

The School Library Media Program
in the Scottsdale Unified School District
Approved by SUSD Governing Board
October 1999

Scottsdale Unified School District Mission Statement

The Scottsdale Unified School District Mission Statement calls for developing within all students the leadership qualities necessary to fulfill their roles as responsible citizens of a democratic society in a changing world. The district is committed to realizing the mission by providing:

- an enriched and integrated core of knowledge and experiences
- a successful learning experience for all students
- a positive, caring environment
- opportunities which challenge students to their highest potential

Scottsdale Library Media Program Mission Statement

In support of the District Mission Statement, the mission of the Scottsdale Library Media Program seeks to ensure that students and staff are effective users of ideas and information. The mission encompasses the following objectives:

1. To ensure access to information through creation of a carefully selected and systematically organized *collection of diverse learning resources*, representing a wide range of subjects, levels of difficulty, communication formats, and technological delivery systems.

- The collection is adequately maintained, reflecting balance, equity, quality, and timeliness.
- Resources include:
 - a professional library for staff and parents
 - materials in a variety of formats to reflect the needs of students with diverse learning styles
 - multicultural materials
 - access to networks providing links to other libraries and online resources
 - materials to encourage lifelong learning and intellectual curiosity
 - materials for creation of ideas
 - materials for curricular support
- Staff is trained in effective material selection and budget management.
- Full services of the Library Media Program are available to students whenever school is in session and in response to community needs.

2. To *collaborate* with other educators to develop learning strategies which meet the needs of individual students and to provide *leadership* and expertise in the use of information technologies.

- Library staff works with professionals from public, university, and school libraries to develop optimum information access for students and staff.
- Library staff participates in school, district, departmental, and grade-level curriculum design and assessment projects.
- Library staff at each site provides leadership in exploring new resources and technologies and in promoting intellectual inquiry.
- Library staff designs facility, resources, and programs to support the Scottsdale Unified School District Strategic Plan.
- The head of the school library media program is responsible for the evaluation of the entire program, including support staff and student and community volunteers.

3. To provide *instruction* to foster competence and stimulate interest in reading, viewing, and using information and ideas.

- Students will be provided with systematic learning activities which develop cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, and creating information at all age levels and in all curriculum content areas.
- Students will be provided with resources that represent a diversity of experiences, opinions, and social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.
- Library staff will work to promote literacy and the enjoyment of reading, viewing, and listening for all members of the school community.
- Library staff will provide leadership, instruction, and consulting assistance to the school community's staff in the use of instructional and informational technology and in the use of sound instructional design principles.

4. To provide a safe and nonthreatening *environment* where literacy and information access can be promoted and understood.

- The Library Media Center is easily accessible with flexible scheduling.
- The Library Media Center hours enable use by the community.
- The Library Media Center provides for cultural differences.
- The Library Media Center is adequately staffed and secure.

American Library Association Information Literacy Standards for Student Learning

Information literacy, the ability to find and use information, is the keystone of lifelong learning. In June of 1998 the American Library Association adopted the following Information Literacy Standards for Student Learning:

The Nine Information Literacy Standards for Student Learning

Information Literacy

Standard 1: The student who is information-literate accesses information efficiently and effectively.

Standard 2: The student who is information-literate evaluates information critically and competently.

Standard 3: The student who is information-literate uses information accurately and creatively.

Independent Learning

Standard 4: The student who is an independent learner is information-literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information-literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information-literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information-literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information-literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information-literate and participates effectively in groups to pursue and generate information.

Scottsdale Unified School District Profiles for Information-literate Students

The Profiles for Information-literate Students provide performance indicators describing the competencies that students should exhibit upon completion of the following grade ranges:

- Grades K-2
-
- Grades 3-5
-
- Grades 6-12

These profiles assume that information and literacy skills are developed by coordinated activities that support learning throughout a student's education. These skills are to be introduced, reinforced, mastered, and integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and a socially responsible citizenry.

Students in the Scottsdale Unified School District will have opportunities to demonstrate the following performances, which are based on the Information Literacy Standards.

