

Chair Doherty, Vice Chairs Alonso Leon and Helt, and Members of the House Committee on Education--

I have sent this to Representative Chris Gorsek, and am copying it to you--

As a community college librarian and library faculty, I wish to share the reasons for my support for HB 3263, which "directs State Board of Education, in consultation with State Library, to adopt standards for school library program and academic content standards for library and media studies."

Time spent in a school library, should one exist, and contain current reading materials and technology, alone, is not enough to gain mastery of the skills necessary to become information literate. Students who are not supported by *curriculum* and *teaching* about how information is created (factual or fake) can not gain the necessary concepts and skills to become prepared for useful information seeking, in either for employment or college.

I routinely see high school graduates attempting research projects without the experience to know that how books in a library collection would be useful. As I run them through an exercise of pulling a book from the library shelves, looking into its index, and deciding what the main subject of the book is, it is evident to me that most have literally never navigated through book shelves on their own, much less understand how a classification system is used.

They do not understand that a database collects together articles from magazines or journals, or, how articles are different from web pages.

Many cannot differentiate between long-form journalism (investigative) pieces or editorials.

Several times each term students ask me to find a quote from a "good" source, which will match the research paper they have already written: they attempt to shorten what is to be an inquiry process, in the mistaken belief that research in college only requires finding word-for-word matches on their own opinions.

Schools in Oregon should be held to higher standards, using the expertise of certified teaching librarians to build developmentally appropriate instruction modules for information literacy, reading, technology, and social responsibility, in collaboration with teachers across all ages and subjects. And school administrators should no longer be allowed to call non-certified library staff "librarians."

Thank you for your support of this important bill.

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"The mission of educational equity embedded in the Reading Apprenticeship framework begins with establishing a classroom community that promotes all students' evolving sense of themselves as competent learners."

--Ruth Schoenbach. [Reading for Understanding](#), p. 55

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