

ON LINE REPLICATION KIT FORMAT

Big6™

Excelling with the Big6™ Research Model

2003/20004

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1. Description of Primary Learners (i.e., age, grade, prerequisite skills, interests): K-12 Media Specialists and Teachers

- | | |
|--|--|
| <input checked="" type="checkbox"/> Early Learners | <input checked="" type="checkbox"/> High Schools |
| <input checked="" type="checkbox"/> Primary Schools | <input checked="" type="checkbox"/> Young Adults |
| <input checked="" type="checkbox"/> Upper Elementary | <input checked="" type="checkbox"/> Adult Learners |
| <input checked="" type="checkbox"/> Middle Schools | <input type="checkbox"/> Intergenerational |

2. Subject/Topical Areas of Inquiry: All content areas applicable

- | | |
|--|--|
| <input checked="" type="checkbox"/> Science/Technology | <input checked="" type="checkbox"/> Daily Life Skills |
| <input checked="" type="checkbox"/> Social Sciences | <input checked="" type="checkbox"/> Business/Economics |
| <input checked="" type="checkbox"/> Arts/Humanities | <input checked="" type="checkbox"/> Local Community |
| <input checked="" type="checkbox"/> Personal Development | <input checked="" type="checkbox"/> Home, Garden, Auto |

3. Library Resources/Media Formats Used: All available media resources

- | | |
|---|---|
| <input checked="" type="checkbox"/> Reference Books | <input checked="" type="checkbox"/> Databases |
| <input checked="" type="checkbox"/> Periodicals | <input checked="" type="checkbox"/> Collections |
| <input checked="" type="checkbox"/> Web Sites | <input checked="" type="checkbox"/> Videos, Art Forms |
| <input type="checkbox"/> Production Tools | <input type="checkbox"/> Production Equipment |

ON LINE REPLICATION KIT FORMAT

Excelling with the Big6 Research Model

Program Description:

This project is an ongoing experience for Perry Township media specialists and teachers that began with the need for a clear and consistent process of finding, using, and making meaning of information. A broad based committee examined several excellent research models and then selected the Big6 (Eisenburg and Berkowitz) as the one they felt would be most useful for teachers and students in the district.

The implementation of the model included intensive training for media specialists and followed by the expectation that they would be the building leaders in communication to faculty administrators the importance of using a model when faced with an information-rich problem.

Media specialists began to incorporate the model naturally into media center projects. This helped teachers to understand that using a research model was not an “add-on” or something additional they would need to find time for but was just one more tool available to help impact student achievement and to meet academic and content standards.

Program Benefits:

This program has helped to increase teacher understanding of the importance of collaborating with the media specialist to address information literacy in students. It has also helped to clarify what collaboration actually means and the benefits to them and their students. A result of integrating the research model is that media center activities have increased in quantity and depth as teachers began to create assignments that require knowledge products rather than stopping at information products. Teachers also began to understand that this is a crucial life skill necessary for success in school, work and life.

The Roles the Librarian Plays (check all that apply):

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

ON LINE REPLICATION KIT FORMAT

Excelling with Big6

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	To increase and improve teacher/media specialist collaboration. All activates support academic standards based on the Correlations of Info Literacy.	Teachers will learn how to guide students as they navigate through a multitude of information to construct their own meaning.
Practices	Teachers and media specialists will use the Big6 research model as it is appropriate for their content objectives.	Media specialists will be the building leaders in communicating to faculty and administration the importance of using a model when faced with any information-rich problem.
States of Being	Repeated exposure to the process will encourage teacher's to integrate the model in many areas to improve students' decision-making skills and critical thinking skills,	Media Specialists feel confident in their skills to help students and staff interact with information successfully.

These objectives correlate with established State standards.

ON LINE REPLICATION KIT FORMAT

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program. It contains these components, in order of use:

1. Discussion of various research models.
2. Details of Models
3. Criteria for selecting research model
4. Information about securing a Big6 trainer
5. Bibliography of titles for learners

4.1 Discussion of Various Research Models

We began our search for a research model after a conversation at a media meeting. Media specialists expressed frustration with the lack of consistency and understanding when approaching an information problem. Many excellent research models exist and we knew we did not need to reinvent the wheel. We began our search by looking at the models outlined in article by Danny Callison in School Media Activities Monthly called:

Media Specialists were presented with eight models. They were given the task of narrowing that list to three models that they felt were a possible fit with our district initiatives and goals and that could be used by any teacher in grades K-12. The seven models follow this page.

The final 3 models were taken to a broad-based committee that included department chairs, media specialists, staff developers, administrators, and teachers. This group met for one day in the summer to hear an expert give a 30-minute presentation on one of the models. After the presentations, the committee cast a ballot for the model they felt would be most appropriate. The Big6 research model received the most votes. The remaining time was spent discussing ideas for a successful district –wide implementation.

The selection committee was key to our success. This prevented the initiative as being perceived as a “media issue” and garnered the support a wide variety of people. Buy in from teachers if very important.

