue materials, the cost to replace damaged or missing materials must be paid by the patron. Students who have outstanding fines or who have not returned their books are not allowed to check out any more books until they have paid their fines or returned their books.

Checkout periods:

Students: 2 books for 2 weeks. Books may be renewed by students for another 2-week period.

Teachers: unlimited number of books, unlimited time.

Eagle Woods Academy Media Center



Challenged Materials

Objection and challenge may arise concerning instructional media used in the school system. In such an event, the procedures listed below shall be followed:

A. Media Center Materials

1. The principal of his/her appointee shall listen to the parent's or patron's objection and make reasonable efforts to resolve the issue. (Note: Challenged materials may not be removed without adhering to the procedure that follows.)
2. If this attempt is not successful, the principal or his/her appointee shall explain the DeKalb County procedure for reconsideration of instructional media to the parent or patron.
3. If the parent or patron wishes to make a formal challenge, he/she shall be given the designated DeKalb County form entitled "Request for Reconsideration of Instructional Media." [See Exhibit IFA-E (2).]
4. The completed form shall be submitted to the principal within ten (10) school days. The principal must then submit copies to the chairperson of the local school media committee and the director of Educational Media. No action shall be taken unless the official form is completed and submitted to the principal.
5. The challenged material shall remain in circulation until the request for reconsideration is processed and a final decision is reached by the local school media committee. However, sufficient copies may be recalled by the media specialist as needed for review by members of the media committee.
6. After the reconsideration form has been received, the principal shall meet with the local school media committee as soon as possible to consider the request and evaluate the material.

7. The local school media committee shall examine the challenged material in its entirety. The following items shall be considered by the committee in the evaluation process:

- (a) Professional reviews.
- (b) Age and maturity level of students.
- (c) Theme of the material.
- (d) Intended use of the material.
- (e) Literary merit.
- (f) Contribution of the material in presenting different points of view within the collection.
- (g) Material as a whole rather than passages out of context.
- (h) Other considerations applicable to the situation.

8. The local school media committee shall then meet to discuss the challenged material and its relationship to the goals and objectives for the school and the curriculum. The parent or patron may appear before the committee to make an oral presentation in support of his/her request for reconsideration of library media center materials. The presentation shall be limited to a maximum of ten (10) minutes. Upon completion of the presentation the parent or patron shall leave in order to permit the committee to deliberate in private.

9. During the meeting, all material shall be examined, all points of view presented, and the views of all committee members considered. After careful deliberation, the committee shall make a decision by individual printed and signed ballots. The ballots shall be tallied immediately in the presence of the committee.

10. The local school media committee shall prepare a written report concerning the decision of the committee. This report is to be filed in the office of the principal with a copy sent to the director of Educational Media.

11. The principal shall notify the complainant of the decision of the committee by letter with a copy to the director of Educational Media. If the complainant is not satisfied with the decision of the local school committee, he/she may appeal within ten (10) school days to the system-wide media committee. A letter requesting the appeal and a copy of the DeKalb County "Request for Reconsideration of Instructional Media" completed by the complainant shall be sent to the director of Educational Media for review by the system-wide media committee.

12. If the decision of the system-wide media committee is not acceptable to the complainant, an appeal may be made to the superintendent and then to the DeKalb County Board of Education.

