I. Curriculum Resources

AASL Standards for the 21st Century Learner

The American Association for School Libraries (AASL) has prepared a detailed list of educational standards that all students are expected to achieve.

Standards for the 21st-Century Learner offer vision for teaching and learning to both guide and beckon our profession as education leaders. They will both shape the library program and serve as a tool for library media specialists to use to shape the learning of students in the school.

Common Beliefs

The learning standards begin by defining nine foundational common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

The Standards

The standards describe how learners use skills, resources, and tools to

1. Inquire, think critically, and gain knowledge;
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
3. Share knowledge and participate ethically and productively as members of our democratic society;
4. Pursue personal and aesthetic growth.

A copy of the standards is available online at http://www.ala.org/aasl/standards

Accessible Instructional Materials (AIM)

Maine's Accessible Instructional Materials (AIM) Community of Practice is working with schools to build knowledge, awareness, and skills that will lead to the selection, acquisition, and use of materials in specialized formats - in a timely manner - for students who need them. Specialized formats include Braille, digital text, audio, and large print.

Accessible materials can be acquired through several systems. Determining what system to use requires an understanding of the source of the material and the needs and preferences of the student. It is most preferable to purchase a specialized format directly from the publisher, but it frequently is not available. Alternatives include:

Accessible Media Producers (AMPs) distribute specialized formats of copyrighted works for individuals with print disabilities. AMPs include the American Printing House for the Blind, Bookshare, the National Library Service, and Recordings for the Blind and Dyslexic.

The National Instructional Materials Access Center (NIMAC) is a central repository of source files submitted by textbook publishers. Each source file can be rendered into any of the four specialized formats by an AMP.

Web-based digital libraries offer thousands of public domain works in audio and digital text formats.

Scanning and MP3 (audio) conversion can be accomplished within a school using commonly available technologies.

For more information, see the website at http://aim.mainecite.org/ (under construction)

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The Big6™ Skills

The Big6 is a process model of how people of all ages
solve an information problem.

1. Task Definition

        1.1 Define the information problem

        1.2 Identify information needed (to solve the information problem)

              o What is my current task?

              o What are some topics or questions I need to answer?

              o What information will I need?

2. Information Seeking Strategies

        2.1 Determine all possible sources (brainstorm)

        2.2 Select the best sources

              o What are all the possible sources to check?

              o What are the best sources of information for this task?

3. Location and Access

        3.1 Locate sources (intellectually and physically)

        3.2 Find information within sources

              o Where can I find these sources?

              o Where can I find the information in the source?

4. Use of Information

        4.1 Engage (e.g., read, hear, view, touch)

        4.2 Extract relevant information

              o What information do I expect to find in this source?

              o What information from the source is useful?

5. Synthesis

        5.1 Organize from multiple sources

        5.2 Present the information

              o How will I organize my information?

              o How should I present my information?

6. Evaluation

        6.1 Judge the product (effectiveness)

        6.2 Judge the process (efficiency)

              o Did I do what was required?

              o Did I complete each of the Big6 Stages efficiently?

Bloom's Revised Taxonomy

In 1956, Benjamin Bloom created a classification of levels of intellectual behavior manifested in the learning process. At the lowest level of learning was recall or knowledge of facts. This was a hierarchical taxonomy. Learning at higher levels of cognition is dependent upon having the skills and knowledge at lower levels.

