Kansas Model Curricular Standards for
Library Media and Technology

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PREFACE

MISSION STATEMENT
The mission of the Kansas School Library Media and Technology Program is for all students in Kansas to develop the skills, knowledge, and judgment to become efficient and effective lifelong learners.

PURPOSE
The Kansas Library Media and Technology Standards meet the needs of Kansas' school libraries, administrators, and library media specialists, teachers, parents, and students by:

1. Dividing into specific developmental stages the national information literacy standards as noted in the book Information Power: Building Partnerships for Learning (1998). Remove underline and put book in italics.

2. Providing guidelines for the development and the expectations for school library media programs; including aligned and integrated curriculum and instruction, diverse and appropriate materials selection, and quality customer service.

3. Providing guidelines for the development and the expectations for technology and computer applications programs, including aligned and integrated curriculum and instruction, experiences with diverse and appropriate applications and technologies, and development of real world skills.

This document demonstrates how the library media specialist plays a role that:

- advocates a student-centered approach to reading, listening, and viewing that emanates from individual interests and abilities;
- expands student knowledge and skills for accessing information from diverse resources that are required of successful individuals in the world wide economy;
- encourages student growth to the fullest of his/her ability to extract and construct meaning from information; and
- encourages the integration of technology into the curriculum as a tool to improving student learning and motivation.

Information Power: Building Partnerships for Learning remove underline and put name of book in italics (1998), with its delineation of the national information literacy standards, was the guiding source in the development of this document. The national information literacy standards are the basis for the school library media curriculum and the identification of the supporting materials necessary in school media centers for students to become lifelong learners who can access and use information efficiently and effectively.

International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NET*S) is another guiding document used in the development of Library Media & Technology Standards. ISTE is the professional education organization responsible for recommending guidelines for accreditation to the National Council for Accreditation of Teacher Education (NCATE), the official body for accrediting teacher preparation programs. NET*S guidelines include standards for technology literacy which served as the foundation for the technology standards.

The Partnership for 21st Century Skills served as a source for additional concepts for this document. The Partnership for 21st Century Skills is a leading advocacy organization focused on infusing 21st century skills into education. The partnership brings together the business community, education leaders, and policymakers to create a vision for 21st century education that provides a learning environment that allows students to graduate from our schools with the skills needed to be effective citizens, workers, and leaders in the 21st century.

Since its beginning in 2002, the partnership has introduced a set of comprehensive tools to help education stakeholders integrate 21st century skills into learning. The partnership defines six key elements of 21st Century Learning. They are:

- emphasize core subjects,
- emphasize learning skills,
- use 21st century tools to develop learning skills,
- teach and learn in a 21st century context, and
- use 21st century assessments that measure 21st century skills.

Organization of the Document
This document presents standards, benchmarks, and indicators. They are defined as:

> **Standard**: A standard is a general statement of what a student should know and be able to do in academic subjects. For the purpose of this document, standards are defined for information literacy, independent learning, and social responsibility. Other Kansas curricular standards have been correlated with the national literacy standards.
>
> **Benchmark**: A benchmark is a specific statement of what a student should know at a specific time. For the purpose of this document, benchmarks are written for pre-K though 12.
>
> **Indicator**: An indicator is a specific statement of knowledge or skills, which a student demonstrates in order to meet a benchmark. For the purpose of this document, indicators are written for pre-k, kindergarten, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, and twelfth grade students. These grade levels provide for easier alignment to Library Media & Technology Standards with other Kansas standards and assessments. In addition, if a skill is mentioned in an indicator at one level, it is assumed to be a part of all indicators thereafter.

Kansas library media specialists, administrators, teachers, parents, and students will need to be provided with the human and material resources necessary to implement and sustain exemplary programs for all students in Kansas.

If you are a student…you will find the skills and abilities needed to become a proficient consumer and producer of information in a variety of sources and formats.

If you are a parent…you will find the expectations for your child so that when he/she becomes an adult, he/she will be a proficient consumer and producer of needed information.

If you are a library media specialist…you will find guidance in developing an exemplary library media program that produces knowledgeable consumers of information and lifelong learners.

If you are a school technologist. . .you will find ideas on how to integrate various technologies into the learning environment to help students communicate, solve problems, and make decisions.

If you are a teacher…you will find links that provide a working instructional partnership with you and your library media specialist across the curriculum.

If you are an administrator…*you will find the guidelines for supporting and evaluating an exemplary library media program that benefits the entire learning community.*

Frequently Asked Questions

Q: Are the Kansas Library Media & the Kansas Technology Standards designed for use by the school library media specialist/teacher librarian or school technologist?

A: The standards are for use in the library media & technology curriculum. However, these standards can be used by the library media specialist/teacher librarian and school technologist as a collaborative tool to work with teachers on integrated assignments or projects.

Q: Have state assessments been developed to accompany the Kansas Library Media & the Kansas Technology Standards?

A: No. State assessments have not been designed to assess the 8th grade technology standards. However, a locally designed and administered 8th grade technology assessment is to be conducted at the district and/or school level and reported to KSDE annually. All 8th grade students including special education students are to be reported. Overall, the Library Media & Technology Standards are seen as a support for the curricular areas being assessed in core areas on the Kansas assessment.

Q: Are these standards mandatory?

A: No. They are to be used as a guide to determine what students should know and be able to do at appropriate grade levels including the area of 8th grade technology literacy. They provide support for the library media specialist/teacher librarian and school technologist who are involved in developing the library media and technology program.

Q: Can the technology literacy assessment only be administered at the 8th grade?