B. Textbooks/Supplementary Materials and Items from the Learning Resources Center

1. The principal or his/her appointee shall listen to the parent's or patron's objection and make reasonable efforts to resolve the issue. (Note: Challenged textbooks/supplementary materials and items from the Learning Resources Center may not be removed without adhering to the procedure that follows.)
2. If this attempt is not successful, the principal or his/her appointee shall explain the DeKalb County procedure for reconsideration of instructional media to the parent or patron.
3. If a parent or patron wishes to make a formal challenge, he/she shall be given the designated DeKalb County form entitled "Request for Reconsideration of Instructional Media." [See Exhibit IFA-E (2).] The completed form shall be returned to the principal within ten (10) school days.
4. The challenged material shall remain in circulation until a decision is reached by the appropriate system level committee.
5. The completed form for reconsideration of textbooks/supplementary materials and items from the Learning Resources center shall be forwarded immediately to the associate superintendent for Instruction. The associate superintendent and the appropriate system level committee shall evaluate the material.
6. The parent or patron may appear before the committee to make an oral presentation in support of his/her request for reconsideration. The presentation shall be limited to a maximum of ten (10) minutes. Upon completion of the presentation, the parent or patron shall leave in order to permit the committee to deliberate in private.
7. During the meeting, all material shall be examined, all points of view presented, and the views of all committee members considered. After careful deliberation, the committee shall make a decision by individual secret ballot. The ballots shall be tallied immediately in the presence of the committee and the complainant shall be notified by letter of the decision.
8. If the decision of the system-wide committee is not acceptable to the complainant, and appeal may be made to the superintendent and then to the DeKalb County Board of Education.

C. Implementation of Statement

This procedural statement shall be implemented by the personnel of the DeKalb School System with final responsibility resting with the DeKalb County Board of Education. The coordinated efforts of personnel identified in the procedures shall be required for full implementation.

*The complete Procedures for the Implementation of the Instructional Media and Equipment Policy are in the Handbook for Library Media Specialists.

ISSUED: 09/11/2000 DEKALB COUNTY BOARD OF EDUCATION

*See Handbook Appendix for Exhibit KNBA~E(1) – Graphic Flowchart for Procedures for Challenged Materials, Exhibit IFA~E(2) Instructional Media Request for Reconsideration of Instructional Media Form, Exhibit IFBG Internet Acceptable Use Policy, and for Exhibit Selection Policy

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Copyright

The teacher librarian serves as the building level contact person regarding copyright questions. Teachers are responsible for becoming familiar with the copyright guidelines and are accountable for any copyright law violations. Copyright information is provided to teachers and staff each year.

Copyright Guidelines for the Classroom Teacher

Copyright laws are designed to protect the rights of the creator. There are some guidelines for the use of copyrighted material. There are fair use guidelines designed to help teachers in utilizing materials without breaking the law. Teachers are responsible for knowing and following the guidelines. The following will help you in using copyrighted material.

Guidelines for Fair Use

The “fair use” exemption of the Copyright Act places a limit on the exclusive rights to promote free speech, learning, scholarly research and open discussion. The burden of proving “fair use” falls to the educator using the material. Getting permission from the copyright holder and acknowledging the source of the work is protection. “Fair Use” is seldom clear-cut. Considerations should be:

- whether or not the work is being used for nonprofit educational purposes
- the size of the portion being used as compared to the size of the work
- the effect of the use on the value of the work.

Single copies may be made of the following:

- A chapter in a book
- An article from a periodical or newspaper
- A short story, essay, or poem
- A chart, graph, diagram, cartoon, or picture

A short excerpt (up to ten percent) of a unit of music such as a song or movement

Intent of the preceding: For scholarly research, teaching or preparation to teach a class.

***Note:** Copyrighted, syndicated cartoon characters are not permitted to be copied.

Multiple copies-Allow no more than one copy per student for classroom use of the following:

A complete poem of less than 250 words, and if printed, on not more than two pages

An excerpt from a long poem, but not to exceed 250 words

A complete story, essay, or article of less than 2,500 words or an excerpt of not more than 1000 words from a larger printed work not to exceed 10% of the whole, whichever of the preceding is less

One illustration (chart, graph, picture, etc.) from a book or periodical

Up to ten percent of a unit of music for academic purposes other than performances

Special works combining prose, poetry, and illustrations, but limited to no more than 10% of the total

This is further clarified in the House Report where it is stated that “certain works in poetry prose or in ‘poetic prose’ which often combine language with illustrations, and which are intended for children and at other times for a more general audience fall short of 2500 words in their entirety. These special works may not be reproduced in their entirety; however, an excerpt comprising not more than 10% of the words found in the text thereof, may be reproduced.”

***Note:** All proceedings must bear the copyright notice.

See appendix for Teacher Guidelines to the Copyright Law.