Following is a detailed summary of the seven models media specialists investigated and then discarded four of them.

4.21

Name: Big6 Skills (Information Problem-Solving)

Author(s): Eisenberg & Berkowitz

Description: Eisenberg and Berkowitz approach the challenge of research with the idea that student assignments requiring the use of several resources are essentially information problems to be solved. These creators of Big6 have designed a process that provides an effective model to use in nearly any information problem situation - academic or personal - which requires information to solve a problem, make a decision, or complete a task. Their approach guides students through six systematic steps covering the basic research components. The authors have built in ways of expanding the steps for more advanced students as well as a truncated version for less experienced researchers. As a result of great promotion by the authors, Big6 is widely used throughout the United States. The language is clear, straightforward and user-friendly.

Resources available: The Big6 comes as a complete package. Workshops, a newsletter, posters, videos, handouts, sample lessons, as well as a variety of on-line helps are available. See the Big6 website (below) for details.

Resources available from Amazon.com:

Berkowitz, Robert E. and Eisenberg, Michael. *The New Improved Big6 Workshop Handbook*.

Linworth Publishers, 1999.

Berkowitz, Robert E. and Eisenberg, Michael. *Big6 Collection: Best of the Big6 Newsletter*.

Linsworth Publishers, 2000.

Eisenberg, Michael, Berkowitz, Robert E. & Darrow, Robert. *Teaching Information & Technology Skills: The Big6 in Secondary Schools*. Linworth Publishers, 1999.

Kasowitz, Abby S. *Using the Big6 to Teach Learners with the Internet*. Linworth Publishers,
2000.

Wolinsky, Art. *Internet Power Research Using the Big6 Approach*. Enslow Publishers, 2002.

Website(s):

1. <http://www.big6.com/>
2. http://www.eca.com.ve/library/Staff_dev/big_six_research_process.htm
3. Science fair examples: <http://www.big6.com/kidsshowarticle.php?id=131>
4. Writing Process (Gr. 3-6) examples:
<http://www.big6.com/kidsshowarticle.php?id=318>
5. Writing Process (Gr. 7-12) examples:
<http://www.big6.com/kidsshowarticle.php?id=316>
6. The Big6 Kids section: <http://www.big6.com/kids>

4.22

Name: Information Search Process

Author: Carol Kuhlthau

Description: Kuhlthau's study and her research process model came early in the redesign of the instruction of research skills. Her findings have been instrumental in many aspects of the change towards a process approach. By observing students progressing through research activities, she identified six "thinking" components needed for success. In addition, Kuhlthau also identified behavioral / feeling issues which impact the completion of these research components. Her wording is approachable and lots of explanatory text accompanies the steps as clarification. This model can be successfully adapted for all age groups.

Kuhlthau's ideas are found in most other research models today. Her work moved an emphasis on the exploration of topics (presearch / exploration) into the actual research process itself. She also stressed the importance of modeling each step for students before they actually do it for themselves. Another contribution was the value she placed on evaluating the process itself as well as the finished product.

Resources available: There are limited on-line resources available. See websites listed below.

Resources available from Amazon.com:

Kuhlthau, C. C. *Teaching the library research process* (2nd ed.). Metuchen, NJ: Scarecrow Press, 1994.

Kuhlthau, C. C. *Seeking Meaning : A Process Approach to Library and Information Services*. Norwood, NJ: Ablex Publishing, 1993.

Website(s):

1. Process explanation by the author:

<http://www.scils.rutgers.edu/~kuhlthau/Search%20Process.htm>

2. Chart of process with detailed explanations:

<http://www.uvm.edu/~jrc/edli274/weeks/week3/kuhlthau.html>

3. Findings on projects using ISP in elementary grades:

<http://www.ala.org/aasl/learning/practices/conducting.html>

4.23

Name: Infozone

Author: Assinboine South School Division / Winnipeg, Canada

Description: Infozone is a step-by-step information literacy process designed by a Canadian school district for use with middle and high school aged students. (I think it could also be adapted for use with elementary aged children.) Using steps similar to those in other models, this program stands out in the clarity of the wording used. Infozone steps are stated clearly and communicate in layman's language. The verbs used could effectively be combined with another process utilizing similar steps.

Resources available: At the website for this Canadian school district, the process steps are explained in detail. I do not find mention of items for purchase or staff development resources available. I did, however, find it used almost word for word by at least one other school district.

Website(s): www.assd.winnipeg.mb.ca/infozone/checklist.html

4.24

Model Name: Inquiry Research Process

Author: Leslie Preddy

Description: This circular research process is designed to give student researchers steps to use in thinking through their information needs, understanding the questions to be answered, using resources to discover answers, and communicating their findings. Preddy has given attention to developing a process that is a flexible guide for both students and teachers. Researchers are taught to spend time first on the problem / question to be answered as a means of narrowing the scope of the work. The other steps have students locating, analyzing and communicating their findings. She points out that every curriculum has an inquiry component and offers these steps as a means of addressing it. The process steps are broad enough to be adapted for all grade levels and also to allow for individual teaching styles. New questions that develop during the process can be recycled back through the process steps as needed.