A: Assessment information can be gathered over a period of years. For example, data can be collected in a portfolio during grades four, five, six, seven, and eight. The final results will be reported to Kansas State Department of Education (KSDE) at the end of the 8th grade year.

Q: Can special education students at the 8th grade who take the Kansas Assessment of Modified Measures (KAMM) meet the requirement for the technology assessment?

A: KAMM should count for those students who take this alternate assessment at 8th grade.

Comparison of Information Power Standards and Kansas Library Media & Technology Standards

Information Power Standards in the area of Information Literacy are the foundation for the Kansas Library Media Standards. These information literacy standards are also incorporated into 21st century skills indicators. For this document, standards used in information power are changed to benchmarks.

Information Power Standards and Indicators

	Information Literacy
Standard 1:	The student who is information literate accesses information efficiently and effectively.
Indicator 1.	Recognizes the need for information
Indicator 2.	Recognizes that accurate and comprehensive information is the basis for intelligent decision making
Indicator 3.	Formulates questions based on information needs
Indicator 4.	Identifies a variety of potential sources of information
Indicator 5.	Develops and uses successful strategies for locating information follow throughout
Standard 2:	The student who is information literate evaluates information critically and competently
Indicator 1.	Determines accuracy, relevance, and comprehensiveness
Indicator 2.	Distinguishes among fact, point of view, and opinion
Indicator 3.	Identifies inaccurate and misleading information
Indicator 4.	Selects information appropriate to the problem or question at hand
Standard 3:	The student who is information literate uses information accurately and creatively
Indicator 1.	Organizes information for practical application
Indicator 2.	Integrates new information into one's own knowledge
Indicator 3.	Applies information to critical thinking and problem solving
Indicator 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.
Indicator 1.	Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
Indicator 2.	Designs, develops, and evaluates information products and solutions 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.
Indicator 1.	Is a competent and self-motivated reader
Indicator 2.	Derives meaning from information presented creatively in a variety of formats
Indicator 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
Indicator 1.	Assesses the quality of the process and products of personal information seeking
Indicator 2.	Devises strategies for revising, improving, and updating work
	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
Indicator 1.	Seeks information from diverse sources, contexts, disciplines, and cultures
Indicator 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
Indicator 1.	Respects the principles of intellectual freedom
Indicator 2.	Respects intellectual property rights
Indicator 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 and to pursue and generate information.
Indicator 1.	Shares knowledge and information with others
Indicator 2.	Respects others' ideas and backgrounds and acknowledges their contributions
Indicator 3.	Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions
Indicator 4.	Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

*NET*S for students are used as the framework for the technology literacy section of the Library Media & Technology Standards. The technology foundation standards for students are divided into six broad categories. These categories are called standards in the technology literacy section of the library media and technology standards document, and the bulleted items become benchmarks. They are described below:*

1 Basic operations and concepts (Standard 10)
- students demonstrate a sound understanding of the nature and operation of technology system. (Benchmark 1);
- students are proficient in the use of technology (Benchmark 2).

2 Social, ethical, and human issues (Standard 11)
- students understand the ethical, cultural, and societal issues related to technology (Benchmark 1);
- students practice responsible use of technology systems, information, and software (Benchmark 2); and
- students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity (Benchmark 3).

3 Technology productivity tools (Standard 12)
- students use technology tools to enhance learning, increase productivity, and promote creativity (Benchmark 1); and
- students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works (Benchmark 3).

4 Technology communications tools (Standard 13)
- students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences (Benchmark 1); and
- students use a variety of media and formats to communicate information and ideas effectively to multiple audiences (Benchmark 2).

5 Technology research tools (Standard 14)
- students use technology to locate, evaluate, and collect information from a variety of sources (Benchmark 1);
- students use technology tools to process data and report results (Benchmark 2); and
- students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks (Benchmark 3).

6 Technology problem-solving and decision-making tools (Standard 15)
- students use technology resources for solving problems and making informed decisions (Benchmarks 1-3); and
- students employ technology in the development of strategies for solving problems in the real world (Benchmark 4).

Guidelines for the 8th Grade Technology Literacy Assessment

Enhancing Education Through Technology
NCLB, Title II, D Goal 2-A
To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

Definition
Technology literacy is the ability of individuals to responsibly use appropriate technology tools to: access, manage, integrate, and evaluate information; construct new knowledge; and communicate with others to improve learning and acquire lifelong knowledge and skills.
--Office of Educational Technology

A technology literate student is deemed to be proficient in the following areas: basic operations and concepts, ethical, social and human issues, technology productivity, technology communication, technology research and technology as a problem-solving and decision-making tool.
-- National Educational Technology Standards (NET*S for Students)

Recommended Curriculum
KSDE developed state technology standards in 2006 based primarily on the NET*S for students which can be accessed here. It is recommended that LEA's use this document as the primary resource and adapt it for developing benchmarks, indicators, and instructional activities at each grade at the local district level.

Assessment Methods
The type of assessment used is determined at the local level. The assessment may be:

- knowledge based (test),
- grades in a required 8th grade course ,
- performance based (checklist/rubric),
- e-portfolio based ,
- project based, or
- combination of any of the above.

These assessment strategies can be used with each standard individually or clustered where it is appropriate. They can be done in content areas or they can be done as a stand-alone effort.

LEA's must be able to provide to KSDE the percentage of 8th grade students at the technology literacy proficiency level at the completion of each school year.
Documentation describing the assessment method used will also be required.

1. Percentage of 8th grade students at the technology literacy proficiency level.
2. Describe what assessment method was used, why it was chosen, when it was given, and how it was administered.