Oregon School Library Standards

Oregon Department of Education
November 18, 2014

OASL
Oregon Association of School Libraries

Print version with notes of OASL Standards Committee presentation to ODE staff on November 18, 2014.

The Oregon Association of School Libraries, a professional association of school librarians and support staff, has been around for over 40 years, and our mission is to ensure that Oregon students and educators are effective users of ideas and information by

- advocating information literacy for all students

- supporting reading instruction and enjoyment of literature

- supporting the highest levels of library media services in schools

- promoting visibility in education, government and the community.

Over the last 15-20 years we've found ourselves in an paradox of a situation. While our mission hasn't changed, our ranks have. In 2012-13, by Oregon QEM data, 1243 schools employed 134 FTE teacher-librarians, with only 81 being full time. Yet the need for instruction in the types, formats and use of information has skyrocketed. Unfortunately, there exists the gross misperception that students no longer needed instruction on how to research. They can "just go online."

We find exactly the opposite to be true: with the advent of the Internet and the virtual onslaught of information, students now more than ever need to learn and practice critical thinking skills to discern the who/what/where/why about the information literacy process.

Connecting Students and Standards

Chaynee Raven-Hill, Class 2013

Tanner McLean, Class 2014

Oregon school library standards are essential and critical as our students move through their K-12 learning experience. Common Core standards stress the practice but not the process of research. Research requires critical thought, not regurgitation. Teaching research means teaching the process of investigation.

Oregon students are not prepared for careers and college. Our higher-ed partners tell us post high school students do not have the critical thinking skills needed to navigate the world outside the K-12 environment.

Thus, our goal is for the State Board of Education to adopt these standards.

OASL School Library Standards

Oregon School Library Standards

| Oregon School Library Standards | Materials | Rationale | History | Common Core State Standards & Library Programming | Contacts |

OASL School Library Standards

OASL
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Oregon School Library Standards

Peruse the standards by clicking on a version below.

- Standards
- Standards with indicators
- Standards with indicators and alignments to CCSS, AASL, and ISTE

Click on CCSS & Library Programming tab above for PDF version.

https://sites.google.com/site/oregonschoollibrarystandards/

The concepts identified in the Oregon school library standards are evident throughout the Common Core and align with both AASL and ISTE standards. They define the research and library skill development and instruction essential to meet the needs of the 21st-century learner.

Over the last couple decades, as professional school librarians across the state have been cut, research assignments have continued, but the responsibility for teaching research has dwindled. Some students may have a social studies teacher or a science teacher who teaches how to research within an assignment – but such instruction is random and hits random students. With an LSTA grant through the Oregon State Library, OASL formed a committee of both public and private school librarians from around the state. This committee studied and researched AASL, ISTE, and other state standard models, ultimately identifying four strands essential for robust instruction and programming through school libraries: Information Literacy, Reading Engagement, Social Responsibility, Technology Integration. Whether a student is career or college bound, these skills are important: they target what is essential, cross all disciplines and apply to both personal and academic areas of student study.

Additionally, these standards can serve as a guide and provide direction for districts as they begin to respond to HB 2586 passed in 2009, which calls for school districts to identify in their Continuous Improvement Plans goals to implement a "strong school library program."

Information Literacy in Action

SOCIAL ISSUES ASSIGNMENT

Putting it all together

BACKGROUND QUESTION GATHERING INFORMATION NOTE TAKING

CITE SOURCES ORGANIZE INFORMATION SHARE PROJECT REVIEW

Marshfield High School, Coos Bay

The Marshfield High School teacher-librarian teaches a standard *process* for research which covers eight defined areas. This process is used school wide in all grades and in all disciplines. Content may change but the process remains constant. For each classroom research project, the teacher-librarian teaches the students, through active participation and then individual application, the steps to go from Background to Share Project & Review. Students are guided and directed to use online databases to find appropriate non-fiction texts, take notes, create citations using OSLIS and produce a research product.

http://safeshare.tv/w/eYGBWszBxz

Exercise 2: Gathering Information- GALE databases – Domain searches – Note-taking table

Show Video

An example of a student's *note-taking table* is above. It demonstrates the application of several skills. The key or legend is representative of the questions the student developed. The URLs are representative of sites where relevant content was located by the student and will be used later to create citations. The left side of the table indicates actual content related to the topic and questions the student selected. The highlighting reflects the skill of both locating and selecting text related to the questions and taking notes on the same while avoiding plagiarism.