Resources available: Leslie Preddy has made available on her website a variety of worksheets, overheads, sample collaborative lesson plans and other materials to help teachers and media specialists guide student inquirers. She also includes a section demonstrating how the inquiry research process meshes with National Goals, State Standards, and Best Practices.

Website(s): <http://pmms.msdp.k12.in.us/imc/INQUIRY/index.htm>

Note: Study of the work done by Marjorie Pappas (an author of Pathways to Knowledge by Follett – also reviewed in this project) contributed to the formation of this inquiry process.

4.25

Name: Organized Investigator

Author(s): David Loertscher & Blanche Woolls

Description: Loertscher and Woolls designed their research model to give organizational skills to students investigating an informational problem. Their model includes basic research process steps and these authors stress the importance of it being viewed as a cyclical process. Practical and helpful insights from research, theory, and practice for each step of the process have been included in their work accompanying the model.

(<http://ctap.fcoe.k12.ca.us/ctap/Info.Lit/Strategies.html>)

The language used in this model communicates in a clear, meaningful way and the model drawing helps clarify the interaction between the steps. Work has been done to mesh this process with Florida State Standards. Samples of these correlations are available at <http://sbsd.tie.net/research/researchmodule.htm>.

Loertscher has done with the Indiana State Department of Education on effective library media programs.

Resources available: Explanations of the process steps and sample units are available on-line.

Resources available from Amazon.com:

Loertscher, D.V. and Woolls, B. *Information Literacy: A review of research: A guide for practitioners and researchers*. Hi Willow Research and Publishing, 1999.

Website(s):

1. <http://ctap.fcoe.k12.ca.us/ctap/Info.Lit/infolit.html>
2. See examples of collaborative units at <http://ctap.fcoe.k12.ca.us/ctap/Info.Lit/Teaching.index.html>
3. See model diagram at <http://ctap.fcoe.k12.ca.us/ctap/Info.Lit/Organized.html>

4.26

Model Name: Pathways to Knowledge: Follett's Information Skills Model

Author(s): Marjorie Pappas and Ann Tepe / developed for Follett Software

Description: Pappas and Tepe have developed a model reflecting the basic steps used in solving information needs. Each step includes a variety of general as well as specific strategies to aid researchers. The authors explain their steps in both written and graphic designs (there are several charts of the process) and stress that this process is a non-linear one – i.e. researchers can begin and exit at different stages of the model. Each stage has an appreciation and evaluation component designed to help the student recognize and internalize what is actually being learned as well as evaluate their progress throughout the process. The somewhat overwhelming chart is clarified when studied with the text format.

Resources available: Follett has developed a wide variety of materials coordinated with *Pathways to Knowledge*. Posters, transparencies, black line masters, staff development articles, etc., are available for purchase either individually or as a kit. Their website also offers connections with schools and/or teachers using the product.

Resources available from Amazon.com:

Pappas, Marjorie L. and Tepe, Ann E. *Pathways to Knowledge and Inquiry Learning*. Libraries Unlimited, 2002.

Website(s): www.pathwaysmodel.com/the-model/text/
www.fsc.follett.com/products/pathwaysmodel/

4.27

Name: Research Cycle

Author: Jamie McKenzie

Description: The seven steps in this process encompass the basic research components used in numerous other models. McKenzie's model emphasizes questioning as a key to making sense of understanding information needs. He sees the ability to formulate questions as the most essential skill in the research cycle. McKenzie proposes that a student be able to raise and answer their own questions thus helping them move beyond "find out" or "cut and paste" tasks. He rejects topical research as being basically a waste of time preferring activities that put students in the information producer role to merely an information consumer role. This model was created in a cyclical format and the author sees this as a crucial factor in good research. In his opinion, students must actively revise and rethink research questions and plans throughout the process causing them to recycle back through the various stages as needed.

Resources available:

General resources for the Research Cycle online at:

http://www.aea5.k12.ia.us/pd/instr_tech_research_cycle/cycle_resources.htm

McKenzie, Jamie. *Beyond Technology*. FNO Press, 2000.

Website(s):

1. http://www.d47schools.org/hbm/html/research_cycle.html
2. McKenzie's thoughts on questioning - <http://questioning.org/>
3. Example of questioning - <http://www.graphic.org/cluster.html>