In 2001, Lorin Anderson and David R. Krathwohl updated the taxonomy, hoping to add relevance for 21st century students and teachers. In addition to renaming some levels, they changed the six major categories from nouns to gerunds. This new expanded taxonomy can help instructional designers and teachers to write and revise learning outcomes.
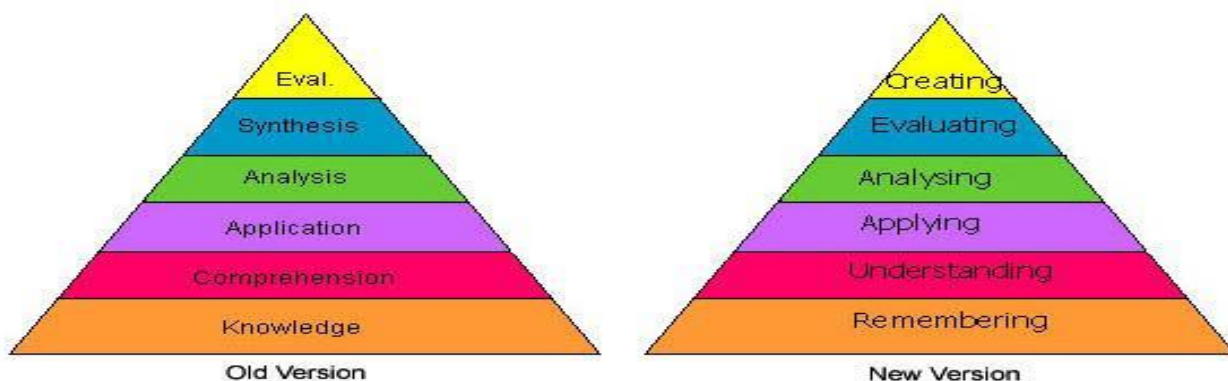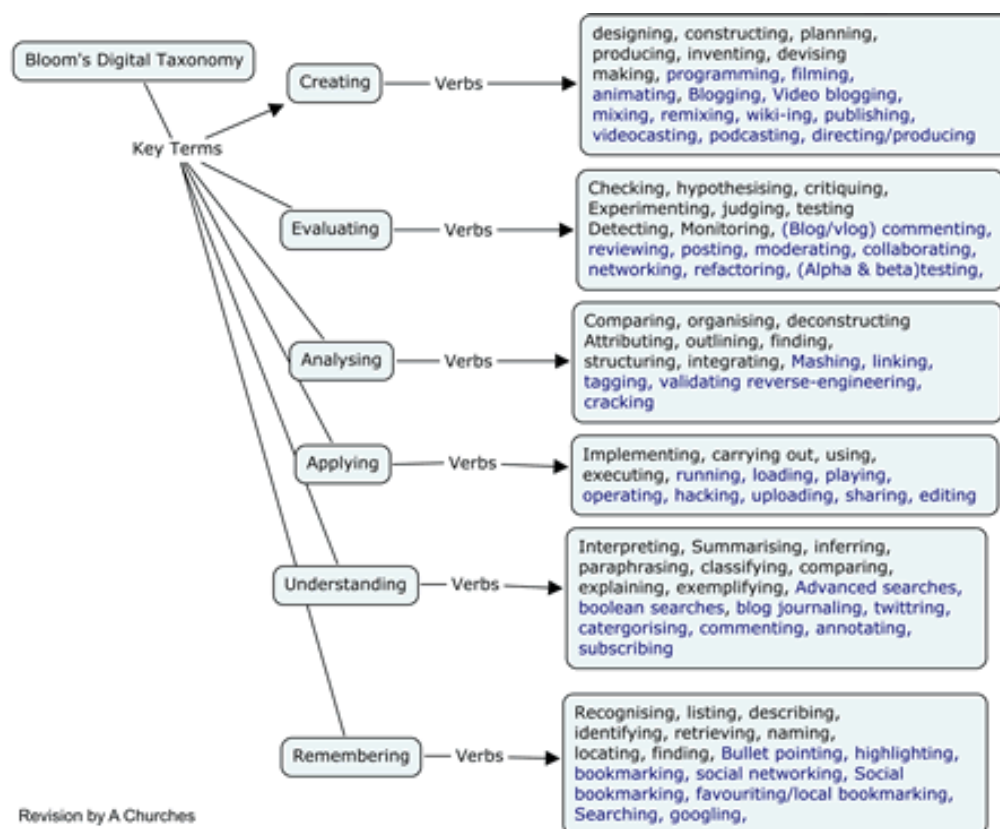

The new terms are defined as:

Remembering	Retrieving, recognizing and recalling relevant knowledge from long-term memory.
Understanding	Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
Applying	Carrying out or using a procedure through executing, or implementing.
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing and attributing.
Evaluating	Making judgments based on criteria and standards through checking and critiquing.
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning or producing.

Bloom's Digital Taxonomy

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Higher Order Thinking Skills
HOTS

Bloom's Digital Taxonomy

Key Terms

Creating — Verbs → designing, constructing, planning, producing, inventing, devising making, programming, filming, animating, Blogging, Video blogging, mixing, remixing, wiki-ing, publishing, videocasting, podcasting, directing/producing

Evaluating — Verbs → Checking, hypothesising, critiquing, Experimenting, judging, testing Detecting, Monitoring, (Blog/vlog) commenting, reviewing, posting, moderating, collaborating, networking, refactoring, (Alpha & beta)testing,

Analysing — Verbs → Comparing, organising, deconstructing Attributing, outlining, finding, structuring, integrating, Mashing, linking, tagging, validating reverse-engineering, cracking

Applying — Verbs → Implementing, carrying out, using, executing, running, loading, playing, operating, hacking, uploading, sharing, editing

Understanding — Verbs → Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, Advanced searches, boolean searches, blog journaling, twittring, catergorising, commenting, annotating, subscribing

Remembering — Verbs → Recognising, listing, describing, identifying, retrieving, naming, locating, finding, Bullet pointing, highlighting, bookmarking, social networking, Social bookmarking, favouriting/local bookmarking, Searching, googling,

Revision by A Churches

Lower Order Thinking Skills
LOTS

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With the increased usage of technology in the classroom, in particular computer and Internet based learning, Bloom's Taxonomy had to be revised to reflect the incremental skills and learning levels required to use emerging technologies. Andrew Churches, of Aukland, New Zealand, published his revisions to the taxonomy in 2008. To read more, visit: http://www.techlearning.com/article/8670 or http://edorigami.wikispaces.com.

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I Search

The Joyce/Tallman I-Search Process

The Joyce/Tallman I-Search Process, developed at Stearns High School (Millinocket), combines the format of Ken Macrorie's I-Search paper with Carol C. Kuhlthau's Information Search Process to guide and support students throughout the research/inquiry process.

The Format: Macrorie's I-Search Paper
Ken Macrorie, a college English professor who taught composition courses, grew tired of reading research papers that regurgitated information from secondary sources and developed an alternative format for the research paper, the I-Search. The I-Search calls for students to select a personally meaningful topic, comparing it to an itch that must be scratched. Then students tell the stories of their research journey in the first person, focusing on the following content:
What I Knew,
Why I'm Writing This Paper,
The Search, and
What I Learned.
With the Joyce/Tallman I-Search, students maintain a learning log during the research/inquiry process. Following the format of Macrorie's I-Search paper, they tell the story of their research journey, both what they learned and how they learned it.

The Evidence-based Foundation: Kuhlthau's Research on Information Seeking
Teaching the research process seems so simple. Select a process model, give students a tool to use at each step of the process, and students will be good researchers and problem solvers. Nevertheless, students find it difficult to transfer the research process to new assignments.
The answer to the problem is Carol C. Kuhlthau's Information Search Process.
Kuhthau's research on students' information seeking moves beyond process steps (tasks) and tools (actions). It includes students' thoughts and feelings as they progress through the process.   Kuhlthau's research reveals the power of **metacognition**. Students need to do more than explain what they learn; they need to explain how they learn. Moreover, Kuhlthau's research on students' feelings reveals that it is common for researchers of all ages to feel frustration, anxiety, and confusion at different stages of the process. This gives librarians and partner teachers insight into times when students need help overcoming obstacles during the research/inquiry process.
The I-Search paper, in the form of a learning log, is an ideal vehicle for teaching the research/inquiry process because it can combine the **four components of Kuhlthau's model:** research process steps and students' actions, thoughts, and feelings. With the I-Search as a foundation, students are able to transfer the research/inquiry process to new

learning situations, including the traditional research paper. Students learn to speak intelligently about the research process and discuss strategies that work—and do not work—for them.

Facilitating the Research Process with the Joyce/Tallman I-Search

Marilyn Z. Joyce and partner teachers at Stearns High School and Brewer High School used action research and a research study conducted by Julie I. Tallman, former Old Town High School librarian and professor in the Department of Educational Psychology and Instructional Technology at the University of Georgia, to develop tools and strategies for teaching the research/inquiry process using the I-Search. The result was the book Making the Writing and Research Connection with the I-Search Process, Neal-Schuman, 1997 and 2006.

Inquiry process stages and corresponding tools and strategies include:

Topic Selection: life map and/or interest survey

Questioning and Exploring: pre-notetaking sheets, background reading, peer and teacher/librarian and student conferencing

Assimilation and Inference: highlighting text, marginal notes, double-entry drafts and learning logs

Reflection: learning log (maintained throughout the I-Search process)

The librarian and partner teachers facilitate the process. They conduct their own I-Searches during a research/inquiry unit. They model I-Search tools and strategies for students. They assess student progress at each stage of the research/inquiry process using rubrics. They provide students with additional feedback by reading and commenting on learning logs and/or conferencing with students. Frequent assessment of student progress insures that students in need of additional support receive the support needed to succeed. See link to Workshop Packet below for I-Search tools and flow charts. For further information, copies of articles, and other free materials, send a request to mzjoyce@midmaine.com.