The student is given further guidance on creating a project once the notes are taken. There is instruction on how to locate information on the Internet using domain names and what to look for on a web page in order to create a correctly formatted citation.

Students are taught *how* to conduct research. It is very specific, and it is tied to all of the library standards: Information Literacy, Reading Engagement, Social Responsibility and Technology Integration.

A note regarding equity: students doing a research project at Marshfield High School can expect to receive 10-13 class periods of library instruction to learn the research process step-by-step. Students in any high school beyond the Coos Bay School District and south to the California/Oregon border do not have a licensed librarian responsible for this instruction.

Information Literacy Standards

Standard	Indicator Code	Indicator	Common Core Anchor Standards	ISTE
Standard 1: Use skills, resources, and tools to inquire, think critically and gain knowledge	LIB 1.1.A	Follow an inquiry-based process to seek knowledge	CC.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3A Plan strategies to guide inquiry. 4B: Plan and manage activities to develop a solution or complete a project.

Information Literacy Standards

The samples in the two preceding slides were from a research project assigned by the 11th grade health teacher. Students were to follow an inquiry-based process to seek knowledge. In preparing for the *how,* students were given a series of lessons. The first lesson is usually a unit launch activity to help students make a connection between assignment and self.

After the unit launch activity, students are guided through a series of skill-building and skill-application activities outlined in the previous slides. Students are given a rubric to determine proficiency.

Parkrose High School students use their teacher-librarian's Lib Guide to learn and practice information literacy skills, specifically to find balanced sources and citations/copyright law (Social Responsibility) and to select appropriate digital tools for accessing information (Technology Integration).

Asking good questions
Your research is only as good as your questions. Come up with as many questions as you can. Keep in mind keywords!

how do you properly cite your sources in MLA format

Does photography limit our understanding of the world.

Will the SAT determine your future?

Mattysplash
Is the SAT a good indicator of how succesful you will be in college?

why should schools provide daycare systems for teen moms?

What is success

What is gmo

Can Students adapt to Common core's basic requirements?

What is life?

Was Ebola put in by the government to lower the population?

Mattysplash
Should college athletes be paid

What does gmo do for the food industry?

Leah - certainty vs doubt
Would you rather side with certainty or doubt?

What is a topic?

Wack
What is the western world

What is the western world?

Andrea
In what cases does photography benefit us?

Bryan
What is the issue with gmo?

How does photography effect our universe

A
Is America actually free?

How is sending troops to Africa going to solve Ebola?

What are the requirements for this written piece?
What type of writing should it be? How long?

Topics
what are the available topics for the essay?

Will the common core really effect th graduation rate?

Does attending college mean you are successful

What is going on with Gmo?

Erin
Does photography deny us of knowledge?

Asking good questions and crowd-sourcing information using online collaborative apps and software are authentic activities for students to address indicators in Information Literacy and Technology Integration standards.

More Information Literacy Standards

| Indicator Code	Indicator	Common Core Anchor Standards	ISTE
LIB 1.1.C	Develop, select, clarify and use questions and strategies to search for information	CC.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	4A Identify and define authentic problems and significant questions for investigation.
LIB 1.1.D	Find, evaluate and select appropriate sources to answer questions	CC.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3B Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.

Information Literacy Standards

These are two examples of standards Parkrose High School students target with one assignment.

Multiple Strands in Action

30 minute whirlwind lesson
wraps in --
Reading Engagement
Social Responsibility
and Technology Standards