4.28

The Savvy Seven Research Model

developed by Nancy Miller and Connie Champlin

1. **What is the Question?** — Go beyond a topic or “fact-finding” to create a “smart question”, one that is essential, elaborating, probing or even irreverent. From this one overarching question, break your search into a few or several “investigative” questions. Identify what you already know and then choose keywords and phrases to use in your search for what you want to learn.
2. **What Resources Should I Use?** — Look for quality primary and secondary sources of information (people, places, things, books, periodicals, images, video, etc.) in your school or other libraries, in the community and on the World Wide Web. Choose those resources that best suit your research question and that are accessible to you.
3. **How Do I Find the Information?** — You need both “technical” and “thoughtful” literacy skills to find information within your identified resources. Your ability to conduct an interview, search through a catalog or index, use a computer, and access web portals or web search engines are greatly enhanced by also knowing how to scan for appropriate content, then expand or narrow your search through use of appropriate use of synonyms, antonyms and Boolean logic.
4. **How Do I Gather the Information?** — Once you find potential information for your research, engage with it through reading, listening and viewing in more depth. This is the “first cut” process: If information is valuable to helping you answer your investigative questions, then capture it for later review. Take quality notes (paraphrase!); record audio or video; take photographs; download images, files and articles from web sources; or copy and paste text from web pages into a word processing document. Be sure to note citations (and/or make links) of your sources as you gather content.
5. **Which Information Do I Use?** — It is now time to critically examine the information gathered to determine its ultimate value to your research. Ask yourself: Is the content as current as it needs to be for the questions asked?; Is it from a valid and credible source?; What is the bias of the information source?; Is the information truly pertinent to the essential question or just somewhat related to the topic? At this point you must also determine if you have too much (choose the best, discard the rest), or not enough (search for more) quality information that you can legally use for your project.
6. **How Do I Share What I Learned?** — Communicating what you have learned in your research is an important step even if you did the research just to inform yourself. You may have already determined the type of sharing product to create: a research paper, booklet, article, essay, website, speech, multimedia presentation, video, etc. In this stage you create the components that will comprise your finished product targeted to a specific audience. Organize the information by: rewriting it in your own words, creating tables and graphs of numeric data, adding captions to images, and then by synthesizing the relevant ideas in a cohesive manner and drawing defensible conclusions.

How Do I Evaluate My Work? —The evaluation stage of research should address both process and product. To judge the process, ask yourself: Was my research process thorough? . . .efficient?; How could I make it more thorough. . . more efficient?; Did I use a variety of appropriate primary and secondary sources? Assess the product according to assignment guidelines or a pre-established rubric, addressing such questions as: Is my product effective in answering the question?; Is it appropriate for the target audience?; Is it informative, persuasive, creative, entertaining?; Is my conclusion supported well by the evidence presented?; and, Has my information been attributed correctly?

4.3

Research Process Model Evaluation Grid

Please rate each model from 1-5 (1 being the lowest rating and 5 the highest) on the following criteria.

1. This model is adaptable for use with students in grades K-12.

___1 ___2 ___3 ___4 ___5

2. This model is worded in a way that is user-friendly for students.

___1 ___2 ___3 ___4 ___5

3. This model is worded in a way that is user-friendly for teachers.

___1 ___2 ___3 ___4 ___5

4. This model is worded in a way that is user-friendly for media specialists.

___1 ___2 ___3 ___4 ___5

5. The process steps in this model are clear and user-friendly for students.

___1 ___2 ___3 ___4 ___5

6. The process steps in this model are clear and user-friendly for teachers.

___1 ___2 ___3 ___4 ___5

7. This model is one that teachers will see as relevant for use in their classrooms.

___1 ___2 ___3 ___4 ___5

8. This model is one that media specialists will see as relevant for use in their collaboration with teachers.

___1 ___2 ___3 ___4 ___5

9. This model is one that teachers will be able to integrate into the Indiana Academic Standards without difficulty.

___1 ___2 ___3 ___4 ___5

**SCREEN 4+
INSTRUCTIONAL GUIDE**

10. This model is one that media specialists will be able to integrate into the Indiana Academic Standards without difficulty.

___1 ___2 ___3 ___4 ___5

11. This model is one that teachers with a media specialist's support will be able to use in their curriculums after basic staff development.

___1 ___2 ___3 ___4 ___5

12. This model is one that media specialists will be able to use in their collaboration with classroom teachers after basic staff development.

___1 ___2 ___3 ___4 ___5

13. This model has available adequate and ready-to-use supporting materials.

___1 ___2 ___3 ___4 ___5

14. This model should be

___ dropped from consideration for use in Perry Township schools.

___ considered for use in Perry Township schools.

4.4 Information about securing a Big6 trainer

The Big6 website has information about learning opportunities and grants to help fund them.

<http://www.big6.com/showcategory.php?cid=38>

I wrote a grant to help bring in Barbara Jansen –certified Big6 trainer – that was funded by the Library Partners.

Barbara presented a one-day workshop for media specialists to teach them how to integrate the research model into activities that are occurring in the media center.

After the workshop, I encouraged media specialists to ask for some time at a faculty meeting to give a brief overview of the initiative and to invite teachers to collaborate with them to try out the process.

Barbara Jansen will be returning in June for a 2-day hands-on, intensive workshop for teacher/media specialist teams to design curriculum that integrates the Big6.