References

Kuhlthau, C. (1993). Implementing a process approach to information skills: A study identifying indicators of success in library media programs. School Library Media Quarterly. 22(1), 11-18. (See http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/edchoice/SLMQ_ImplementingaProcessApproachtoInformationSkills_InfoPower.pdf)

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Resources

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Jent, A. (2004). My I-piphany. Knowledge Quest, 32(4), 32-35. Available through Marvel, Academic Search Complete.

Tallman, J. (1995). Connecting writing and research through the I-search paper. Emergency Librarian, 23(1), 20. Available through Marvel, MasterFile Premier.

Tallman, J. 1998. I-Search: An inquiry-based, student-centered, research and writing process. Knowledge Quest, 27(1), 20–27.

A Sample, Content Area I-Search Unit

http://epltt.coe.uga.edu/index.php?title=I-Search
Workshop Packet

Tallman, J. & Joyce, M. The I-Search: A Powerful Collaborative Tool
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/conferencesandevents/confarchive/pittsburgh/TheI-Search.pdf

Information Literacy Standards for Student Learning

"Information Literacy Standards for Student Learning" is jointly published by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The full document, details of levels of proficiency and clustered grade levels as well as ties to specific curriculum areas may be found at http://www.ala.org/search-results?as_q=information%20literacy%20standards%20for%20student%20learning

There are nine standards and twenty-nine indicators in three major categories. These are:

Information Literacy Standards
Standard 1 The student who is information literate accesses information efficiently and effectively.
> *Indicators*
> 1. Recognizes the need for information
> 2. Recognizes that accurate and comprehensive information is the basis for intelligent decision making
> 3. Formulates questions based on information needs
> 4. Identifies a variety of potential sources of information
> 5. Develops and uses successful strategies for locating information

Standard 2 The student who is information literate evaluates information critically and competently.
> *Indicators*
> 1. Determines accuracy, relevance, and comprehensiveness
> 2. Distinguishes among fact, point of view, and opinion
> 3. Identifies inaccurate and misleading information
> 4. Selects information appropriate to the problem of question at hand

Standard 3 The student who is information literate uses information accurately and creatively.
> *Indicators*
> 1. Organizes information for practical application
> 2. Integrates new information into one's own knowledge
> 3. Applies information in critical thinking and problem solving
> 4. Produces and communicates information and ideas in appropriate formats

Independent Learning Standards
Standard 4 The student who is an independent learner is information literate and pursues information related to personal interests.
> *Indicators*
> 1. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
> 2. Designs, develops, and evaluates information products and solutions related to personal interests

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

  Indicators
  1. Is a competent and self-motivated reader
  2. Derives meaning from information presented creatively in a variety of formats
  3. Develops creative products in a variety of formats

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

  Indicators
  1. Assesses the quality of the process and products of personal information seeking
  2. Devises strategies for revising, improving, and updating self-generated knowledge

Social Responsibility Standards

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.

  Indicators
  1. Seeks information from diverse sources, contexts, disciplines, and cultures
  2. Respects the principle of equitable access to information

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

  Indicators
  1. Respects the principles of intellectual freedom
  2. Respects intellectual property rights
  3. Uses information technology responsibly

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.

  Indicators
  1. Shares knowledge and information with others
  2. Respects others' ideas and backgrounds and acknowledges their contributions
  3. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions
  4. Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

<u>Maine Learning Results and Common Core State Standards</u>

In the past, every state had its own definition of "proficiency" - the level at which a student is determined to be sufficiently educated in specific subjects at specific grade levels and upon graduation from high school. These expectations varied from state to state. Maine's proficiency expectations were documented in the **Maine Learning Results**.

The **Maine Learning Results** identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. Specific goals, by grade level, are required of all students in the following curriculum areas:

- Career and Education Development
- English Language Arts
- Health Education and Physical Education
- Mathematics
- Science and Technology
- Social Studies
- Visual and Performing Arts
- World Languages

These expectations are unique to Maine and are independent of any other state's expectations.