Prior to completion of Grade 2, the student:

Numbers in parentheses following each performance indicator refer to the standard to which the performance is linked. The standards are:

1. Accesses information efficiently and effectively.
 2. Evaluates information critically and competently.
 3. Uses information accurately and creatively.
 4. Pursues information related to personal interests.
 5. Appreciates literature and other creative forms of expression.
 6. Strives for excellence in information seeking and knowledge generation.
 7. Recognizes the importance of information to a democratic society.
 8. Practices ethical behavior.
 9. Participates effectively in groups to pursue and generate information.
- Identifies the library media center as a place with information and resources. (1, 4, 7)
 - Demonstrates proper care of library materials. (7, 8)
 - Follows established circulation procedures. (1, 7)
 - Locates books by specific library arrangement. (1)
 - Identifies and uses basic parts of a book, including: title, author, contents, spine, cover, label, call number, pages, index, publisher, copyright, dust jacket and dedication. (1, 3)
 - Selects materials appropriate to his or her reading and/or interest level through personal choice and/or collaboration. (1, 2, 3, 4, 9)
 - Distinguishes between fiction/nonfiction books and appropriate location. (1, 2, 3, 6)
 - Demonstrates understanding of book awards, including but not limited to the Caldecott Award. (5, 7)

Students in the Scottsdale Unified School District will have opportunities to demonstrate the following performances, which are based on the Information Literacy Standards.

Prior to completion of Grade 5, the student:

Numbers in parentheses following each performance indicator refer to the standard to which the performance is linked. The standards are:

1. Accesses information efficiently and effectively.
 2. Evaluates information critically and competently.
 3. Uses information accurately and creatively.
 4. Pursues information related to personal interests.
 5. Appreciates literature and other creative forms of expression.
 6. Strives for excellence in information seeking and knowledge generation.
 7. Recognizes the importance of information to a democratic society.
 8. Practices ethical behavior.
 9. Participates effectively in groups to pursue and generate information.
- Locates books by specific library arrangement. (1, 4)
 - Uses with competency the Online Patron Access Catalog (OPAC). (1)
 - Identifies and uses parts of a book, including but not limited to: index, table of contents, verso, glossary, appendix, bibliography, preface, and city of publication. (1, 3)
 - Defines and locates collective and individual biography. (1, 2)
 - Recognizes organization of Dewey Decimal Classification divisions. (1)
 - Differentiates among fiction genre, including but not limited to: adventure, mystery, fantasy, humor, sports, historical, realistic, and science. (1, 2, 3, 5, 6)
 - Seeks topics of personal interest and reads for pleasure. (4,5)
 - Demonstrates understanding of book awards, including but not limited to the Newbery Award. (5, 7)
 - Derives meaning from optional reading enrichment programs. (5, 9)
 - Distinguishes the unique characteristics of various reference sources, including but not limited to: encyclopedias, dictionaries, thesauri, almanacs, and biographical, geographical, and online (1, 2, 4) resources.
 - Applies appropriate research strategies to individual or collaborative product and/or performance. (2, 3, 8, 9)
 - Accesses with efficiency electronic and/or print resources appropriate to information need. (1, 4)

Students in the Scottsdale Unified School District will have opportunities to demonstrate the following performances, which are based on the Information Literacy Standards.

Prior to completion of Grade 12, the student:

Numbers in parentheses following each performance indicator refer to the standard to which the performance is linked. The standards are:

1. Accesses information efficiently and effectively.
 2. Evaluates information critically and competently.
 3. Uses information accurately and creatively.
 4. Pursues information related to personal interests.
 5. Appreciates literature and other creative forms of expression.
 6. Strives for excellence in information seeking and knowledge generation.
 7. Recognizes the importance of information to a democratic society.
 8. Practices ethical behavior.
 9. Participates effectively in groups to pursue and generate information.
- Determines information needs by stating a purpose and defining a focus. (1)
 - Develops information-seeking strategies by framing appropriate questions and listing keywords, concepts, subject headings, and likely resources. (1)
 - Locates information from a variety of sources, including print, electronic, and community resources. (1)
 - Accesses with efficiency electronic and/or print resources appropriate to information need. (1, 4)
 - Assimilates information by reading, viewing, or listening for significant details and concepts. (1, 2)
 - Determines usefulness of information by analyzing authority, completeness, format, relevance, point of view, reliability, and timeliness. (2)
 - Organizes information for practical application. (3)
 - Processes information by making inferences, drawing conclusions, constructing meaning, and building connections to prior knowledge. (3)
 - Produces and communicates information in effective and appropriate formats. (6)
 - Applies principles of academic honesty in use of information and acknowledges works of others through accurate citations and references. (8)
 - Evaluates the final product to determine if it meets the defined information need. (6)
 - Reflects on the research process and identifies steps which need further understanding, skill development, or practice. (6)
 - Explores topics of personal interest and reads for pleasure. (4, 5)
 - Seeks information from diverse sources, contexts, disciplines, and cultures. (7)
 - Shares responsibility for planning and producing quality group products. (9)

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ACTION STEPS

The bulleted steps below each student competency indicate actions to be taken by the librarian in assisting students to achieve the competencies. The numbers in parentheses after each student competency refer to the American Library Association Information Literacy Standards for Student Learning.