4.5 Communicating plan to district members

Communication to key stakeholders is very important in this district initiative. Communicating the importance of using a research model to the Instructional Leadership Team consisting of the district superintendent, assistant superintendent, director of elementary instruction, director of secondary instruction and director of technology ensured that the initiative was aligned with district goals and would be supported.

I also took information about the research model to the Perry Educational Association because it could potentially be viewed as a change in working conditions. Having administrative support in this meeting helped teachers see that this was going to be implemented district-wide.

I spoke at an elementary and secondary principals meeting and encouraged them to support their media specialist as she began to find ways to implement the model. This also caused principals to ask their media specialists to share this information with the faculty in case they hadn't asked for time at a meeting yet.

For additional ideas for implementation see the link that describe exemplary Big6 users.
<http://www.big6.com/showarticle.php?id=215>

4.6

Bibliography or Resources for Learners

Solving Information Problems: The Big6 Way (2003)
2003). 34 minutes. Videotape or DVD. \$95.00 Linworth Publishing
(800) 786-5017 or linworth@linworthpublishing.com

THE DEFINITIVE Big6™ WORKSHOP HANDBOOK, 2003
by Michael B. Eisenberg and Robert E. Berkowitz
2003). 230 pages. \$39.95. Linworth Publishing, Inc.

Internet Power Research Using the Big6™ Approach
by Art Wolinsky
Hardcover Edition, List Price \$17.95 ; Grade Level: 4-up Ages: 9-up ; 64 pages; Trim Sizes:
6x9. Enslow Publishers, Inc. 800-398-2504.

Using the Big6™ to Teach and Learn with the Internet
by Abby S. Kasowitz ISBN 1-58683-007-4. 2000. 168 pages. \$34.95
Linworth Publishing, Inc.

TEACHING INFORMATION & TECHNOLOGY SKILLS: The Big6™ in Secondary Schools
by Michael B. Eisenberg and Robert E. Berkowitz with Robert Darrow and Kathleen L. Spitzer
ISBN 1-58683-006-6 (2000). 216 pages. \$39.95.

THE BIG6™ COLLECTION: The Best of the Big6™ Newsletter
by Michael B. Eisenberg and Robert E. Berkowitz
ISBN 0-938865-97-8. 216 pages. \$39.95

TEACHING INFORMATION & TECHNOLOGY SKILLS: The Big6™ in Elementary Schools
by Michael B. Eisenberg and Robert E. Berkowitz
ISBN 0-938865-81-1 1999. 155 pages. \$39.95

Helping with Homework: A Parent's Guide to Information Problem-Solving (1996)
by Michael B. Eisenberg and Robert E. Berkowitz
ISBN 0-937597-42-2 1996. 182 pages. \$34.95.

ON LINE REPLICATION KIT FORMAT

TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program. It contains these components, in order of use:

1. Websites with classroom ready Big6 resources
2. Collaboration form with Big6 steps
3. Matrix of collaborative activities that integrate Big6 steps
4. District web page with lesson plans posted
5. Sample chart of Big6 integration with district initiatives

5.1

Websites with classroom ready Big6 resources

Lessons

<http://www.big6.com/showcategory.php?cid=19>

This page has a multitude of lessons for grades K-12 that integrate the steps of the Big6 with content objectives.

Assignment Organizer Grades 3-6

<http://www.standrews.austin.tx.us/library/ElementaryOrganizer.htm>

Assignment Organizer – Grade 7-12

<http://www.standrews.austin.tx.us/library/Assignment%20organizer.htm>

Use these grade appropriate organizers to take your students step-by-step through the Big6 process,

Applying the Big6 to Internet research

<http://www.surflife.ne.jp/janetm/big6info.htm>

A chart that integrates Big6 skills with AASL and Information Literacy National Standards to organize an introduction to research on the Internet. Shows how the power of the web can integrate activities, standards and the Big6.

Handouts

<http://www.big6.com/files/Big6Handouts.pdf>

Printable handouts to use with teachers, students and parents.

Research Paper Organizer

<http://www.standrews.austin.tx.us/library/ResearchPaperOrganizer.htm>

Help students plan and organize their research approach with this form. Contains links to search engines, writing support, how to develop good questions, and how to cite sources.

Helping with Homework: A Parent's Guide to Big6 Information Problem Solving

<http://www.big6.com/showarticle.php?id=308>

Ideas for parents to use the model at home with projects, homework, and daily activities.

Assessment Made Easy the Big6 Way

<http://www.big6.com/showarticle.php?id=173>

Create your own Big6 assessment tool.