This lack of standardization among the states led to the creation of the **Common Core State Standards**. Together, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO) recognized the value of consistent, real-world learning goals. These two organizations launched the Common Core State Standards effort to ensure all students, regardless of where they live, will graduate from high school prepared for college, career, and life.

Forty-two states (including Maine), the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have adopted the **Common Core State Standards**. Maine adopted the **Common Core State Standards** in 2011 and revised the **Maine Learning Results** to include Common Core as the Maine standards for English Language Arts and Math. Complete information, documents, and instructional resources may be found at:
http://www.maine.gov/doe/proficiency/standards/maine-learning-results.html

Librarians play a vital role in implementation of the Learning Results and Common Core Standards by providing resources, collaborating with teachers, and providing direct instruction. Particularly pertinent are the areas of language arts and social studies. Teaching information literacy and research skills can be integrated readily in these areas.

Multiple Intelligences

In his publication <u>Frames of Mind</u> (1983), Howard Gardner proposed his theory of Multiple Intelligences. It is Gardner's contention that people do not have just one characteristic called "intelligence". Rather, people have *seven* types of intelligence which are located in different areas of the brain and interact with one another and the individual. The first two have been the traditional focus of educational practice and may be measured by *traditional* intelligence tests. The next three have become associated with the *fine arts*. The final two are considered *personal intelligences.*
In <u>Intelligence Reframed</u> (1999), Gardner proposed four additional intelligences, of which two were added to the original seven. These are classified as *personal* intelligences.

Gardner's Multiple Intelligences theory has been embraced by educators and has made an impact on educational practice. Students are not all the same. They have differing strengths and challenges. An educational approach that appeals to all the intelligence types will make the educational environment richer and more meaningful to the students.

These Intelligences are:
Linguistic intelligence – well developed verbal skills and sensitivity to the sounds, meanings and rhythms of words. This is the intelligence of a writer, orator, journalist.
Logical-mathematical intelligence – ability to think conceptually and abstractly and the capacity to discern logical or numerical patterns. This is the intelligence of a logician or mathematician.
Musical intelligence – ability to produce and appreciate rhythm, pitch and timber. The capacity to create, perform and appreciate music.
Spatial intelligence – capacity to form mental imagery of the world – the large world of the aviator or navigator, or the more local world of the chess player or surgeon and to manipulate those mental images.
Bodily-Kinesthetic intelligence – ability to control one's body movements and to handle objects skillfully. This intelligence is shared by athletes, dancers, actors, and craftpersons.
Interpersonal intelligence – involves the understanding of other persons – how to interact with them motivate them, understand them. This intelligence is important for teachers, business people, clinicians and those involved in politics or religion.
Intrapersonal intelligence – the ability to understand oneself and one's feelings, values, beliefs, strengths and weaknesses.
Naturalist intelligence – capacity to make distinctions in nature between and among plants, animals, mountains, clouds and other objects in nature.
Existential – ability to ask deep, "big" questions such as the meaning of life, the size of the universe, the future of the planet.

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NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS)

1.	Creativity and Innovation	
	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:	
	a.	apply existing knowledge to generate new ideas, products, or processes.
	b.	create original works as a means of personal or group expression.
	c.	use models and simulations to explore complex systems and issues.
	d.	identify trends and forecast possibilities.
2.	Communication and Collaboration	
	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:	
	a.	interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
	b.	communicate information and ideas effectively to multiple audiences using a variety of media and formats.
	c.	develop cultural understanding and global awareness by engaging with learners of other cultures.
	d.	contribute to project teams to produce original works or solve problems.

3.	**Research and Information Fluency**
	Students apply digital tools to gather, evaluate, and use information. Students:
	a. plan strategies to guide inquiry.
	b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
	c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
	d. process data and report results.
4.	**Critical Thinking, Problem Solving, and Decision Making**
	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
	a. identify and define authentic problems and significant questions for investigation.
	b. plan and manage activities to develop a solution or complete a project.
	c. collect and analyze data to identify solutions and/or make informed decisions.
	d. use multiple processes and diverse perspectives to explore alternative solutions.
5.	**Digital Citizenship**
	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
	a. advocate and practice safe, legal, and responsible use of information and technology.
	b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
	c. demonstrate personal responsibility for lifelong learning.
	d. exhibit leadership for digital citizenship.
6.	**Technology Operations and Concepts**
	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
	a. understand and use technology systems.
	b. select and use applications effectively and productively.
	c. troubleshoot systems and applications.
	d. transfer current knowledge to learning of new technologies.

