

The New AASL National Standards – Am I Ready for the 21st Century?

MSLA
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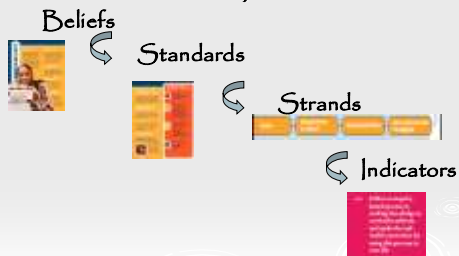
Why New Standards

- Explosion of Literacies
- Students Mastery of Multiple Literacies
- Complex Societal Communications Structure

So What Are They?

- Covers what we do
- Reflects the future
- Focuses on a global approach
- Provides guiding principles for teaching & learning
- Strives for the ideal

The Components



Nine Beliefs

1. Reading is a window to the world.
2. Inquiry provides framework for learning.
3. Ethical behavior in the use of information must be taught.
4. Technology skills are crucial for future employment needs.
5. Equitable access is a key component of education.

Nine Beliefs

6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
8. Learning has a social context.
9. School libraries are essential to the development of learning skills.

The Element Ladder Standards-4

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Strands – Skills, Dispositions, Responsibilities & Self-Assessments

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Indicators – Sub-categories that describe what abilities students should demonstrate within each of the four strands.

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Benchmarks – Abilities students should demonstrate by the end of grades 2, 5, 8, 10 & 12+ for each indicator.

The Standards

Learners use information literacy skills, resources and tools to:

The Standards

Standard 1

➤ Inquire, think critically, and gain knowledge.

- MSLA Standards
 - 1. Define an information task
 - 2. Develop information seeking strategies
 - 3. Locate and access information
 - 4a. Evaluate resource for appropriateness
 - 4b. Select best & most relevant information
 - 4c. Practice ethical behavior
 - 5. Synthesize information
 - 7. Evaluate the process

The Standards

Standard 2

➤ Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- MSLA Standards
 - 4b. Extraction of most relevant information
 - 4c. Practice ethical behavior
 - 5. Synthesize information
 - 7. Evaluate the process

The Standards

Standard 3

➤ Share knowledge and participate ethically and productively as members of our democratic society.

- MSLA Standards
 - 4c. Practice ethical behavior & respect for intellectual property rights
 - 5. Synthesize information
 - 6. Participate in collaborative activities
 - 7. Evaluate the process & the product

The Standards

Standard 4

➤ Pursue personal and aesthetic growth.

- MSLA Standards
 - 4a. Evaluate resources for their appropriateness
 - 4b. Select best & most relevant information
 - 4c. Practice ethical behavior & respect for intellectual property rights
 - 6. Participate in collaborative activities
 - 7. Evaluate the process & the product
 - 8. Appreciate literature

Strands

Four parts of each standard

- Skills
- Dispositions in Action
- Responsibilities
- Self-Assessment Strategies

Skills

- Key abilities needed for understanding, learning, thinking, and mastering subjects.
 - Multiple literacies
 - Critical thinking
 - Social learning
 - Inquiry-based
 - Content context

MSLA Literacy Skills Performance Indicators Examples

- 1.8 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources.
- 4.12 Independently take notes.
- 5.12 Create a storyboard, script, layout or rough draft of research notes.
- 7.7 Use critical and creative thinking skills to analyze, synthesize and evaluate relevance, reliability, and authority of sources.

Dispositions in Action

- Ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken.
 - Curious
 - Resilient
 - Flexible
 - Imaginative
 - Critical
 - Reflective
 - Self-evaluative

MSLA Literacy Skills Performance Indicators Examples

- 2.21 Use information sources of all types to explore a topic.
- 5.9 Understand that communicating information is a life long skill.

Responsibilities

- Common behaviors used by independent learners in researching, investigating, and problem solving.
 - Follow ethical & legal guidelines
 - Respect principals of Intellectual Freedom
 - Pursue multiple perspectives & balance of viewpoints
 - Practice safe behaviors
 - Contribute to the exchange of ideas
 - Respect ideas & experiences of others

MSLA Literacy Skills Performance Indicators Examples

- 2.1 Exhibit proper respect for & care of library materials, facilities, and equipment.
- 4c.2+ demonstrate legal and ethical behaviors among peers, family and community regarding the use of technology and information.

Self-Assessment Strategies

- Reflections on one's own learning to determine that the skills, dispositions, and responsibilities are effective.
 - Processes of learning
 - Products of learning
 - Three-directional
 - Summative
 - Formative
 - Predictive

MSLA Literacy Skills Performance Indicators Examples

- 7.2 Judge the process by asking questions: e.g. What did I like? What was easy? What was difficult? How can I do it better next time?
- 7.4 Conference with peers, teachers and library teacher during the creation of the product and in the final product evaluation.

Teaching a Standard

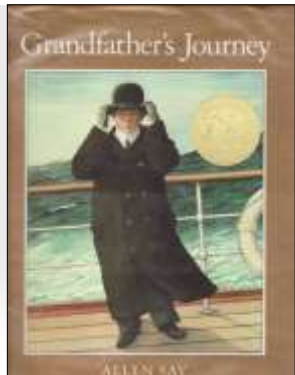
- 1.1.6 Read, view, and listen for information in any format in order to make inferences and gather meaning. (skill)
- 1.1.9 Collaborate with others to broaden and deepen understanding. (skill)
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. (disposition)

Into Thin Air by Jon Krakauer

- Read the assigned text.
- Complete the Making Inferences note-taking sheet.
- Share your notes with your group and compare your conclusions.
- Did you change any of your conclusions based on your conversation with your group?

Teaching a Standard

- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. (skill)
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. (disposition)
- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.



Grandfather's Journey by Allen Say

- Responses to Reading
- Contribution to group discussion self-assessment questions
 - What is the main idea that I contributed to the group discussion?
 - What two ideas from others caused me to rethink my own ideas?
 - How did I help the group reach consensus?
 - What did I do to make sure that the group discussion included all members of the group and respected differing speaking styles and opinions?

Implementation

- Understand Beliefs
- Standards Components
- Wipe the Slate Clean
- Integrate the curriculum through collaboration
- Re-think Instruction
- Assess

Planning for Implementation

- Planning for School-wide Implementation
- Sharing
- Lesson Planning Template
- Questions

Contact Information

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