Grades K-2:

Each concept introduced will be reinforced and expanded at subsequent grade levels.

1. Identifies the Library Media Center as a place with information and resources. (1, 4, 7)
 - Schedule classes for introductory visits. (grade K)
 - Introduce the Library Media Center personnel. (grades K-2)
 - Introduce the Library Media Center as a place to find information and literature. (grades K-1)
2. Demonstrates proper care of library materials. (7, 8)
 - Explain and demonstrate the care of books and other library materials. (grades K-2)
 - Encourage an understanding of the student's responsibility to keep materials in sequential order. (grades K-2)
3. Follows established circulation procedures. (1, 7)
 - Introduce site procedures for book checkout and return. (grades K-2)
4. Locates books by specific library arrangement. (1)
 - Introduce arrangement of E (easy) books by author's last name. (grades K-2)
 - Introduce purpose of the spine label. (grades K-2)
 - Introduce the arrangement of the nonfiction collection. (grade 2)
5. Identifies and uses basic parts of a book (1, 3)
 - Introduce the following terminology: spine, cover, pages, and dust jacket. (grade K)
 - Introduce the following terminology: title, author, illustrator, and dedication. (grade 1)
 - Introduce the following terminology: title page, publisher, copyright, and spine label. (grade 2)

6. Selects materials appropriate to his or her reading and/or interest level through personal choice and/or collaboration. (1, 2, 3, 4, 5, 9)
 - Present literature creatively in a variety of formats. (grades K-2)
 - Foster student use of teachers, peers, families, and librarians as resources for book choice. (grades K-2)
 - Promote literature awareness through displays, author/illustrator visits, and special events such as National Library Week, Children’s Book Week, Arizona Young Readers’ Award, and collaboration with Scottsdale Public Library and other libraries. (grades K-2)
7. Distinguishes between fiction and nonfiction books and their appropriate locations. (1, 2, 3, 6)
 - Introduce the difference between fiction and nonfiction materials for initial understanding. (grade 1)
 - Assist students in location of nonfiction materials. (grade 2)
8. Demonstrates understanding of book awards, including but not limited to the Caldecott Award. (5, 7)
 - Introduce the concept of book awards. (grade 1)
 - Present criteria for the selection of various awards. (grade 2)

Grades 3-5:

Each concept introduced will be reinforced and expanded at subsequent grade levels.

1. Locates books by specific library arrangement. (1, 4)
 - Expand alphabetizing instruction to the third letter (to use when reading spine labels). (grade 3)
 - Introduce reference section. (grade 3)
2. Uses with competency the Online Patron Access Catalog (OPAC) (1)
 - Introduce online catalog. (grade 3)
3. Identifies and uses parts of a book, including but not limited to: index, table of contents, verso, glossary, appendix, bibliography, preface, and city of publication. (1, 3)
 - Introduce index, table of contents, glossary, verso, and city of publication. (grade 3)
 - Introduce preface and bibliography. (grade 4)
 - Introduce appendix. (grade 5)
4. Defines and locates collective and individual biographies. (1, 2)
 - Introduce biographies. (grade 3)
5. Recognizes organization of Dewey Decimal Classification divisions. (1)
 - Introduce call numbers and their relationship to the location of a book on the shelf. (grade 3)
 - Introduce the purpose of the system and the ten main classes. (grade 4)
 - Introduce the subdivisions within each of the ten main classes. (grade 5)
6. Differentiates among fiction genre, including but not limited to: adventure, mystery, fantasy, humor, sports, historical, realistic, and science. (1, 2, 3, 5, 6)
 - Introduce fantasy, realistic, and mystery fiction. (grade 3)
 - Introduce adventure, humor, sports, historical, and science fiction. (grade 4)
7. Seeks topics of personal interest and reads for pleasure. (4,5)
 - Provide reader's advisory service for students. (grades 3-5)
 - Support reading for pleasure by maintaining a collection of diverse materials. (grades 3-5)

