

**Idaho Library Association School Library Media Task Force
Progress Report - November 1, 2008**

Executive Summary

In December 2007, representatives from the Idaho Library Association (ILA) and the Idaho Commission for Libraries (ICFL) met with First Lady Lori Otter and Superintendent of Public Instruction Tom Luna to discuss the findings from studies conducted in 13 states which surveyed the impact of school libraries on student academic achievement. Also addressed were barriers Idaho school librarians encounter as they try to implement literacy standards within their individual district.

The outcome of this meeting was the formation of a task force who would prepare a plan to address these problems. The elements of the plan were to include preparation of a statewide scope and sequence for the school library programs, consideration of the role that recertification of teachers can play, consideration of the inclusion of school library collaboration in high school senior projects – an accountability tool for measuring success – and a timeline.

Subsequently, ILA president Sandi Shropshire called together a group of individuals from various libraries, ICFL, and the Idaho State Department of Education charging the group to “provide a framework for aligning school library media programs with national and state standards and academic library instruction with standards designed by the Association of College and Research Libraries. This resource should be accompanied by appropriate assessment tools. A suggested academic level grouping for the resource is: K-2, 3-5, 6-8, 9-12, lower division academic and upper division academic.”

The Task Force convened in May, 2008 to begin the discussion of creating a framework. Early on it was decided since there were no library or information literacy standards in place for the State of Idaho, it was necessary to draft standards to be used as a framework for the scope and sequence. Idaho had previously adopted 8th Grade Idaho Student Information Technology Standards (ISITS). Since those standards were adopted, national standards have evolved making Idaho technology standards potentially outdated. Because library skills are integrated with technology, the task force is proposing one set of standards for both library and technology addressing 21st century information and communication technology skills for Idaho students, K-16.

After careful comparison of various national and state standards, the newly revised National Educational Technology Standards for Students: The Next Generation, otherwise known as ISTE (International Society for Technology in Education) standards, were selected as a basis for development. ISTE standards were the previous basis from which the Idaho Technology Standards for 8th grade were derived. The committee met, discussed, reviewed, and edited the ISTE standards so they addressed the literacy learning needs of students at all levels.

The new ISTE standards were then infused with the [American Association of School Librarians \(AASL\) standards](#) and [Association of College and Research Libraries \(ACRL\) standards](#). Also [The Partnership for 21st Century Skills Literacy Maps](#) and the [Big6](#) research process model were used as guidelines in the process. The resulting document is the Information and Communication Technology Standards for the State of Idaho (see page 3).

At the fall state-wide meeting of ILA, a roundtable was held to present the ICT standards draft to librarians to garner feedback. The general consensus among academic, public and school librarians indicated these standards would provide a foundation for student success, although more tools, such as a scope and sequence along with assessment tools, were needed for classroom implementation.

At this point, the committee has several recommendations for consideration and requests further direction from the stakeholders: Idaho Library Association (school, public and academic libraries), Idaho State Department of Education, Idaho Commission for Libraries, and the Office of First Lady Lori Otter.

Information and Communication Technology Standards for the State of Idaho

The following is the draft framework created by the ILA Task Force to support creation of a scope and sequence for Information and Communication Technology Standards for the State of Idaho.

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes that may apply to authentic real-world contexts.

1. apply existing knowledge to generate new ideas, products, or processes
2. create original works as a means of personal or group expression using multiple resources and formats
3. use models and simulations to explore complex systems and issues
4. identify trends and forecast possibilities

2. Communication and Collaboration

Students use synchronous and asynchronous digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1. inquire, interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
2. organize and communicate information and ideas effectively to multiple audiences using a variety of media and formats in a way that others can view, use, and assess
3. develop cultural understanding and global awareness by engaging with learners of other cultures
4. collaborate with others to exchange ideas, develop new understandings, make decisions, solve problems, and connect learning to community issues

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information from a variety of sources.

1. formulate questions and research strategies based on information needs
 2. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 3. effectively and efficiently navigate resources to access needed information
 4. extract, classify, store, manipulate information collected or generated
-

4. Critical Thinking, Problem Solving, and Decision Making

Students exercise sound reasoning and use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

1. use a structured information problem solving process, such as the Big6 in order to locate, organize, analyze, evaluate, synthesize and use information from a variety of sources and media
2. plan and manage activities to develop a solution or complete a project
3. collect and analyze data and information to identify solutions, make informed decisions, construct new understandings, draw conclusions, and create new knowledge
4. use multiple processes and seek diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.