What's the plan?   Video
Student understanding   Video
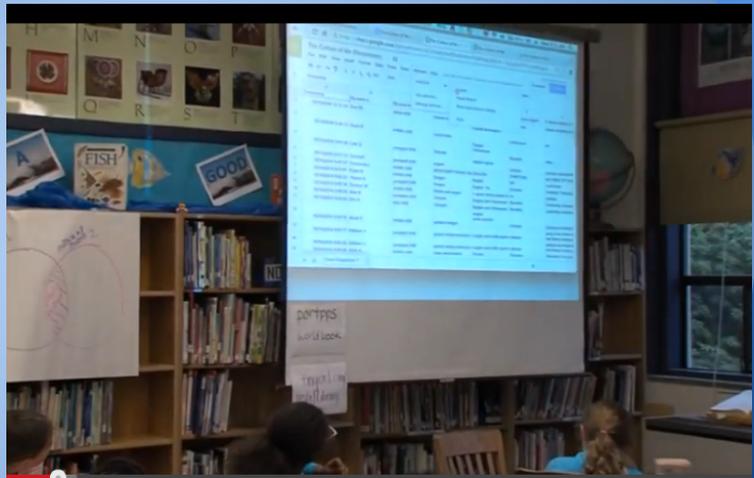
Information literacy is not just for high school students. The teacher-librarian
at Vestal K8 in Portland works with 4th grade students on a larger unit on community
and culture. Students took an online survey, which was set up in a Google form. The
teacher-librarian showed them the ins and outs of how to navigate the form, and then
showed students how the results filled in one large spreadsheet. This is actually a t-
up for future lessons, where the librarian willl have students begin creating their own
Google forms.

- What's the plan: http://safeshare.tv/w/dnCbANiXAR
- Here's what you're going to do: http://safeshare.tv/w/JoTOcYCruC
- Librarian with two girls: http://safeshare.tv/w/AliKUKTsBw
- Two girls explain: http://safeshare.tv/w/keCDBWvrnM
- Class discussion/overview http://safeshare.tv/w/thxmGXvMJa

Reading Engagement in Action

Another strand of the Oregon school library standards is Reading Engagement, which is defined this way: Read to pursue intellectual, personal and emotional growth for life. To that end, OASL cosponsors the Oregon Reader's Choice Award (ORCA), and last school year 2,635 4th – 12th grade students voted for their books. OASL also coordinates the statewide voluntary reading motivation and comprehension program, Oregon Battle of the Books (OBOB). Last year 559 teams from 441 schools, or about 24,200 students, participated.

OBOB and ORCA in the Standards

Standard 2: **Comprehend and interpret** **informational and fictional text**	LIB 2.2.A	Read, listen to, view and integrate information to build background knowledge	CC.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	LIB 2.2.B	Demonstrate reading for meaning, evaluating evidence, finding the main idea and supporting details, form opinions and draw conclusions	CC.R.2 Determine central ideas or theses of a text and analyze their development; summarize the key supporting details and ideas.

Reading Engagement Standards

OBOB and ORCA reinforce many standards for student participants, including this one.

Author Visits

Kim Stafford works with high school students.

Angela Johnson worked with elementary and high school students this fall.

The testimonies and workshops from author visits help students see how they are connected to the world. These are recent author events that were organized by Oregon school librarians.

At Jason Lee K-8 school in Portland, where Angela Johnson met with two sections of 6-8th graders this past October, none of the teachers, let alone any of the students, ever remembered having an author come to their school. She shared her craft, made writing real and primed students to think of themselves as writers.

The following is a thank you letter from a student at Madison High School to Angela Johnson after her visit there:

Dear Angela Johnson,

Thank you so much for visiting Madison and sharing stories and tips with us. I will take away how passionate you are about writing. Also, I really appreciate you taking the time to come here and talk to us. I liked how honest you seemed, like not trying to sound as if you were better than us and knew everything, because I've come to something like this before and had that happen. I also really love the way you can picture everything you talk about so vividly.

Sincerely, Noel

Author Visits in the Standards

Standard	Indicator Code	Indicator	Common Core Anchor Standards
Standard 1: Develop an appreciation for reading	LIB 2.1.E	Appreciate and evaluate author's craft and use of literary devices	CC.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CC.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	LIB 2.1.F	Read to seek multiple points of view and a global perspective	CC.R.6 Assess how point of view or purpose shapes the content and style of a text.

Reading Engagement Standards

This Reading Engagement standard is a good example of how the Oregon school library standards align with Common Core on several indicators.

