

A Case Study of One District's Implementation of Information Power

[Kathy Latrobe](#), Professor, School of Library and Information Studies, University of Oklahoma, and Anne Masters, Director, Media Services and Instructional Technology, Norman Public Schools

One district sought to institutionalize the implementation of Information Power: Building Partnerships for Student Learning into its established planning and evaluation activities. The rationale for this implementation strategy was that the stakeholders could be simultaneously informed about the principles of library media programming that support the standards and also enabled to evaluate their programs and apply their findings to annual action plans. This implementation strategy modeled the principles of Information Power in that it was a

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(5) info is f lea						4	4	
(6) Program promotes activities for understanding and enjoyment	3.43	3.53	3.25	3.23	3.39	4	4	

learning needs

(1) Program is integrated into the curriculum

3.04

2.99

2.31

3.15

5.52

4

4



learning needs							
(8) Program fosters individual and collaborative inquiry	3.50	3.44	2.93	3.61	3.91	4	4
(9) Program integrates technology for learning and teaching	3.56	3.46	2.88	3.76	3.87	4	4
(10) Program is link to larger learning community	3.48	3.39	2.63	3.65	3.83	3	4

*N=523

Thus in the course of three consecutive semesters, three sets of stakeholders (school library media specialists, administrators, and teachers) had considered aspects of their own school library media programs in terms of the 1998 guidelines and also in terms of the level of participation by those sets of stakeholders.

The Evaluation Questions

The district's fall 1999 implementation efforts focused on the audience of teachers and on *Information Power's* principles for teaching and learning (AASL 1998, 58). Focusing the attention of teachers on the principles of teaching and learning was a priority because student learning is central to the mission of the district's library media programs and to the spirit of *Information Power*. And although teachers are certainly to be involved in information access and program administration, they are most directly related to the teaching and learning components of the program. Also underlying this focus was the understanding that teachers needed to be first introduced to the new guidelines in ways that are most relevant to their needs and goals.

Integral to this implementation process were questions that could inform district and building-level planning and evaluation of school library media programs.

- How did teachers rate library media program progress according to the guidelines' principles for teaching and learning?
- How did teachers rate the participation of the library media specialist, the principal, and the other teachers in their buildings?
- Were teachers' ratings of library media programs consistent with that of their building-level library media specialist/principal teams?

- Were teachers' perceptions of stakeholder participation consistent with those of the library media specialist/principal teams?
- Were there differences in program progress or program participation between elementary and secondary schools?
- What is the relationship between program progress and program participation?

Although answers to these questions cannot be generalized beyond the district, the assessment methods themselves may be adapted and adopted (according to results of this evaluation study)

Its structure emphasized not only the guiding principles for effective programming but also the concepts of partnership and collaboration that are basic to *Information Power*. Beyond developing awareness, respondents to the assessment had an opportunity to evaluate the implementation of the guiding principles for teaching and learning within their building-level library media programs and to assess the involvement of teachers, principals, and library media specialists. Building-level library media specialists gathered data that could later be shared as input for development of collaborative action plans for their library media programs as well as their overall school programs. The assessment instrument also made it possible for the district library media coordinator to monitor the long-term implementation process of the new guidelines within the district. Thus the assessment instrument facilitated communication and data collection among various audiences, and it was basic to institutionalizing implementation efforts into the district's annual action plans.

The development of 522

Table 5. Correlation of Program Participation to Program Progress (Based upon Responses by Teachers)

Principles for Teaching and Learning	Correlation of Participation to Program Progress								
	All Levels			Elementary			Secondary		
	LM S	Princi pal	Teach ers	LM S	Princi pal	Teach ers	LM S	Princi pal	Teach ers
(1) Program is integrated into the curriculum	.58	.40	.30	.64	.43	.29	.44	.32	.37



3. You can learn more about the National Study of School Evaluation and their publications from their Web site at www.nsse.org.

Works Cited

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Appendix

Assessing the School Library Media Program and its Partnerships

Information Power: Building Partnerships for Learning

Recommendations:

Directions:

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1. The library media program is essential to learning and teaching and is fully integrated into the curriculum to promote students' achievement of learning goals.

The library media program ensures that:

- Information literacy standards are integrated throughout the teaching and learning process.
- Appropriate resources support information literacy and critical thinking throughout the curriculum.
- Technology plans focus on information literacy.

PROGRAM PROGRESS



PROGRAM PARTICIPATION

Principal LMS Teacher

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PROGRAM PROGRESS







PROGRAM PROGRESS



PROGRAM PROGRESS



<p>1. The library media program supports the mission, goals, objectives, and continuous improvement of the school.</p> <p>The library media program has:</p> <ul style="list-style-type: none"> • mission, goals, and objectives consistent with those of the school; • widely-held acceptance that it is essential to the school's instructional program; and • direction from results of assessments and evaluations for school improvement. 	<p>PROGRAM PROGRESS</p>  <p>PROGRAM PARTICIPATION</p> <table border="1"> <tr> <td>Principal</td> <td>LMS</td> <td>Teacher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Principal	LMS	Teacher			
Principal	LMS	Teacher					
<p>2. The library media program has at least one full-time, certified/licensed library media specialist supported by qualified staff.</p> <p>The library media program has:</p> <ul style="list-style-type: none"> • support and feedback beyond the building level; • a library media specialist(s) involved with performance appraisals as supervisor and employee committed to personal development; and • library media specialist(s) active in professional organizations. 	<p>PROGRAM PROGRESS</p>  <p>PROGRAM PARTICIPATION</p> <table border="1"> <tr> <td>Principal</td> <td>LMS</td> <td>Teacher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Principal	LMS	Teacher			
Principal	LMS	Teacher					
<p>3. The library media program has a level of professional and support staffing that is based upon the school's instructional programs, services, facilities, size, and numbers of students and teachers.</p> <p>The library media program has:</p> <ul style="list-style-type: none"> • staffing patterns based upon the analysis of program requirements; • supervision of technical and clerical staff that facilitates its smooth operation; and • access by students and teachers throughout the school day and at other times, as needed. 	<p>PROGRAM PROGRESS</p>  <p>PROGRAM PARTICIPATION</p> <table border="1"> <tr> <td>Principal</td> <td>LMS</td> <td>Teacher</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Principal	LMS	Teacher			
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	<p>PROGRAM PROGRESS</p> 						

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