Appendix

**Exhibit
Instructional Materials**

Descriptor Code: IFA~E(2)

EXHIBIT

INSTRUCTIONAL MEDIA

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MEDIA

School

Principal

Type of Media

(book, film, recording)

Title of Media

Copyright Date

Author/Editor/Artist

Composer

Distributor/Producer/

Publisher

1. What brought this material to your attention? (Review, lists, word-of-mouth, assignment? If a review or list, please be specific giving name of publication, issue, and page.)

2. Have you read, viewed, or listened to the entire item? _____
Is the item a part of a set or series? _____
If so, did you read, view, or listen to all of the set or series? _____

3. State specific objections to the material. (Use extra sheet, if necessary.)

4. What do you consider to be the theme of this material?

**Exhibit
Instructional Materials**

Descriptor Code: IFA-E(2)

5. What do you consider good about this material? _____

6. For what age group would you recommend this material? _____

7. Are you aware of the judgment of this material by critics? _____

8. Do you object to what you know about the author or producer? _____

9. Do you think the author's or producer's experiences are reflected in this material? _____ If so, in what way? _____

10. What would you like the school to do about this material?

() Do not require it of students

() Withdraw it from students under the age of _____ .

() Withdraw it from all students.

() Other _____

**Exhibit
Instructional Materials**

Descriptor Code: IFA-E(2)

11. Other comments: (Use extra sheet if necessary.)

Name _____ Date _____

Address _____ Telephone _____

Complainant represents:

- _____ Self
- _____ Name of organization _____
- _____ Identification of other group _____

Signature of complainant

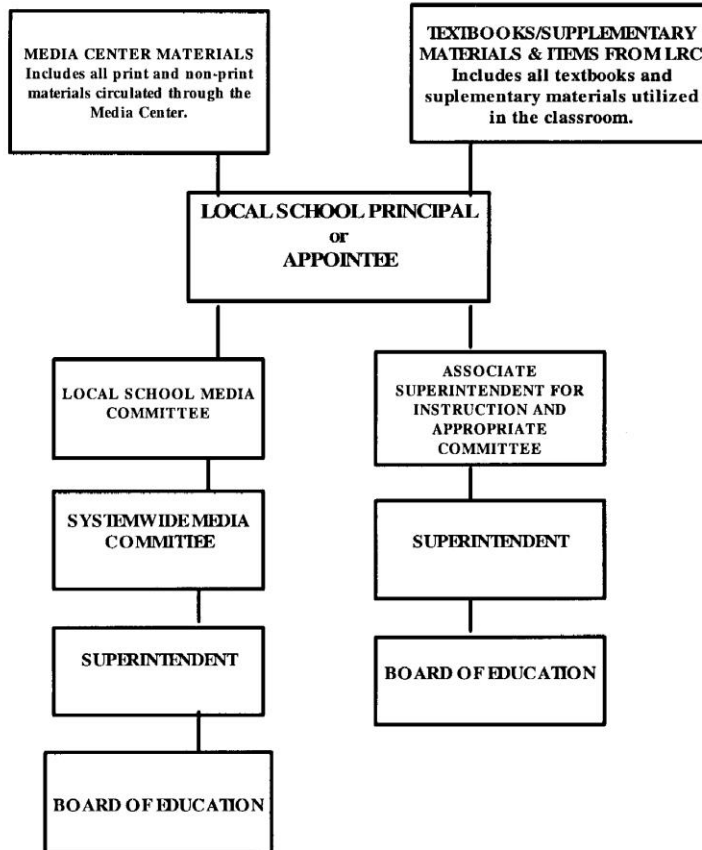
ISSUED 9/11/2000

DEKALB COUNTY BOARD OF EDUCATION

Exhibit
Complaints about Instructional Materials

Descriptor Code: KNBA~E(1)

PROCEDURES FOR CHALLENGED MATERIALS



ISSUED: 09/11/2000

DEKALB COUNTY BOARD OF EDUCATION

**TEACHER GUIDELINES
TO THE
COPYRIGHT LAW**

You May...

You May NOT...