**SCREEN 6+
PROGRAM ADMINISTRATION**

4. Use of Information, Student Activities and Responsibilities
(Engage senses and extract relevant information)

5. Synthesis, Student Product
(Organize information from several sources and present information)

6. Evaluation
(Judge the effectiveness of the product, Judge the efficiency of the process, use rubric to assess standards evaluated)

7. Special Instruction: (T= teacher,MS = Media Specialist)
(Example: Review outlining – T; Explain info need for bibliography – L; Demo use of Nettrekker – L)

Survey of Information Literacy Skills

Info Literacy Skill	Students' Ability	Percentage of participating students at the <u>Beginner</u> level.	Percentage of participating students at the <u>Intermediate</u> level.	Percentage of participating students at the <u>Advanced</u> level.	Percent
	<i>(Example: Spells correctly)</i>	20%	50%	30%	100%
ILS1	Access information efficiently/effectively				100%
ILS2	Evaluate information critically/competently				100%
ILS3	Use information accurately/creatively				100%
ILS4	Personal interests				100%
ILS5	Creative expressions				100%
ILS6	Knowledge generation/independent learning				100%
ILS7	Importance of information in democratic society				100%
ILS8	Ethical behavior in regard to information and technology				100%
ILS9	Collaboration with others				100%

Comments:

Collection Map

In the first column type the name of the project and/or the subject being mapped.

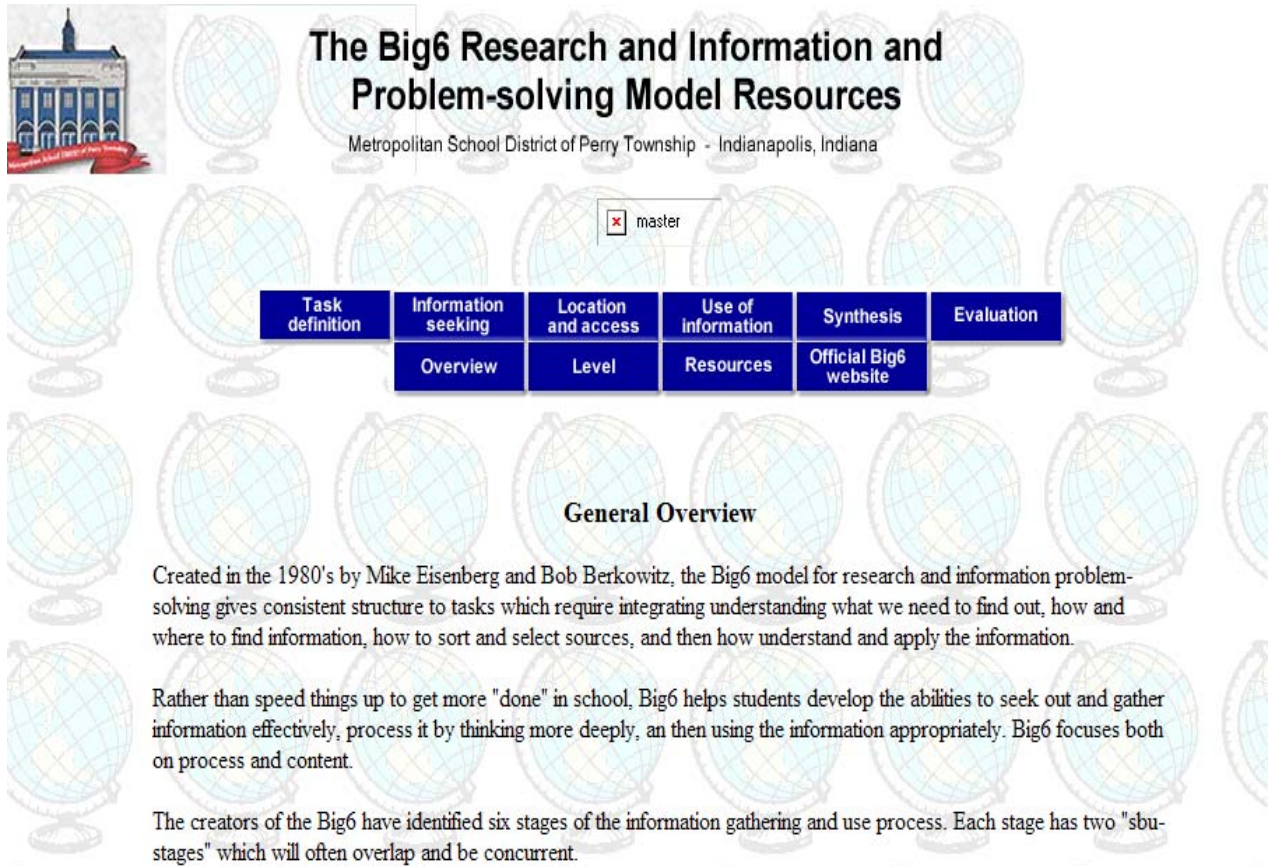
Subject	Materials	Beginning Size of Collection	Adequacy/Needs (Quality)	Projected Orders	Projected Cost ▼	Actual Orders ▼	Actual Cost
	Books						
	Video/DVD						
	Audio						
	Databases						
	Other						

Modified form from David Loertshcer.

Collaborative Unit Evaluation

1. What worked well in the unit?
2. Suggestions for improvement.
3. How did the students perform?
4. How did technology impact this project?

