



Jeanette Albiez Davis Library

OHIO TEACHING STANDARDS & INFORMATION LITERACY INCLUDING OHIO ACADEMIC CONTENT STANDARDS, INFOHIO, COPYRIGHT LAW, & EVALUATING INTERNET RESOURCES

ASK US at refdesk@rio.edu for help with resources and services in Davis Library by emailing all Rio Librarians simultaneously including: [Tim Snow](#), Reference Librarian, Phone: 740-245-7344, tsnow@rio.edu; [Amy Wilson](#), Reference Outreach Specialist, Phone: 740-245-7382, awilson@rio.edu. Call Toll Free in OH, WV, KY, PA: 800-282-7201.

- I. *Ohio Teacher Standards*** – Insuring that teaching is a profession that is dedicated to student learning, while upholding high standards for professional performance, and raising the standards for teachers, strengthening their educational preparation and creating performance-based assessments that demonstrate accomplished application of standards.
- A. [Ohio Department of Education](http://www.ode.state.oh.us/) <http://www.ode.state.oh.us/> – Develops systems of licensing and performance-based assessment of educators that holds them accountable for student learning.
 - B. [The Ohio Resource Center for Mathematics, Science, and Reading \(ORC\)](http://www.ohiorc.org/default.aspx) <http://www.ohiorc.org/default.aspx> - ORC enhances teaching and learning by promoting standards-based best practices in mathematics, science, and reading for Ohio schools.
 - C. [Reading First-Ohio Professional Development Center](http://www.readingfirstohio.org/) <http://www.readingfirstohio.org/> - Provides professional development and technical assistance to help kindergarten through grade three teachers acquire the knowledge and skills they need for effective reading instruction.
- II. *Ohio Academic Content Standards*** – “Academic Content Standards describe the knowledge and skills that students should attain - often called the ‘what’ of ‘what students should know and be able to do.’ They indicate the ways of thinking, working, communicating, reasoning and investigating, and important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline.”
- A. Ohio Academic Content Standards - Ohio Department of Education (ODE)
 - 1. Clearly defined statements and/or illustrations of what all students, teachers, schools and districts are expected to know and be able to do.
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1695&TopicRelationID=1696>

2. Criteria that mark appropriate expectations for teachers and principals at all stages of their careers, with a direct link to Ohio's Academic Content Standards for students
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1696&TopicRelationID=521>

B. Ohio Academic Content Standards – ODE Standards & Management System Links

1. Browse and download Ohio Academic Content Standards
<http://ims.ode.state.oh.us/ODE/IMS/ACS/default.asp>
2. Align your resources to the content standards by viewing them in a hierarchical order from content area to grade level indicator – <http://www.infohio.org/librystaff/odeosic/>
3. Get information on how to plan for standards based instruction -
<http://ims.ode.state.oh.us/ODE/IMS/Lessons/default.asp>

C. Useful Web Links from the Institute for Library and Information Literacy Education (ILILE)

1. Lesson planning links – <http://www.ilile.org/resources/lessonPlanning.html>
2. Information Literacy Links – <http://www.ilile.org/resources/informationLiteracy.html>

III. Information Literacy - The acquisition, interpretation, and dissemination of information. Information literacy focuses on effective methods for locating, evaluating, using, and generating information. Technology-based information literacy skills encompass the utilization of the Internet and other electronic information resources for research and knowledge building.

- A. [The Institute for Library and Information Literacy Education \(ILILE\)](http://www.ilile.org/) <http://www.ilile.org/> - Provides local, regional and national leadership in fostering valuable collaboration among teachers, school library media specialists and academic faculty who work together to promote information literacy in the K-16 classroom.
- B. American Library Association's (ALA) Information Literacy Website
<http://ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>
- C. Directory of Online Resources for Information Literacy <http://librarysupportstaff.com/teachlib.html#National>

IV. INFOHIO <http://www.infohio.org/> - A statewide cooperative school library and information network, uses technology to ensure curriculum and instruction of information literacy by providing greater access for Ohio's learners and educators. INFOhio's components include electronic resources for schools, instructional development for teachers, library automation, media booking, and a statewide union catalog.

Ohio Teacher Standards - Technology Operations and Concepts:

1. ***Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.***
2. ***Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.***

- V. **COPYRIGHT LAW** – A form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works.

Ohio Teacher Standards - Social, Ethical, Legal, and Human Issues:

1. Model and teach legal and ethical practice related to technology use.

- A. [United States Copyright Office](http://www.copyright.gov/) <http://www.copyright.gov/> – Provides expert assistance to Congress on intellectual property matters; advises Congress on anticipated changes in U.S. copyright law; promotes worldwide understanding and cooperation in providing protection for intellectual property; a place where claims to copyright are registered and where documents relating to copyright may be recorded when the requirements of the copyright law are met.
- B. [Copyright Clearance Center](http://www.copyright.com/) <http://www.copyright.com/> - Provides copyright licensing and compliance intermediary between copyright holders and content users, facilitating the exchange of reuse rights and royalties through licensing services.
- C. [Copyright Society of the USA](http://www.csusa.org/) <http://www.csusa.org/> - Since 1953 this nonprofit group’s primary function is the gathering, dissemination and interchange of information concerning protection and use of rights in intellectual property. It also seeks to promote better understanding of copyright.
- D. [The TEACH Toolkit: An Online Resource for Understanding Copyright and Distance Education](http://www.lib.ncsu.edu/dspc/legislative/teachkit) <http://www.lib.ncsu.edu/dspc/legislative/teachkit> - The Technology, Education, and Copyright Harmonization Act (TEACH Act) is now law. TEACH updates copyright law pertaining to transmissions of performances and displays of copyrighted materials.
- E. [Copyright & Fair Use](http://fairuse.stanford.edu/) <http://fairuse.stanford.edu/> - Directory of information concerning copyright.
- F. Digital Millennium Copyright Act of 1998 (DMCA) <http://www.gseis.ucla.edu/iclp/dmca1.htm> – Copyright and the Internet.
- G. [Turnitin.com](http://www.turnitin.com/static/index.html) <http://www.turnitin.com/static/index.html> - Recognized as the standard in plagiarism prevention, Turnitin instantly identifies papers containing unoriginal material and acts as a deterrent to stop plagiarism.

VI. EVALUATING INTERNET RESOURCES – Investigating to insure that websites are accurate, current, objective and authoritative.

Ohio Teacher Standards - Research Skills:

- 1. Evaluate the usefulness and credibility of data and sources.**
- 2. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.**
- 3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).**

- A. Evaluate Web Pages
http://www3.widener.edu/Academics/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/659/
Tutorial and exercises to evaluate the quality of information found on the Web.
- B. [Evaluating Web Pages: Techniques to Apply & Questions to Ask](http://www3.widener.edu/Academics/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/659/)
http://www3.widener.edu/Academics/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/659 – Tutorial on evaluating web sites.
- C. [Evaluation of Information Sources](http://www2.vuw.ac.nz/staff/alastair_smith/evaln/evaln.htm) http://www2.vuw.ac.nz/staff/alastair_smith/evaln/evaln.htm – Contains pointers to criteria for evaluating Internet information resources, particularly those on the Internet. particularly useful to those who are selecting sites to include in an information resource guide, or informing users as to the qualities they should use in evaluating Internet information.
- D. [Librarians' Internet Index](http://lii.org/) <http://lii.org/> – A publicly funded website that features dozens of high quality websites carefully selected, described, and organized by a team of librarians.