## Information Power Publications

*Information Power: Building Partnerships for Learning,* 1998.

Includes the *Information Literacy Standards for Student Learning* that will help students become skillful producers and consumers of information along with the guidelines for creating a dynamic student-centered program. Order #3470-6-2094. ISBN 0-8389-3470-6. Approx. 208p. $35.

*A Planning Guide for Information Power: Building Partnerships for Learning*, 1999.

This guide provides practical, step-by-step directions in workbook format for implementing the planning process described in Information Power: Building Partnerships for Learning. Also included is the School Library Media Program Assessment Rubric for the 21st Century. ISBN 0-8389-8073-2 56p. $10/ALA members $9.

*The Information-Powered School,* 2001.

Outlines a specific plan for school library media specialists and teachers to share the responsibilities of planning, teaching and assessing student learning and offering a truly cohesive curriculum. ISBN 0-8389-3514-1. 152p. $35/ALA members, $31.50.

*Information Power: Because Student Achievement Is the Bottom Line,* 1999.

This acclaimed national plan for coordinating the implementation of Information Power: Building Partnerships for Learning provides a detailed guide for constructing your own plan. ISBN 0-8389-8064-3. 65p. $10/ALA members, $9.

*Information Literacy Standards for Student Learning,* 1998.

These standards can be applied to state and national learning standards. Covers general aspects of student learning. 48p. ISBN 0-8389-3471-4. $20.

*The Video Companion to Information Literacy Standards for Student Learning.*

Produced by Great Plains Network as part of its "Know It All" series. Student-activity scenarios bring to life each of the nine information literacy standards. 15-minute video. Order # 3492-7-2094. $39.95.

## For More Information

Contact: American Association of School Librarians e-mail: aasl@ala.org; www.ala.org/aasl
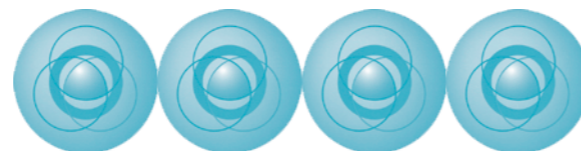
To order any of the publications, call 800-545-2433, then press 7.

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# Building Partnerships for Learning

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## Because student achievement IS the bottom line!

The Mission of the School Library Media Program is to ensure that students and staff are effective users of ideas and information. (*Information Power: Building Partnerships for Learning* (1998 p.6 ALA))

"Children may learn to read in a classroom, but they learn to love reading in a library media center. Free, voluntary reading is the foundation of language education." (Stephen Krashen, *The Power of Reading*, 1993.)

Research shows the highest achieving students come from schools with good school libraries (Source: Lance, Keith Curry. *The Impact of School Library Media Centers on Academic Achievement.* Office of Educational Research, U.S. Department of Education, 1994.)

Students in schools with well equipped library media centers and professional library media specialists perform better on achievement tests for reading comprehension and basic research skills. (Source: Haycock, Ken. *What Works,* Rockland Press, 1992)

"In all three states (Pennsylvania, Colorado and Oregon), the level of development of the library media program was a predictor of student performance, and data on staffing levels correlated with test scores . . . Where library media programs are better staffed, better stocked and better funded, academic achievement tends to be higher." (Source: Lance, Keith Curry. "Proof of the Power: Quality Library Media Programs Affect Academic Achievement." *MultiMedia Schools,* September 2001.)

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## Information Literacy Standards for Student Learning

### Information Literacy

**Standard 1:** The student who is information literate accesses information efficiently and effectively.

**Standard 2:** The student who is information literate evaluates information critically and competently.

**Standard 3:** The student who is information literate uses information accurately and creatively.

### Independent Learning

**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests.

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

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

### Social Responsibility

**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.

**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.

**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.

## Information Power Helps Students:

- to become effective users of information.
- by developing excitement for learning.
- by creating a positive self-image.
- by promoting problem-solving and thinking skills.
- by providing optimum use of resources.
- by developing life-long learning skills.
- by providing use of the library media center as a learning laboratory.
- to become a partner in the learning process.
- by promoting literacy and the enjoyment of reading, viewing and listening.
- by ensuring equity and freedom of access to a broad scope of information ideas.

## Information Power Benefits Teachers:

- by providing flexible access to the library media center and all its resources.
- by creating a student-centered learning laboratory.
- by expanding the curriculum through a multitude of resources in many formats.
- by promoting collaborative planning and teaching.
- by providing current information about educational strategies and techniques.
- by integrating instructional resources and library media services across the curriculum.
- by providing leadership, instruction and consulting assistance in the use of instructional and information technology.

## Information Power Helps Library Media Specialists:

- to know and meet the needs of students and teachers.
- to acquire the roles of teacher, technologist, instructional partner and program administrator.
- to build partnerships with:

  students
  teachers
  administrators
  parents and
  community

- to provide suitable resources, a positive learning climate, and flexible scheduling that meets the needs of students and staff.
- to ensure that students and staff are effective users of ideas and information.
- to work with teachers to integrate information literacy skills into all areas of the curriculum.

## Information Power Supports Administrators:

- by maximizing students learning experiences.
- by advocating the need to integrate information literacy skills across the curriculum.
- by promoting greater staff cooperation.
- by providing guidelines for up-to-date resources, equipment and facilities for the library media center.
- by demonstrating the value of a schedule based on students learning needs.
- by furthering community cooperation.
- by demonstrating the need for qualified library media professionals and adequate support staff.