You may make a single copy of a chapter from a book.	You may not make a single copy of "consumable materials" such as workbooks or standardized tests.
You may make multiple copies of an excerpt from text materials, if less than 1,000 words or 10% of work, whichever is less.	You may not make multiple copies of anything that has already been copied for another class in your school.
You may make a single copy of a periodical or newspaper article.	You may not make single copies school term after school term.
You may make a single copy of a short story, short essay or poem.	You may not make a single copy of works to take the place of an anthology.
You may make multiple copies of a complete article, story, or essay, if less than 2,500 words.	You may not charge students beyond the actual cost involved in making the copy
You may make multiple copies of 249 words or less from a poem.	You may not make multiple copies for other teachers or their students.
You may make a single copy of a chart, graph, diagram, drawing cartoon, or picture.	You may not narrate an entire copyrighted story onto an audiotape.
You may make multiple copies of one chart, graph, diagram, drawing, cartoon or picture per book or periodical.	You may not make multiple copies of works more than nine times per term.
You may make multiple copies of not more than five images by an artist and/ or photographer.	You may not make multiple copies of work from the same author more than once per term.
You may make a single copy of works that cannot be purchased for one course, from one author, no more than nine times per term.	You may not make multiple copies from the same collection or periodical issue more than three times per term.
You may make a single copy of copyrighted works to produce instructional tools and activities for face-to-face instruction or to be used for peer conferences or professional portfolios.	You may not make a single copy of a copyrighted image onto transparency, Web site.
You may make a single copy for study and archives of a student's performance.	You may not make a single copy of a work that would require changing the format of the work.
Students may perform a single non-dramatic literary or musical work on closed circuit TV to other classrooms for teaching purposes and at school concert/assembly if there is no commercial advantage.	You may not make a single copy of copyrighted music for any kind of performance.
You may make a single copy of a TV program. It can be retained for 45 calendar days, but may be used in the classroom during the 1 st 10 school days only. Check cable and satellite program guides for copyright provisions.	You may not use and/or alter electronic copyrighted works (i.e., video programming, Internet site contents, etc.) for multi-media compilations.
You may make multiple copies of 10% or 30 seconds whichever is less, of video/music.	You may not make a single copy of the contents of an Internet site onto the school's server.
You may make a single copy from satellite or cable programming with permission or payment of appropriate fees.	You may not make a single copy from a copy of an off-air program without permission or payment.
You may use a single copy of a videotape labeled "home use only" if it is used in face-to-face instruction.	You may not make a copy of copyrighted media borrowed from a rental store or other source without proper permission.
You may make a single copy of a clip if it does not constitute the essence of a work.	ADDITIONAL INFORMATION: -All copies must include notice of copyright. -A public performance is anything shown or performed outside the home and normal social circle of acquaintances. -A work more than 75 years old is in the public domain. -No more than nine instances of multiple copying for one course during on class term are permitted. -Copies from the Internet should be treated just like print. -When in doubt, ask for permission to copy or use. -Penalties for INTENTIONAL VIOLATION can be from \$500 - \$20,000 (statutory damages) and if the court finds willfulness and/or willful commercial advantage and private gains, up to \$250,00 and/or five years imprisonment
You may make a single copy of software only if it is an essential step to utilize the program or needed for archival purposes.	

POSITION DESCRIPTION

NUMBER: 3110 (Elementary)
4110 (Secondary)

TITLE: LIBRARY MEDIA SPECIALIST

RESPONSIBLE TO: PRINCIPAL

RESPONSIBLE FOR: LIBRARY MEDIA CLERK

CONTRACT TERMS: 10-MONTH ANNUAL CONTRACT
SALARY SCHEDULE E

QUALIFICATIONS: CERTIFICATION: NS-4 IN MEDIA SPECIALIST
ACCEPTABLE S-5 IN MEDIA SPECIALIST
PREFERRED

EXPERIENCE: No previous teaching experience required

DUTIES:

Helps students develop independent, information-literate, lifelong learning skills
Manages a student-centered library media program by providing intellectual and physical access to materials in all formats throughout the instructional day
Supervises students and monitors all activities in the LMC throughout the school day
Manages, through thorough and current skills and knowledge, all aspects of *Spectrum*, the library automation software
Provides opportunities for collaboration with teachers/students as an instructional consultant, information specialist, and teacher by working to design learning strategies to meet individual student needs
Informs teachers and others of resources, activities, and services of the program and to promote the program
Demonstrates strategies in leadership in the learning community by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
Creates and maintains an inviting, attractive physical environment within the library media center
Develops a working knowledge of subject and grade level curricula
Implements skills in support of technology by instructing teachers/students
Maintains a current, diverse collection of materials in a variety of formats that supports instructional cross-curriculum excellence by using appropriate selection strategies
Promotes a range of literacy skills including reading programs, literature appreciation, information-seeking skills, and the uses of information technology
Provides a flexible and equitable library media program with student access to information and resources for learning

Instructs teachers concerning current legislation and guidelines regarding copyright and intellectual freedom issues

Participates as chairperson/co-chairperson of the library media technology committee to focus goals and action plans

Works on subject area/grade level teams/committees to develop curriculum, incorporate information-literacy skills, and recommend appropriate resources to support student achievement

Implements the media/technology plan as established by the media/technology committee

Coordinates the acquisition and circulation of instructional resources including print, non-print, realia, equipment, and adaptive resources as needed Administers the budget according to sound accounting procedures

Maintains accurate records as required by law, system policy, and administrative regulation

Supervises purposeful assignments for the library media clerk

Provides information for the professional growth and development of faculty/staff

Serves as a resource for material production

Trains/supervises library media personnel and volunteers

Maintains inventory of library media center materials and equipment

Serves as the Internet Coordinator by providing information to the school community about acceptable use and resources

Continuously updates personal competencies by participating in appropriate staff development as presenter and/or learner

Remains current on issues, trends, and information in the field of library media, by participation in professional organizations, reading professional literature, and networking with peers

Assumes other instructional/library related duties as may be assigned by the Principal

January 2005

DeKalb County School District Position Specification

Title: Library Media Assistant

DIVISION Curriculum and Instruction	P#:
DEPARTMENT Educational Media & Instructional Materials	T#:
REPORTS TO Library Media Specialist/Teacher-Librarian	

CLASSIFICATION System Support - Clerical	SLOT SEC
CALENDAR 10-Month	FLSA Non-Exempt
Teachers Retirement	APPROVED
RETIREMENT	(HR)
System	

General Statement of Job

Assisting the Library Media Specialist/Teacher-Librarian in the daily operations of the library media center

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

1. Provides support to the Teacher-Librarian (TL) in the TL's instructional role for students and teachers using the Library Media Center (LMC), its facility, and resources, by maintaining the Destiny Library Manager to check in/out LMC materials, and print/issue library notices
2. Shelves/files LMC materials and maintains orderliness according to the established LMC system and helps maintain cleanliness of shelves
3. Assists in maintaining financial records and coordinates with school bookkeeper the library fines (where appropriate), copy machine funds (where appropriate),

lost and damaged book money, per pupil expenditures, and other financial data and paperwork as requested

4. Receives and processes all print, non-print and electronic resources including data entry, stamping, and labeling and, when needed, repairs materials by cleaning, repairing labels and barcodes
5. Assists TL with inventory of all LMC print and non-print materials and identifies /prepares library discards for the Instructional Materials Department and C-50 items for the Service Center
6. Operates, distributes, maintains (makes minor repairs), and instructs in use of instructional equipment housed and circulated through the LMC and, if needed, enters work orders through the online Help Desk portal
7. Assists students and teachers in locating instructional materials, promotes the use of quality children and/or young adult literature, and possesses a basic knowledge of copyright laws and guidelines
8. Monitors LMC functions in the absence of the TL, but has no supervisory duties over students in the absence of the teacher or TL
9. Assumes other library/clerical related duties as may be assigned by the TL



Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of coworkers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

The previous version of this file has long held the incorrect amendment date of June 28, 1997; the [Office for Intellectual Freedom](#) regrets and apologizes for the error.