Social Responsibility in Action
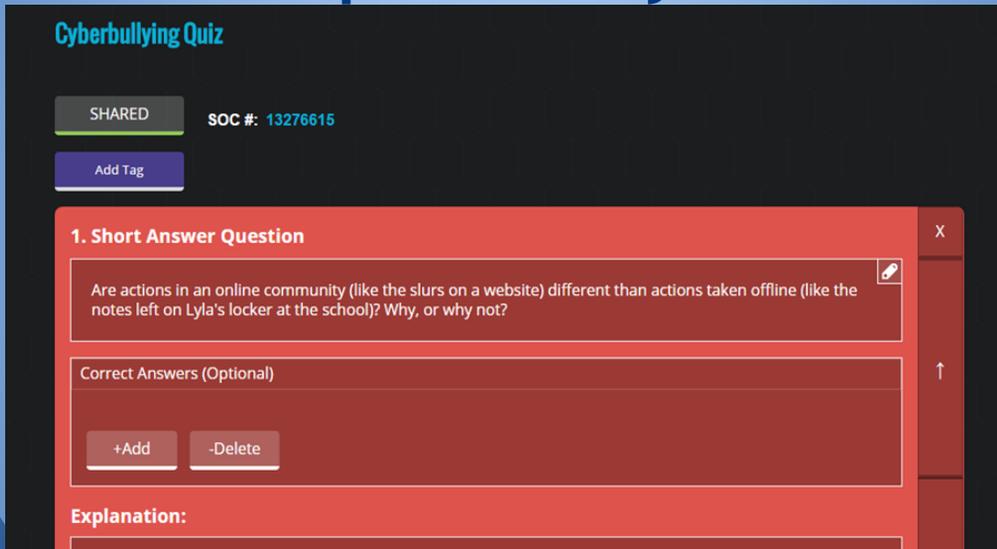
Cyberbullying Quiz

SHARED   SOC #: 13276615

Add Tag

1. Short Answer Question   X

Are actions in an online community (like the slurs on a website) different than actions taken offline (like the notes left on Lyla's locker at the school)? Why, or why not?

Correct Answers (Optional)   ↑

+Add   -Delete

Explanation:

Common Sense Media: Cyber bullying

This is an example of the Social Responsibility strand in action using Socrative, a smart student response system. The Parkrose High School teacher-librarian uses Socrative and Common Sense media along with tablets for students to respond anonymously to social responsibility issues like cyberbullying.

https://www.commonsensemedia.org/videos/friday-night-lights-video-clips

Cyberbullying Lesson
in the Standards

| Standard	Indicator Code	Indicator	Common Core Anchor Standards	ISTE
Standard 1: Practice ethical behavior to share knowledge	LIB 3.1.A	Use appropriate language when communicating with others	CC.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience CC.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5A Advocate and practice safe, legal, and responsible use of information and technology
	LIB 3.1.B	Participate in and advocate for safe and ethical communication		5D Exhibit leadership for digital citizenship

Social Responsibility Standards

This articulates how the cyberbullying/online safety lesson meets the Oregon school library standards, along with Common Core and ISTE standards.

Social Responsibility:

More Than Online Etiquette
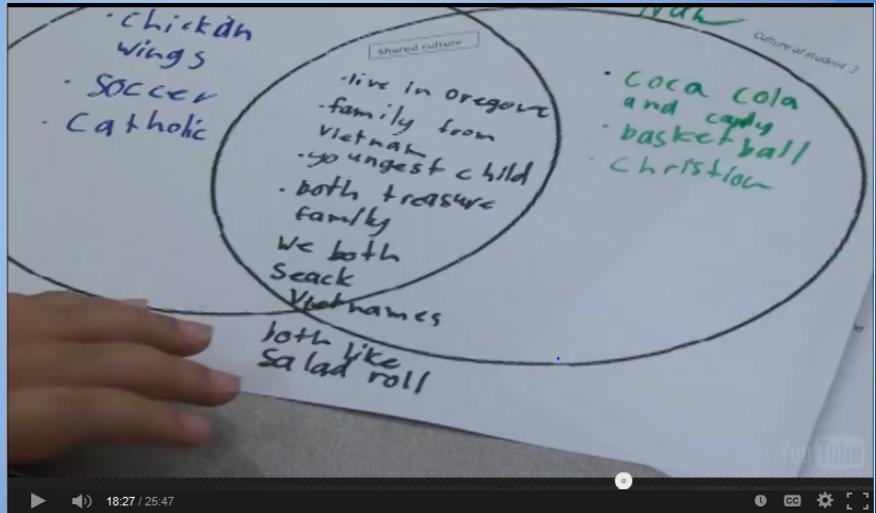
Many lessons inherently incorporate social responsibility. The Parkrose High School cyberbullying lesson hits Social Responsibility standards directly. And here, two Vestal 4th-grade students working on their poem demonstrate collaboration and community: http://safeshare.tv/w/jcanKIGLmJ.