8. Demonstrates understanding of book awards, including but not limited to the Newbery Award. (5, 7)
- Introduce history and purpose of the Newbery Award. (grade 4)
9. Recognizes opportunities provided by optional reading enrichment programs. (5, 9)
- Support optional reading programs offered by state and public libraries. (grades 3-5)
10. Distinguishes the unique characteristics of various reference sources, including but not limited to: encyclopedias, dictionaries, thesauri, almanacs, and biographical, geographical, and online resources. (1, 2, 4)
- Introduce dictionary and thesaurus. (grade 3)
 - Introduce almanac, encyclopedia, biographical and geographical sources. (grades 4-5)
 - Introduce electronic databases, including those purchased by the district. (grades 3-5)
11. Applies appropriate research strategies to individual or collaborative product/performance. (2, 3, 8, 9)
- Instruct students in information problem-solving patterns such as Big6™: (grades 3-5)
 1. Define the question and identify the information requirements
 2. Determine and prioritize possible sources
 3. Locate and access sources
 4. Scan and extract relevant information from a source
 5. Organize and present information
 6. Evaluate the product and process
12. Accesses with efficiency electronic and/or print resources appropriate to information need. (1, 4)
- Introduce electronic databases, including those purchased by the district. (grades 3-5)
 - Introduce CD-ROM reference sources. (grade 3)

Grades 6-12:

1. Determines information needs by stating a purpose and defining a focus. (1)
 - Collaborate with teachers in the development of assignments.
 - Assist students in understanding the scope of their assignments and instruct them in narrowing and broadening topics.
2. Develops information-seeking strategies by framing appropriate questions and listing keywords, concepts, subject headings, and likely resources. (1)
 - Explain the strengths and weaknesses of various information formats, emphasizing differences in authority, timeliness, and reliability.
 - Instruct students in the use of appropriate information resources. Skills covered will include subject, keyword, and natural language searching, Boolean searching, Internet search engines, and WWW browser use.
3. Locates information from a variety of sources, including print, electronic, and community resources. (1)
 - Present to students various methods for physically organizing and accessing collections of information resources.
 - Review and reinforce student competence in using encyclopedias, almanacs, and other basic print resources.
 - Review procedures for finding information within basic print resources (i.e., indexes, tables of contents, cross references).
 - Instruct students in the use of electronic databases purchased by the district.
 - Demonstrate to students the online resources available through remote access.
 - Identify and use community information agencies (i.e., public and academic libraries, museums)
 - Identify and use informed individuals as information resources.
 - Instruct students in the use of Scottsdale Library Link.
4. Assimilates information by reading, viewing, or listening for significant details and concepts. (1, 2)
 - Instruct students in skimming, scanning, and looking for format clues.
 - Consult individually with students on these skills as needed.
5. Determines usefulness of information by analyzing authority, completeness, format, relevance, point of view, reliability, and timeliness. (2)
 - Instruct students in analysis of URLs (Internet addresses).
 - Instruct students in distinguishing between fact and opinion.
 - Explain the strengths and weaknesses of various information formats, emphasizing differences in authority, timeliness, and reliability.
6. Organizes information for practical application. (3)
 - Instruct students in the transfer of electronic information from one format to another.
 - Collaborate with teachers in designing assignments that include note taking, outlining, webbing, and other organizational strategies.

7. Processes information by making inferences, drawing conclusions, constructing meaning, and building connections to prior knowledge. (3)
 - Ensure open access to a variety of resources.
 - Provide resources that accommodate a variety of learning styles.
 - Collaborate with teachers in developing differentiated assignments.
8. Produces and communicates information in effective and appropriate formats. (6)
 - Introduce students to the variety of presentation formats available to them.
 - Instruct students as needed in the use of appropriate presentation formats.
9. Applies principles of academic honesty in use of information and acknowledges works of others through accurate citations and references. (8)
 - Explain and reinforce understanding of copyright laws.
 - Explain and reinforce application of correct bibliographic format.
 - Define and discuss plagiarism and its consequences.
 - Discuss network etiquette, ethics, policies, legal implications, and privacy issues involved in using the Internet.
10. Evaluates the final product to determine if it meets the defined information need. (6)
 - Collaborate with the teacher in developing appropriate evaluation procedures.
11. Reflects on the research process and identifies steps which need further understanding, skill development, or practice. (6)
 - Provide opportunities for reflection about the research process (i.e., surveys, exit interviews).
12. Explores topics of personal interest and reads for pleasure. (4, 5)
 - Encourage independent research.
 - Provide reader's advisory service for students and staff.
 - Support reading for pleasure by maintaining a collection of diverse materials.
 - Instruct students in the use of Scottsdale Library Link.
13. Seeks information from diverse sources, contexts, disciplines, and cultures. (7)
 - Develop and maintain a balanced collection of library materials.
 - Instruct students in the use of Scottsdale Library Link.
14. Shares responsibility for planning and producing quality group products. (9)
 - Ensure that all group members have equal access to information resources.
 - Collaborate with teachers to define student roles and divide responsibilities.