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Reading Levels Comparison Charts

The task of matching the perfect reading material to each student is challenging. Interests vary from student to student. More importantly, reading skills vary from student to student. Many schools use one or more of the following reading assessments to determine a student's reading ability. Use these comparison charts to help you match the reading level of library material to the reading ability of the student.

Descriptor	Grade	AR Reading Level	Basal Level	DRA Level	Fountas & Pinnell (Guided Reading)	Lexile Level	Reading Recovery
Emergent	Kindergarten Grade 1		Readiness	A & 1	A	Beginner Reader	1
Early	Kindergarten Grade 1			2 & 3	B	Beginner Reader	2
	Kindergarten Grade 1		PP1	3 & 4	C	Beginner Reader	3 & 4
	Grade 1		PP2	4	D	200-400	5 & 6
	Grade 1		PP3	9-Jun	E	200-400	7 & 8
	Grade 1		Primer	10-Sep	F	200-400	9 & 10
	Grade 1			12-Nov	G	200-400	11 & 12
Transitional	Grade 1		Grade 1	13-14	H	300-600	18, 9 & 20
	Grades 1 & 2			15-16	I	300-600	
	Grade 2		Grade 2	17-18	J	300-600	
	Grade 2			19-20	K	300-600	
	Grade 2			20-22	L	300-600	
	Grades 2 & 3			22-24	M	300-600	
Self-Extending	Grade 3		Grade 3	30	N	500-800	
	Grade 3			34	O	500-800	
	Grades 3&4			38	P	500-800	
Advanced	Grade 4		Grade 4	40-44	Q & R	600-900	
	Grade 5		Grade 5	50		700-1000	
	Grade 6		Grade 6	60	S-Z	800-1050	
	Grade 7			70		850-1099	
	Grade 8			80		900-1150	
	Grade 9					1000-1199	
	Grade 10					1025-1200+	
	Grade 11					1050-1300+	
	Grade 12					1075-1400+	.

Accelerated Reader Level Conversion Chart

AR Reading Level	Lexile Reading Level Range
1.0	250-325
1.5	325-400
2.0	375-450
2.5	450-500
3.0	475-525
3.5	525-600
4.0	600-700
4.5	650-800
5.0	800-850
5.5	850-900
6.0	875-950
6.5	950-1000
7.0	975-1050
7.5	1000-1100
8.0	1050-1125
8.5	1075-1150

Taxonomies for the Library Media Program

The Library Media program should be integrated with all curricular areas of a school in order for students to maximize its effectiveness. The library media staff should be in an instructional consultant role in order to accomplish this.

To gauge the involvement of the Library Media program, Dr. David Loertscher created his Taxonomy of the School Library Media Program in 1982. Many of his concepts were incorporated into Information Power the American Library Association's publication that defines the role of school library media specialist as one that combines the responsibilities of information specialist, teacher and instructional consultant. The taxonomy spans from no involvement to full partnership with classroom teachers. Two of his taxonomies are presented here.

For more information on David Loertscher, his taxonomies and current research, visit http://www.davidvl.org/

Library Media Specialist's Taxonomy for the Library Media Program
(reprinted with permission of the author)

1. **NO INVOLVEMENT** -- The Library media center is bypassed entirely.

2. **SELF-HELP WAREHOUSE** -- Facilities and materials are available for the self-starter.

3. **INDIVIDUAL REFERENCE ASSISTANCE** -- Students or teachers retrieve requested information or materials for specific needs.

4. **SPONTANEOUS INTERACTION AND GATHERING** -- Spur-of-the-moment activities and gathering of materials occur with no advance notice.

5. **CURSORY PLANNING** – Informal and brief planning with teachers and students for librarian and library media center involvement – usually done in the hall, the teachers' lounge, the lunchroom, etc. (Ex., "Here's an idea for an activity and some materials to use. " "Have you seen…?" "What are you doing with your 6th grade? Can I help?"

6. **PLANNED GATHERING** – Gathering of materials is done in advance of class project upon teacher request.

7. **EVANGELISTIC OUTREACH** – A concerted effort is made to promote the philosophy of an integrated library media center program.

8. **SCHEDULE PLANNING IN THE SUPPORT ROLE** – Formal planning is done with a teacher or group of students to supply materials or activities for a previously planned resource-based teaching unit or project.