Collaboration as Social Responsibility in the Standards

Standard 3: Participate collaboratively and productively as a member of a democratic society	LIB 3.3.A	Collaborate as members of a social and intellectual community	CC.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	2A Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

Social Responsibility Standards

Not surprisingly, collaboration shows up in three sets of standards:

- **Oregon School Library Social Responsibility Standard 3.3.A:** Collaborate as members of a social and intellectual community
- **Common Core, SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- **ISTE, 2A:** Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

Technology Integration Standards

While the Technology Integration strand is called out separately in the standards, the goal is for teacher-librarians and classroom teachers to seamlessly integrate technology to support lessons and learning. Some previous slides demonstrated this, and in this slide, here are four more examples. Note that all projects also correlated to steps in the research process being taught by a librarian.

1) conduct research using technology and share findings using PowerPoint
2) create online pictorial timeline to demonstrate understanding of civil rights movement
3) illustrate points about imperialism through a comic strip created online
4) utilizing text-to-speech software to assist with reading comprehension

Teacher Collaboration

Naomi - Collaboration Web Site Evaluation

Web Sites - Lesson 1:   NAME:
Critical Evaluation of A WEB SITE - Kathleen Schrock

Directions: Write your answers on this sheet. **Turn it in for grade.**
Go to Google and type in Native American Flutes (select the site by Cedar Spirits)

1. What is the URL* of the Web Page you are evaluating?

2. What is the name of the site?

Part 1: Looking at and using the page	YES	NO
As you look at the questions below, put an X in the yes or no column for each.		
1. Does the page take a long time to load?		
2. Are the pictures on the page helpful?		
3. Is each section of the page labeled with a heading?		
4. Did the author sign his/her real name?		
5. Did the author give his/her e-mail address?		
6. Is there a date on the page that tells you when it was last updated?		

Show video

        Almost all of the skills taught within a school library program are through collaboration with teachers. This video testimony from a teacher explains the value she finds in such collaboration: http://safeshare.tv/w/nQXUMsZITZ.

Oregon School Library Standards: Connecting the Pieces
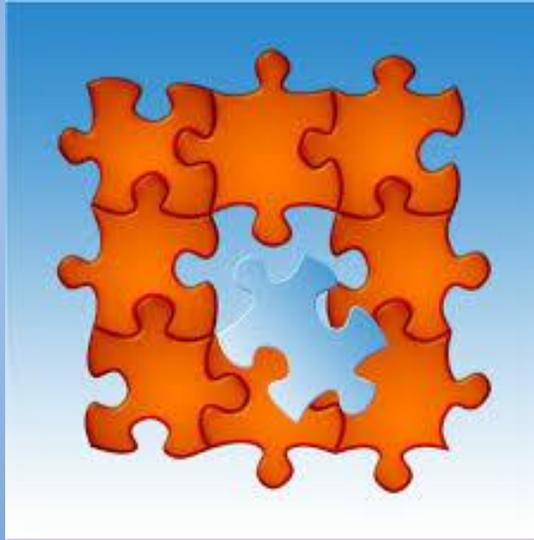
Oregon school library standards help students connect the pieces of research, engage students in reading and promote social responsibility and effective use of technology.

It's time.

Adoption of the Oregon school library standards puts us on the right path toward responding to a critical need: currently many of our students are not proficient in the critical thinking skills required for career and college readiness.

It's a matter of equity: we must provide our students -- *all our students* -- with the skills they will need to navigate the world of information beyond their K-12 experience.

Our goal: All of Oregon's students shall be effective users of ideas, information and technology, engaged readers, and socially responsible digital citizens. With the adoption of these standards, we are paving the way.

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Thank you.