

CODIFICATION REFERENCE NUMBER: M2427

DATE: March 10, 1999

INFORMATION PROCESSING SKILLS

RESPONSIBILITY:

Superintendent, Curriculum Supervisors, Coordinators, Principals, Media Specialists,
Classroom Teachers

PROCEDURES:

1. **CURRICULUM PLANNING:** As each curriculum proceeds through the five-year curriculum cycle, the steering committee will evaluate curriculum for integration of Information Processing Skills.
2. **CURRICULUM WRITING:** Curriculum Supervisors, Coordinators, and teachers who work on curriculum writing and revision assignments will refer to the New Jersey Core Curriculum Content Standards, especially the Workplace Standards, and the national standards, Information Power.
3. **IMPLEMENTATION:** Administrators plan and provide staff development that emphasizes the following principles:
 - The process approach to research is valued over a traditional library skills program (e.g., stand alone study of the Dewey Decimal system).
 - Students need to learn how to approach, organize, and solve an information problem rather than merely identify and locate information.
 - Emphasize questioning skills in the selection and evaluation of information.
 - Help students to construct meaning from information.
 - Focus on helping students to evaluate the research process.
4. **INSTRUCTIONAL ASSESSMENT:** Develop scoring criteria and rubrics that assess and evaluate student performance in using Information Processing Skills.

5. **PROGRAM EVALUATION:** Periodically evaluate and revise the following components of Information Processing Skills instruction especially as emerging technologies may impact on instruction.

- Elementary Information Skills Curriculum;
- Research and report style manuals (Report Style Manual 3-5, Report Style Manual 6-8, A Guide to MLA Documentation 9-12).
- Research activities embedded in content area curricula.