9. **INSTRUCTION DESIGN, LEVEL I** – The library media specialist participates in every step of the development, execution, and evaluation of a resource-based teaching unit. Librarian and LMC involvement is considered as *enrichment* or as *supplementary*.

10. **INSTRUCTIONAL DESIGN, LEVEL II** – The LMC staff participates in resource-based teaching units where the entire unit content *depends* on the resources and activities of the LMC program.

11. **CURRICULUM DEVELOPMENT** – Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

Teacher's Taxonomy of Resource-Based Teaching
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1. **SELF-CONTAINED TEACHING** – The teacher uses texts and workbooks or instructional packages with no perceived need for library media center facilities or materials.
2. **TEACHING WITH A PRIVATE COLLECTION** – The teacher collects/purchases materials of all types to form a permanent room collection. There is little need to interact with the school library media center (SLMC).
3. **TEACHING WITH A BORROWED COLLECTION** – The teacher borrows material from the SLMC, the public library, and/or other sources for use in the classroom during a unit of instruction.
4. **USING THE LIBRARY MEDIA STAFF AS AN IDEA RESOURCE** – The teacher relies on the library media specialist for ideas and suggestions for new materials to use, activities to pursue, training on the use of audiovisual, computer, and print media, reference information, what materials are available (when, where and how) and professional materials and information.
5. **USING THE LIBRARY MEDIA STAFF AND SLMC RESOURCES FOR ENRICHMENT OF A UNIT** – The teacher uses the SLMC facilities, materials, activities, and staff to supplement unit content – to provide the "icing on the cake" for a unit.
6. **USING LIBRARY MEDIA RESOURCES AS A PART OF UNIT CONTENT – SLMC** materials/activities are integral to unit content, rather than supplementary in nature. Students are required to meet certain objectives while using library media materials.
7. **TEACHER/LIBRARY MEDIA SPECIALIST PARTNERSHIP IN RESOURCE-BASED LEARNING** – The teacher and library media specialist work as teaching partners to construct a unit of instruction that will use the resources of the SLMC fully. Joint activities include:
    - Analyzing of students (their needs and abilities)
    - Preparing unit objectives together
    - Deciding what content will be covered
    - Planning and preparing the materials that will be used
    - Creating activities that will meet the unit objectives
    - Presenting the unit (Library media specialist participating whenever possible)
    - Evaluating the unit together

8. **CURRICULUM DEVELOPMENT** – Teachers consult with library media specialists as curriculum changes are being considered. Advance planning for changes and their impact on SLMC materials, facilities, and activities are considered.

Websites

Education World offers five lessons to teacher library and research skills.
http://www.education-world.com/a_lesson/lesson261.shtml

Hanover County (VA) Library Media Curriculum includes lessons and resources for grades K-8.
http://hcps2.hanover.k12.va.us/instruction/media/LessonPlanBook.htm

Helpful Web Sites for K-12 Researchers has links to many curriculum related web sites such as web evaluation tools, online databases, etc.
http://www.shsu.edu/~lis_mah/documents/wheretlc03/helpfulsites.html

Information Skills Instruction Sites from Resources for School Librarians by Linda Bertland, retired school librarian
http://www.sldirectory.com/libsf/resf/libplans.html

Kathy Schrock's Guide for Educators
http://www.schrockguide.net

Maine Memory Network is a statewide digital museum that provides unprecedented access to over 13,000 historical items from over 180 museums, historical societies, libraries, and other organizations from every corner of Maine.
http://www.mainememory.net/

MARVEL! Provides access to thousands of magazines, newspapers, and reference books are available anywhere in the State of Maine.
http://libraries.maine.edu/mainedatabases/

S.O.S. for Information Literacy focuses on the information literacy skills for the 21st century. There are lesson plans, presentations, videos, etc. for elementary through post-secondary. You may submit your own contributions as well.
http://informationliteracy.org/

Trails is a web-based system that can be used as a library skills assessment tool. Registration is required.
http://www.trails-9.org/index.php

Virtual Middle School Library - More resources from Resources for School Librarians by Linda Bertland, retired school librarian
http://www.sldirectory.com/studf/stumenu.html#top

Windows on Maine offers streaming video programs, clips and other digital resources that can be used in classrooms. This is a rich source for teacher resources.
http://windowsonmaine.library.umaine.edu/