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State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Nancy S. Grasmick 
DATE: October 26, 2010
SUBJECT: Acceptance of the *School Library Media State Curriculum*

PURPOSE:

To present the *School Library Media State Curriculum* to the State Board of Education for acceptance.

BACKGROUND/HISTORICAL PERSPECTIVE:

Impetus to develop the State Curriculum resulted from the call for rigorous content standards articulated in NCLB legislation and the 2002 Maryland report, *Achievement Matters Most: The Final Report of the Visionary Panel for Better Schools*. An important recommendation of the Visionary Panel report was for state and local school systems “to align every aspect of education...to support the classroom teacher.” This initiative also recommended development of a statewide grade PreK – 12 curriculum that specifies by grade and subject area what students are expected to know and be able to do. The School Library Media State Curriculum defines what students should know and be able to do at each grade level, Pre-K through 12 to move the students from guided instruction to independent information literacy.

EXECUTIVE SUMMARY:

MSDE hired consultant Dr. Ellen Jay to begin the work of drafting the School Library Media State Curriculum in the 2004-05 school year. Dr. Jay and MSDE staff worked with representatives from Maryland’s local school systems and institutions of higher education, who provided feedback on initial drafts. The documents underwent a series of subsequent reviews where scope, sequence, assessable content, and consistency were examined and revised by MSDE and selected library media professionals.

The School Library Media State Curriculum design efforts engaged processes similar to those used earlier by other content State Curriculum development teams. The format and terminology used in this document; (i.e., content standard, topic, indicator and objective) is patterned after the other Maryland content area curriculum documents. By using the same format and generic expectations, indicators and objectives, the document enhances the likelihood of the Information Literacy Curriculum being integrated into a wide range of content area instruction. At the top level, *content standards* are broad statements of what students should know and be able to do. Within each content standard are *indicator statements* that vary in number within and across content standards and grades. Indicator statements break the content standards into “teachable components. Finally, *objective statements*, written with the most specificity, describe what students are expected to know and be able to do at a given grade level. They are intended to guide teachers in the delivery of instructional activities and, therefore, should be as measureable as possible.

Representatives from the local school systems and higher education participated in the various steps of the development, review, and revision in the curriculum development process. During the school years of 2005-06 and 2006-07, Division of Instruction staff conducted district visits to library media specialists and administrators, visited pre-service and graduate education classes, and presented at

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state conferences, receiving comments and feedback about the School Library Media State Curriculum. Visitors to the mdk12.org website have also had the opportunity to provide comments on the document. In addition to collecting feedback, the district visits and focus groups provided opportunities to discuss and observe curriculum implementation, help determine professional development needs, and discuss possible MSDE and local school system partnerships to implement the standards.

In 2008, Westat was awarded the contract to provide an external review of the School Library Media State Curriculum by national experts. Westat drew on the expertise of three nationally recognized content experts as a review team, which developed a series of rubrics to use in evaluating the School Library Media State Curriculum, summarized the information and provided specific recommendations for revision. During the process of National Review, the American Association of School Librarians (AASL) released new national standards titled *Standards for the 21st Century Learner*. The reviewers noted in their report that as the new national standards are better understood the Maryland School Library Media State Curriculum should be revisited to reflect those changes.

Following the expert review recommendations, work began on reviewing and responding to their suggestions. Subsequent feedback from school library media administrators and resource teachers from around the state led to forming a workgroup in Spring 2009 to more closely align to the new national standards both in structure and philosophy, to update language, and to create a glossary. The School Library Media State Curriculum was again sent through a feedback cycle from January to June, 2010. In addition, recognizing the relationship and impact that school library media programs have traditionally had in support of reading, writing, and the research process, work began in the summer of 2010 to identify targets in the Reading/Language Arts Common Core where school library media specialists can provide support. The first step has been to create initial matrices to identify where alignments exist between the School Library Media State Curriculum and Reading/Language Arts Common Core.

By the Board's acceptance of these standards, school library media specialists will have a document with greater specificity than in the previous *Maryland Learning Media Learning Outcomes*. The standards and indicators will also identify a framework for all educators to embed information literacy into teaching and learning to prepare college and career ready students with necessary 21st century skills. The School Library Media State Curriculum is not intended to be taught in isolation in the library media center, but rather as collaboration between the library media specialist and classroom teacher, using content as the context for learning and applying information literacy. Next steps will be to make more connections with Common Core as it is implemented in Maryland, and add to the online Instructional Toolkit to provide library media specialists and classroom teachers with examples of how to implement the School Library Media State Curriculum.

ACTION:

This item is presented for Board acceptance.

NSG/jm

Attachment A

Packet including the SC documents, Rationale, Glossary