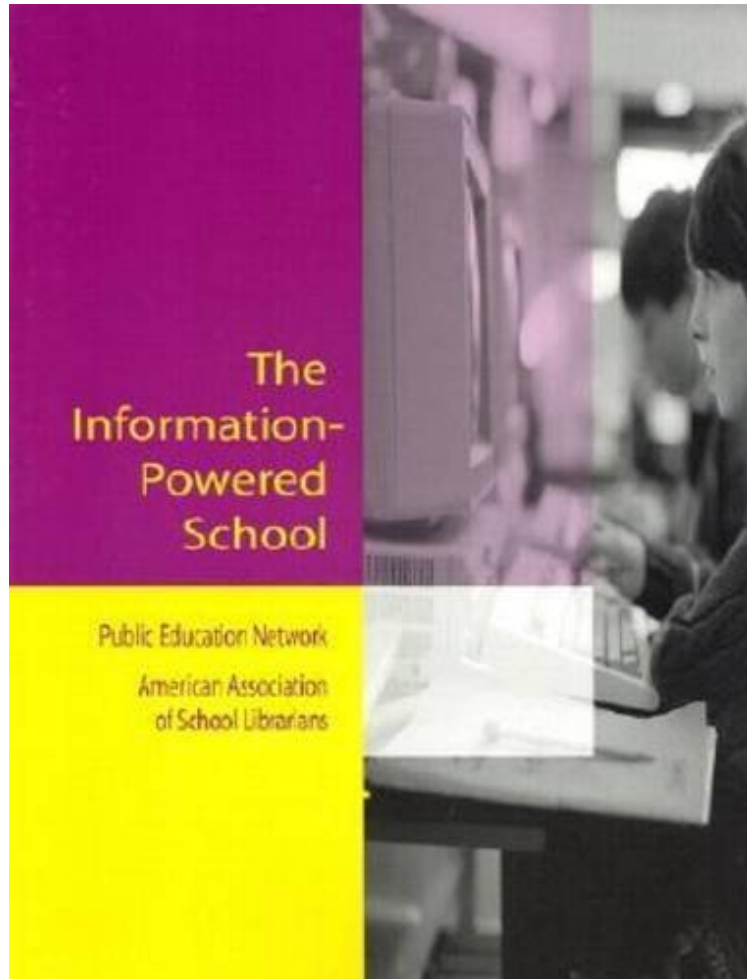


# The Information-Powered School

Anne Wheelock

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**Anne Wheelock : The Information-Powered School** before purchasing it in order to gage whether or not it would be worth my time, and all praised The Information-Powered School:

At the heart of the publication of "Information Power" was the idea that school library media specialists and teachers could work together to make certain that their students were becoming information literate. This work includes 40 templates and model forms, all tested in actual Library Power sites. It 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 coherent curriculum. Included are tips from experienced practitioners on gathering the support of teachers and principals, on managing new roles and responsibilities, and on leading the charge to integrate information literacy and technology into curricula. Using this hands-on guide, the user should start to see information-literate students engaged

in inquiry-based learning and using library media resources and services in new and productive ways. For every school librarian, media centre specialist, educator, and principal who wants to activate "Information Power" in their schools, here are flexible strategies for creating dramatic and collaborative change.

From School Library Journal  
Designed as a "tool kit," this volume presents a variety of articles highlighting various aspects and activities of Information Powered Schools and giving tips for putting the principles and practices to work. It draws on experiences of those communities that have participated in the DeWitt Wallace-Reader's Digest initiative to develop a vision for improving teaching and learning through the library program, mobilize community support for it, and make a commitment to providing full-time librarians. Checklists, surveys, and planning forms are included to determine the status of current practices. The collaborative planning worksheets, request forms, unit evaluation and collaborative-unit evaluation forms will be of special interest to librarians already involved in this process. Answers to questions about curriculum and collection mapping and development are supported with worksheets for data collection. Developing resources for the information-powered school focus on strategies for self-evaluation, the use of state and regional guidelines, packaging a proposal for funding, budgeting, and community involvement. Print and Web resources are included.  
Copyright 2001 Cahners Business Information, Inc. "With the publication of this new work, [school librarians] finally have a guide that takes the concepts presented in Information Power and breaks them down into small, doable steps with suggestions on how to sell the changes to others and how to implement them into the library program... If schools use only some of the suggestions available in the text, their library programs should improve." --Voice of Youth Advocates  
About the Author  
The Public Education Network (PEN) is a nonprofit organization that creates systems of public education that result in high achievement for every child. PEN works with local education funds to educate the nation about the relationship between school quality and the quality of community and public life. PEN administered the Library Power program in 19 communities nationwide. The American Association of School Libraries (AASL), a division of the American Library Association, is the leading professional organization for school library media specialists with the mission to advocate excellence, facilitate change, and develop leaders in the school library media field. AASL is the co-author of Information Power and co-developer of the Information Literacy Standards for Student Learning. Sandra Hughes-Hassell, Ph.D., is assistant professor in the College of Information Science and Technology at Drexel University. Before joining Drexel's faculty in 1998, she served as director of the Philadelphia Library Power Project. Anne Wheelock is an independent writer, researcher, and policy analyst based in Boston, Massachusetts. As a case study writer for the University of Wisconsin's National Program Evaluation of Library Power, she documented the implementation of Library Power practices at the school and district level.