Maryland School Library Media State Curriculum

State Board of Education

October 26, 2010

School Libraries

The role of the library media specialist is diverse. He or she is at once a teacher, an instructional partner, an information specialist, and a program administrator. Library media specialists play an essential role in the learning community by ensuring that students and staff are efficient and effective users of ideas and information. They collaborate with teachers, administrators, and others to prepare students for future successes.

- American Association of School Librarians (AASL)

The Critical Role of the Library Media Specialist

School Library Media State Curriculum

WRITERS

- Consultant

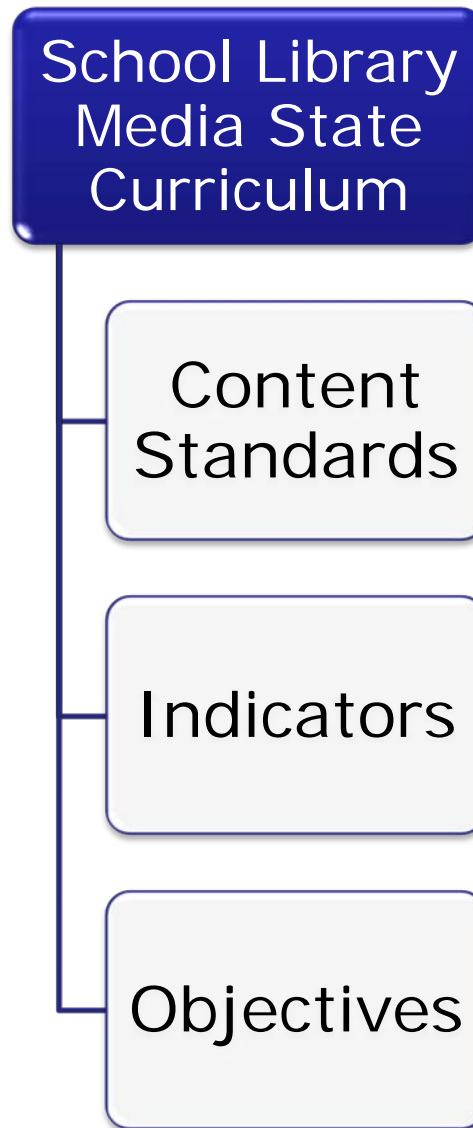- School Library Media Advisory Members

DEVELOPMENT

- Prototype
- MSDE Content Review
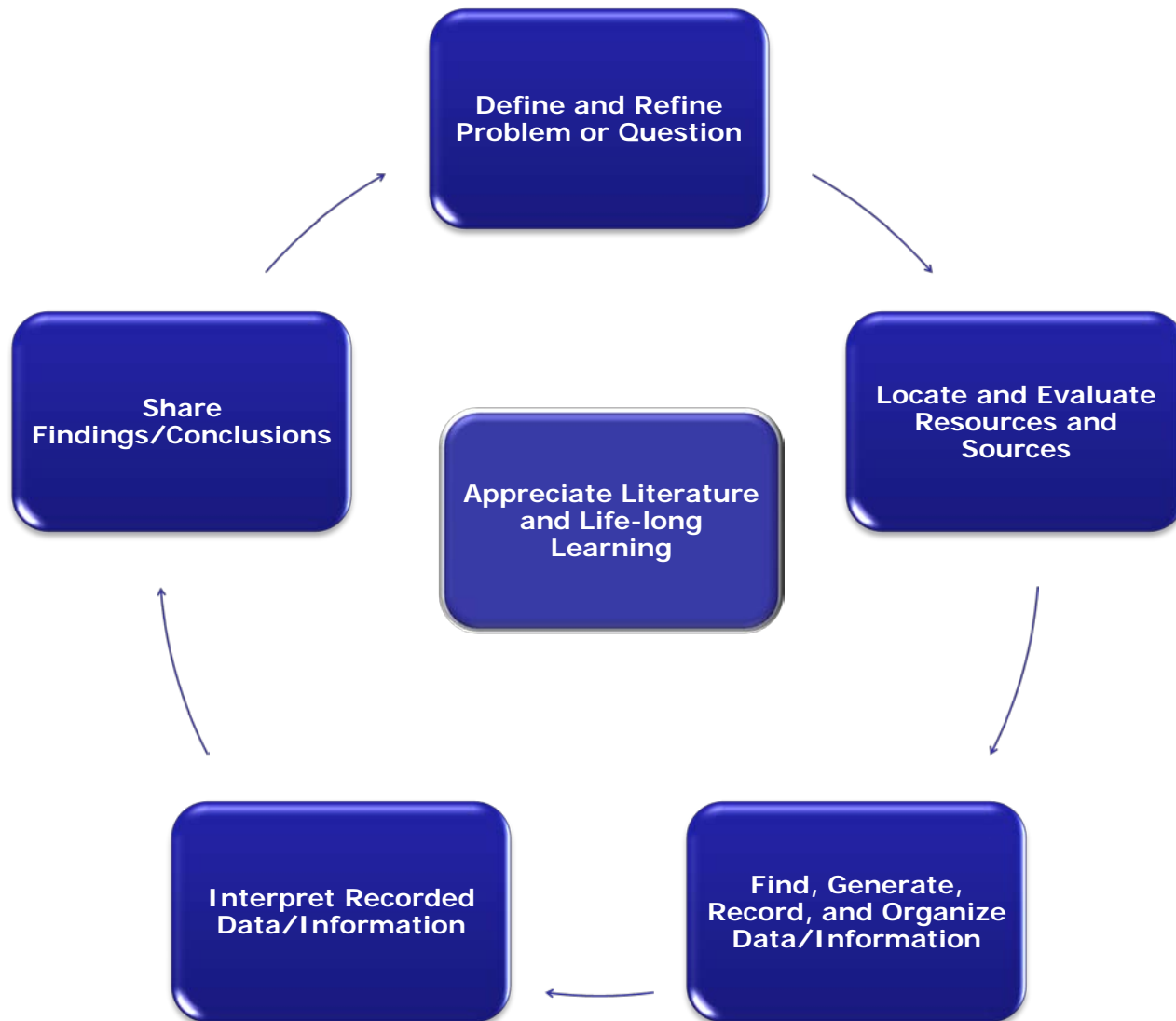- Revisions
- Review/Revisions
- LEA Review