5.4 District web page with lesson plans posted



The Big6 Research and Information and Problem-solving Model Resources
Metropolitan School District of Perry Township - Indianapolis, Indiana

master

Task definition	Information seeking	Location and access	Use of information	Synthesis	Evaluation
Overview	Level	Resources	Official Big6 website		

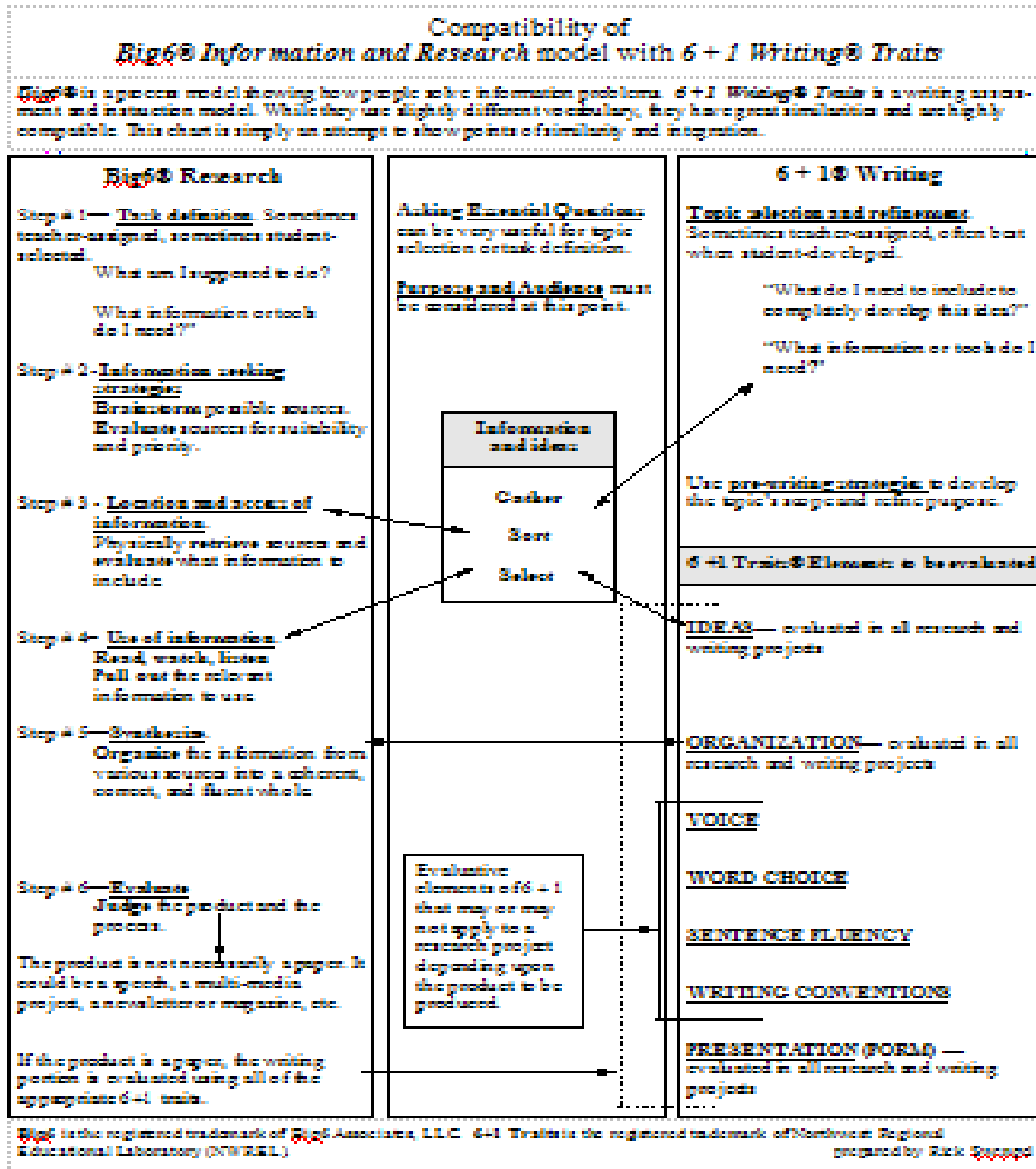
General Overview

Created in the 1980's by Mike Eisenberg and Bob Berkowitz, the Big6 model for research and information problem-solving gives consistent structure to tasks which require integrating understanding what we need to find out, how and where to find information, how to sort and select sources, and then how understand and apply the information.

Rather than speed things up to get more "done" in school, Big6 helps students develop the abilities to seek out and gather information effectively, process it by thinking more deeply, an then using the information appropriately. Big6 focuses both on process and content.

The creators of the Big6 have identified six stages of the information gathering and use process. Each stage has two "sub-stages" which will often overlap and be concurrent.

