



## School Library Information and Technology Programs for 21st Century Learning

Mission: To ensure that students are effective users and producers of information and ideas

### Three essential functions of Teacher-Librarians:

1. Information Technology Instruction
2. Reading Advocacy
3. Information Management and Services

*The scope and mix of these functions will depend on the program priorities and goals of each local school district and school building.*

#### 1. Information and technology literacy instruction

- Leads information literacy instruction including evaluation and analysis of the credibility, relevance and currency of information
- Coaches instructional staff in support of curriculum, information technology and information management
- Teaches students to be critical consumers and producers of information
- Teaches students and staff to use emerging learning technologies for school and lifelong learning
- Teaches students to be safe, ethical and responsible digital citizens

#### 2. Reading advocacy

- Establishes and models a powerful, fashionable and ubiquitous culture of reading in the school community
- Motivates and guides students to read for enjoyment and understanding
- Develops a relevant collection of fiction and non-fiction in a variety of formats, ensuring quality reading choices for all students
- Manages resources in support of established curriculum and student passions

#### 3. Information management and services

- Provides open and equitable access to resources, technology and information services for the entire school community
- Develops and administers inviting and effective physical and digital library environments
- Manages resources to support teaching and learning
- Administers information management systems to support student learning and school and district programs

## **School Library Information and Technology Programs for 21<sup>st</sup> Century Students**

**Mission:** To ensure that students are effective users and producers of information and ideas

### **Three essential functions of a school library program**

1. Information Technology Instruction
2. Reading Advocacy
3. Information and Resources Management

*The scope and mix of these functions will depend on the program priorities and goals of each local school district and school building*

## **1. Information and technology instruction**

- Students learn information literacy skills including evaluation and analysis of the credibility, relevance and currency of information
- Students learn to be critical consumers and producers of information
- Students learn to use emerging learning technologies for school and lifelong learning
- Students learn to be safe, ethical and responsible digital citizens

## **2. Reading advocacy**

- Students experience a powerful, fashionable and ubiquitous culture of reading at school
- Students learn to read for enjoyment and understanding
- Students have access and guidance to a relevant collection of fiction and non-fiction in a variety of formats

## **3. Information and resources management**

- Students have open and equitable access to resources, technology and information
  - Students enjoy coming to an inviting and effective physical and digital library environment
  - Students have access to resources in a variety of formats that support their learning needs and interests
  - Teachers have access to resources in a variety of formats that support their teaching needs and interests
-

Program framework development group (January, 2010):

### **Secondary Level**

- Marianne Hunter, NTCB (North Thurston S.D.)
- Stephen Coker (Rainier S.D.)
- Sarah Applegate, NTCB (North Thurston S.D.)
- Mark Ray (Vancouver S.D.)
- Roz Thompson (Tumwater S.D.)

### **Middle Level**

- Linda Collins (University Place S.D.)
- Linda King (Yakima S.D.)
- Leigh Lohrasbi (Yakima S.D.)
- Nancy Mowat, NBCT (Bellevue S.D.)

### **Elementary Level**

- Dave Sonnen (Edmonds S.D.)
- Wayne Osborn, NBCT (Clover Park S.D.)
- Laura Berry, NBCT (Issaquah S.D.)
- Steve Goodwin (Edmonds S.D.)

### **Higher Education**

- Mike Eisenberg (University of Washington)
- John Marino (University of Washington)
- Betty Marcoux (University of Washington)
- Lorraine Bruce (University of Washington)
- Christie Kaaland (Antioch University)

With additional contributions from Lisa Layera Brunkan, Washington Coalition for School Libraries and Information Technology and Colet Bartow, Montana Office of Public Instruction.

Student version adapted by Marianne Hunter (North Thurston S.D.)