1. advocate and practice safe, legal, and responsible use of information and technology
2. use and cite all information and media sources in an ethical and responsible manner
3. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
4. demonstrate personal responsibility and leadership for lifelong learning

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

1. understand and use technology systems
 2. select and use applications effectively and productively
 3. troubleshoot systems and applications
 4. transfer current knowledge to learning of new technologies
-

Recommendations For Next Steps

The Task Force presents the following recommendations for consideration by the aforementioned stakeholders as they determine the continuing charge for this Task Force.

1. The stakeholders -- ILA (school, public and academic libraries), ICFL, Department of Education, Office of First Lady Lori Otter -- meet to review the progress and identify next steps for the Task Force. This meeting should include all original attendees plus a current task force representative from an academic library.

Rationale: The creating the scope and sequence for Information and Communication Technologies, K-16 is a substantial undertaking. Stakeholder feedback is required to proceed with realistic priorities and timelines.

2. Commit to and initiate the process for replacing the existing 8th Grade Idaho Student Information Technology Standards (ISITS) with the proposed Idaho ICT standards.

Rationale: New ICT standards are needed to support 21st Century Skills in Idaho schools.

3. Survey Idaho teacher-librarians, teachers, curriculum and technology directors and the academic community to gather feedback on usefulness and efficacy in regard to the ICT draft.

Rationale: Additional participation from end-users is required to make sure the document is an effective tool to support instructional needs and student achievement.

4. The Idaho Department of Education provides resource to pull together an expanded committee from the school and library communities to develop a state-wide scope and sequence for K-16 for ICT literacy based on the adopted Idaho ICT standards, along with appropriate assessment tools (e.g., rubrics) for measurement for elementary, middle school, high school, and college-level assessment.

Rationale: Department of Education is the agency responsible for the creation and adoption of the current academic achievement standards for all content areas.

5. Teacher-education and professional development must support ICT standards for training new teachers and for re-certification of teachers.

Rationale: In order for the scope and sequence to be implemented, teachers must be ICT literate.

6. The State of Idaho joins the [Partnership for 21st Century](#) .

Rationale: Provides credibility and commitment to the adoption of ICT standards by bringing together business, education, community organizations, and parents to develop a shared vision on the 21st century skills. For further information: <http://www.21stcenturyskills.org/>

7. The Idaho State Department of Education encourage schools to adopt [Big6](#) or similar information problem-solving process model as an instructional tool.

Rationale: Provides a shared terminology and model describing research and problem-solving processes across content areas. For more information: <http://www.big6.com/>

8. The Idaho Library Association should create a standing committee concerned with information literacy, student learning, and technology skills in Idaho libraries.

Rationale: Ever-evolving ICT skills are reality for public, academic and school libraries.

Conclusion

Information and communication technology standards are critical to student academic success as well as lifelong learning in the 21st century. ICT skills can

- positively impact student test scores. (*School Libraries Work, 2008*)
 - provide a foundation for success in post secondary opportunities.
 - promote Internet safety.
 - provide critical thinking and problem-solving skills for success in the workplace.
 - promote an informed citizenry.
 - arm teachers with the necessary skills to promote effective learning.
 - encourage creativity and innovation.
 - enhance collaboration across content areas.
 - expose students to a variety of media.
-

Task Force Members

Rick Stoddart, Boise State University
Sara Seely, Boise State University
Corey Simpson, Department of Education (through October 1, 2008)
Liz Smith, Department of Education
Shirley Biladeau, Idaho Commission for Libraries
Glynda Pflieger, Teacher-Librarian, Melba School District
Pam Juel, Library Coordinator, Jt. School District #2.

The members of this Task Force wish to thank the stakeholders for pulling this group together. While each member came to the table with valid, individual concerns, all were willing to listen and comprehend the impact that each concern has upon the outcome: academic success and lifelong learning.

Resources

1. Idaho State Department of Education. 8th Grade Idaho Student Information Technology Standards (ISITS) http://www.sde.idaho.gov/site/tech_services/tech_services_docs/04Standards0317.pdf
 2. International Society for Technology in Education. National Educational Technology Standards for Students: The Next Generation. http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf
 3. American Association of School Librarians. Standards for the 21st Century Learner. http://0-www.ala.org.sapl.sat.lib.tx.us/ala/mgrps/divs/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf
 4. Association of College and Research Libraries. Information Literacy Competency Standards for Higher Education. <http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf>
 5. The Partnership for 21st Century Skills. ICT Literacy Maps. http://www.21stcenturyskills.org/index.php?Itemid=33&id=31&option=com_content&task=view
 6. Big6 Research Process Model. <http://www.big6.com/what-is-the-big6/>
 7. Scholastic. 2008. *School Libraries Work*. http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf
-