5.5 How Big6 ties in to district goals (6+1 Writing)



ON LINE REPLICATION KIT FORMAT

TOOL KIT 3: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures. It contains these components, in order of use:

1. Promotion and Advocacy Tools
2. Partners' Role/Descriptions
3. Project Timeline and Critical Logistics
4. Measurement Guidelines
5. Project Resources with Budget

6.1 Tips for Promotion

Including teachers and administrators in the selection process helped with promotion. These people understood the importance of a research model and the impact on student learning in the bigger picture. We knew that if we this was viewed as solely a “media issue” then teachers would not find ways to integrate. Our approach was to show how this is something we are all doing and have been doing for years. A model helps to clarify the process for teachers and students.

District administration and principal support is crucial to the success of this project. Our task was to show how a research model ties into the district strategic plan and helped to support those goals. This is not viewed as an “add-on”.

6.2 Partners Roles

Media Specialists: Media Specialists were expected to be the building leader in the implementation of the model. We approached this in way that encouraged media specialists and teachers to take risks because we were all learning together. As teachers came to the media center to collaborate, media specialists began to have conversations with students and teachers about integrating the steps of the Big6 model into assignments. This allowed for a natural and relevant implementation. Media Specialists were also expected to continue to communicate to their faculty about the model and to encourage teachers to try it.

Academic Staff Developers: Staff Developers meet with many groups of teachers to help support the meeting of academic standards. These people attended the training on Big6 so they could find ways to integrate the model across the curriculum. This helped the success of the project because it was one more way to show that the model ties in with all our other district goals.

Director of Secondary Instruction: Kathleen Carter helped to lend district support for the model in her communication to secondary teachers that this model will be used when English classes write research papers. Her communication to the Instructional Leadership Team (Superintendent, Assistant Superintendent, Directors of Technology and Instruction) also helped to garner district support.

6.3 Project Timeline with critical logistics

#	Activity	Activity Owner			Summer 2003	September 2003	October 2003	November 2003	Future
		LEL	Staff	Collab					
1	B Broad based committee sselects Big6 as model to adopt K-12 –one day workshop	X			22-Jun-03				
2	Opening media meeting - Overview of plan	X			6-Aug-03				
3	11 day training for all M.S. by BBig6 certified trainer	X				22-Sep-03			
4	BBig6 overview presented to D discussion Team- Administrators and Teachers' UUnion	X				25-Sep-03			
5	EElementary media meeting- ddiscussion of successes and 5frfrustrations	X		X			7-Oct-03		
6	PPresentation to all principals to ggive overview and garner 6ssupport for M.S	X					15-Oct-03		
7	SSecondary media meeting- ddiscussion of successes and 7frfrustrations	X		X				17-Nov-03	
8	CCompile success stories/good 8eexamples to share with M.S	X		X				Ongoing	
9	AAIME - M.S. attend Michael EEisenberg's workshop with tteachers from selection 9ccommittee	X		X				7-Nov-03	
10	SSummer Intensive Workshop	X		X					June-04

6.4 Measurement Guidelines

Anecdotal evidence was gathered from media specialists, teachers and administrators based on responses to these questions:

For teachers:

We're beginning to see a lot of response to the Big6 research model in many buildings. I am gathering data and would like to get feedback from selection committee members. We're still early in the process, so you may not have had an opportunity to use the research model yet. If you have included the steps of the model with an activity, your thoughts and feedback will be greatly appreciated.

Please reply to this message and answer the following questions:

1. Have you integrated the Big6 process into an area of your curriculum? If so, please give a specific example

2. Do you observe students interacting with information differently when using the Big6 process?

3. With Big6 as one of your tools to impact student achievement, what have you done differently?

4. Do you collaborate with your media specialist differently as a result of using the research model?

Thank you!

For Media Specialists:

1. How have you integrated the Big6 research process into areas of your school's curriculum? Please give specific examples with name of collaborators.

2. Please rank in order of importance the following statements based on your experiences with introducing/implementing the research model

4 I find that I collaborate more often with teachers.

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_3__ Teachers have a better understanding of my role as an instructional leader

_5__ My administration is more supportive

_2__ I have increased clarity about the role of the media center in enhancing student achievement.

_1__ Students interact with information more successfully.

3. What do you observe students doing differently when using the steps of the Big6?

4. With Big6 as one of your tools to impact student achievement, what are you doing differently?

6.5 Project Resources with Budget

Expenses

Stipends for selection committee -- \$650
Payment for expert presenters at workshop -- \$300
Food for selection committee meeting -- \$250
Certified Big6 Trainer for 1-day workshop -- \$2750
Travel expenses for presenter -- \$400
Big6 Workshop books for participants -- \$500
Food for Big6 workshop participants -- \$200
Teacher registration to AIME -- \$600
Teacher/Media Specialist 2 day summer workshop with Big6 Trainer -- \$3200
Travel expenses for presenter -- \$900
Stipends for summer workshop participants - \$5400
 30 participants - \$15/hr x 12 hrs
Meals for summer workshop participants - \$400

Subtotal: \$15,550
Less From Library Partners Grant: \$ 1,000
Total: \$14,550

Space: room that holds 30 for training session and computer lab

Equipment: data projector, computers, overhead

Materials: handout packets, workshop book