DRAFT STATUS

- Available for Classroom and District Use

- Feedback and Input provided through website

- District Visits

- Expert Review

SC Organization

School Library Media State Curriculum

- Content Standards
- Indicators
- Objectives

School Library Media SC

Define and Refine Problem or Question

Locate and Evaluate Resources and Sources

Find, Generate, Record, and Organize Data/Information

Interpret Recorded Data/Information

Share Findings/Conclusions

Appreciate Literature and Life-long Learning

Expert Review Panel

Westat

- ➢ Ann Carlson Weeks, Ed.D. (University of Maryland)

- ➢ Daniel Callison, Ed.D., (Indiana University)

- ➢ Gail Goldberg, Ed.D.

- ➢ Betty Marcoux, Ed.D. (University of Washington)

Responding to the Feedback

➤ Workgroup formation Spring 2009

➤ More closely align to new national standards for students, update language, create a glossary, revise matrices to include new national standards and Maryland Technology Literacy Standards for Students

➤ Feedback again from local school system administrators, library media specialists, and school library media advisory, posted on mdk12.org

MSDE Curriculum, State, and National Information Literacy Outcomes and Standards

Matrix – MSDE Curriculum, State, and National Information Literacy Outcomes and Standards

Maryland Library Media State Curriculum (2010)	Maryland Library Media Learning Outcomes (1991)	AASL/AECT: Information Power: Building Partnerships (1998)	Maryland Technology Literacy Standards for Students (2007)	AASL Standards for the 21st Century Learner (Fall 2007)
Content Standard 1: Define and Refine Problem or Question: Follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.	**Outcome 1:** Locate and use information resources effectively and efficiently.	**Standard 1:** ...accesses information efficiently and effectively.	**Standard 6.0** – Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions	**Standard 1:** Inquire, think critically, and gain knowledge.
Content Standard 2: Locate and Evaluate Resources and Sources: Follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.	**Outcome 1:** Locate and use information resources effectively and efficiently. **Outcome 2:** Review, evaluate and select media. **Outcome 4:** Comprehend content in various types of media. **Outcome 8:** Apply ethical behavior to use of information.	**Standard 1:** ...accesses information efficiently and effectively. **Standard 2:** ...evaluates information critically and competently. **Standard 6:** ...strives for excellence in information seeking and knowledge generation. **Standard 8:** ... practices ethical behavior in regard to information and information technology.	**Standard 2.0** – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety. **Standard 5.0** – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information **Standard 6.0** – Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions	**Standard 1:** Inquire, think critically, and gain knowledge.

SLM State Curriculum and Reading/Language Arts Common Core

➢ Part of R/LA gap analysis teams in Summer 2010

➢ Groups formed with library media administrators /specialists and technology specialists

➢ Identified initial alignments – especially those around the research process

Connections to Common Core

Maryland School Library Media State Curriculum and Connections to the Common Core (DRAFT)

Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects

SLM SC – Grades 6-12	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21st 1)	**Research to Build and Present Knowledge** **CC.WHST.9-10.7.** 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)	**CC.WHST.9-10.8.** 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **CC.WHST.9-10.9.** 9. Draw evidence from informational texts to support analysis, reflection, and research.
3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an	**CC.WHST.11-12.7.** 7. Conduct short as well as more sustained research projects to answer a

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Common Core State Standards for ENGLISH LANGUAGE ART S & Literacy in History/Social Studies, Science, and Technical Subjects, Introduction. p.4

Next Steps

➢ Develop Instructional Toolkit to assist library media specialist and other educators with additional alignments and support for Common Core Reading/Language Arts

➢ Continue the relationship with local school systems to provide professional development

➢ Revisit COMAR

*Questions
or
Comments*