

21st Century Library Learning Standards

(working title)

I. Learners use 21st century information skills, resources and tools to inquire, think critically, and gain knowledge.

Skills	Self-Assessment Strategies
<ul style="list-style-type: none"> • Use a variety of information literacies (e.g., textual, visual, media, digital) to gather meaning from information presented in any format. • Use information literacies to contextualize and deepen academic content learning. • Demonstrate mastery of technology tools to be both productive and critical thinkers. • Employ critical thinking and problem solving skills to make sense of information gathered from diverse sources. • Collaborate with others to broaden and deepen understanding. • Follow an inquiry-based process in seeking knowledge in core subjects and 21st century content. <ul style="list-style-type: none"> ○ Students ask questions based on context. <ol style="list-style-type: none"> 1. Students recognize their own purpose in seeking information. 2. Students observe and experience to gather information. 3. Students gain background knowledge and context. 4. Students identify misconceptions in their own knowledge and gaps in their information. 5. Students develop and refine questions. ○ Students investigate. <ol style="list-style-type: none"> 1. Students find, evaluate, and select appropriate resources to locate the information they seek. 2. Students seek diverse sources and multiple points of view, pursuing a global perspective when appropriate. 3. Students navigate through text to locate relevant information. 	<ul style="list-style-type: none"> • Monitor their own information seeking process for effectiveness and progress. • Use interaction with and feedback from peers to guide their own inquiry process. • Demonstrate willingness to revisit and refine questions, resources, and strategies. • Monitor gathered information and assess for gaps or weaknesses. • Seek appropriate help when needed.

<ol style="list-style-type: none"> 4. Students locate and access the information they need (both independently and in collaboration with others) using print and technology tools. 5. Students clarify main and supporting ideas. 6. Students evaluate information before using (validity, appropriateness to their needs, social and cultural context). 7. Students evaluate information for accuracy, fact, opinion, point of view and bias and seek a balance in points of view. 8. Students record and organize information to answer their questions. 	
Dispositions	Responsibilities
<ul style="list-style-type: none"> • Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. • Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. • Maintain a critical stance by questioning the validity and accuracy of all information. • Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. • Display emotional resilience by persisting in information searching despite challenges, revisions, or process complexities. 	<ul style="list-style-type: none"> • Respect intellectual property rights of creators and producers. • Seek divergent perspectives during information gathering and assessment. • Contribute to the interchange of ideas within the learning community. • Use information technology responsibly.

Comments/Suggestions:

II. Learners use 21st century information skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills	Self- Assessment Strategies
<ul style="list-style-type: none"> • Use technology and information tools to think critically and work productively and creatively. • Collaborate with others to interchange ideas, develop new understandings, make decisions, and solve problems. • Continue an inquiry-based process in developing new understandings, drawing conclusions, and creating new knowledge. <ul style="list-style-type: none"> ○ Students draw conclusions and make decisions to form new knowledge. <ol style="list-style-type: none"> 1. Students use strategies, thinking processes, and graphic organizers to gain understanding and organize their knowledge. 2. Students process information by making connections to previous knowledge, ideas in other texts, and authentic situations in the world. 3. Students synthesize and draw conclusions based on evidence. 4. Students form new knowledge to support their curricular learning. 5. Students apply their knowledge to new and authentic situations. ○ Students create own expressions of learning. <ol style="list-style-type: none"> 1. Students use a variety of technological production tools to create projects that reflect their learning. 2. Students use writing, media literacy, and technology skills to develop expressions of new understandings. 3. Students use creativity and innovation skills to develop products to express ideas and information. 	<ul style="list-style-type: none"> • Determine how to act on information (accept, reject, modify). • Reflect on systematic process and assess for completeness of investigation. • Recognize new knowledge and understanding. • Develop directions for future investigations.
Dispositions	Responsibilities
<ul style="list-style-type: none"> • Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. 	<ul style="list-style-type: none"> • Connect understanding to the real world. • Consider diverse and global perspectives in drawing



<ul style="list-style-type: none">• Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.• Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.• Demonstrate personal productivity by completing products to express learning.	<p>conclusions.</p> <ul style="list-style-type: none">• Use valid information and reasoned conclusions to make ethical decisions.• Respect the principles of intellectual freedom.
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Comments/Suggestions:

III. Learners use 21st century information skills, resources and tools to share their knowledge and understandings with others and participate ethically and productively as members of our democratic society.

Skills	Self-Assessment Strategies
<ul style="list-style-type: none"> • Participate and collaborate as members of a social network of learners. • Use writing and speaking skills to communicate new understandings effectively. • Use technology and other tools to organize and display knowledge and understanding in ways that others can view, use, and assess. • Conclude an inquiry-based process by sharing their new understandings with others and reflecting on their learning. <ul style="list-style-type: none"> ○ Students share their new understandings with others. <ol style="list-style-type: none"> 1. Students discuss the real-world applications of their knowledge. 2. Students use a variety of strategies to organize their knowledge in such a way that it can be shared. 3. Students identify appropriate audiences. 4. Students determine effective formats and timeframe for sharing. 5. Students creatively use a variety of technology resources to display and share their understandings. 6. Students give credit when using others' ideas and products. ○ Students reflect on their own work. <ol style="list-style-type: none"> 1. Students articulate their new knowledge and the process by which they gained that knowledge. 2. Students participate in peer-to-peer reflection and analysis. 3. Students develop new questions to drive future inquiry. • Students connect their learning to community issues. 	<ul style="list-style-type: none"> • Assess the processes by which their learning was achieved. • Assess the effectiveness of the learning product. • Assess the ability to work with others in a group setting (varied roles, leadership, respecting other viewpoints).

Dispositions	Responsibilities
<ul style="list-style-type: none"> • Demonstrate creativity by using multiple resources and formats. • Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. • Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. • Demonstrate teamwork- the ability to work productively with others. 	<ul style="list-style-type: none"> • Follow ethical and legal guidelines in gathering and using information. • Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. • Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. • Create products that apply in authentic, real-world contexts. • Contribute to the interchange of ideas within and beyond the learning community. • Use information and knowledge in the service of equity and justice.

Comments/Suggestions:

IV. Learners use 21st century information skills, resources and tools to pursue personal and aesthetic growth.

Skills	Self-Assessment Strategies
<ul style="list-style-type: none"> • Read for pleasure and personal growth. • Read widely to make connections with themselves, the world around them, and their previous reading. • Respond to literature and creative expressions of ideas in various formats. • Pursue passions in personal learning. • Seek resources in a variety of formats and genres. • Connect ideas to own interests and previous knowledge and experience. • Organize their knowledge in a way that can be called upon easily. • Use social networks and tools to gather and share information. • Apply what they learn to their own lives. • Use creative and artistic formats to express personal learning. 	<ul style="list-style-type: none"> • Identify their areas of interest. • Recognize the limits of their personal knowledge. • Recognize when, why, and how to focus efforts. • Interpret new ideas based on cultural and social context. • Develop personal criteria for gauging the effectiveness of expressions of personal learning.
Dispositions	Responsibilities
<ul style="list-style-type: none"> • Display curiosity by pursuing interests through the library. • Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. • Maintain an openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. • Show an appreciation for literature by electing to read for pleasure and expressing an interest in various genres of literature. 	<ul style="list-style-type: none"> • Participate in the social interchange of ideas within a community of learners. • Recognize that resources are created for a variety of purposes. • Seek opportunities for pursuing personal and aesthetic growth. • Practice safe behaviors in electronic communication and interaction. • Respect the differing interests and experiences of others and seek a variety of viewpoints.

Comments/Suggestions: