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outcomes.

Secondarily, the *Standards* aim to communicate to teacher education students expectations for information literacy knowledge and skills they need to develop and apply in their academic work and pre-service teaching. The *Standards* also aim to lead teacher education students to consider how they might integrate information literacy into their future curriculum, instruction, and assessment activities once a member of the teaching profession.

The *Information Literacy*

2. Determining the factors that influence the information need. Examples: The nature, extent, type, and format of information needed; the intended audience such as school children, college classmates, or professional educators; or the scope, length, purpose, and role of the specific information-seeking task.

3. Exploring general information sources to increase familiarity with the scope of the information need. Examples: specialized education almanacs, encyclopedias, handbooks, bibliographies, dictionaries, curriculum or textbook collections, or trusted and evaluated online journals, blogs, wikis, newsfeeds, ai

8. Creating a realistic plan and timeline to acquire the needed information based upon task, product, performance, or practice expectations and outcomes.

Outcomes Include:
1. Knowing where the needed information of the desired types and formats is available and how it can be accessed. Examples: knowing that bibliographic data about scholarly articles can be found in databases such as ERIC (Education Resources Information Center) and PsycINFO, or that education statistics can be accessed from the National Center for Education Statistics (NCES) web site.
2. Determining the availability, accessibility, and usability of information sources.
3. Making decisions on whether or not to broaden the information seeking process by including sources available though interlibrary loan, local school or public libraries, or other institutions or organizations.

Standard Two. The information literate teacher education student locates and selects information based on its appropriateness to the specific information need and the developmental needs of the student.

Outcomes Include:
1. Selecting tools that will provide access to the desired types and formats of information.
2. Utilizing the selected tools to access information.
3. Choosing and utilizing efficient and effective approaches for locating information in the selected tools.
   a. Employing various classification schemes and identifying data. Examples: Library of Congress, Dewey Decimal, or PsycINFO classifications.
   b. Employing advanced search strategies in various electronic information retrieval systems though the use of command languages, protocols, or search parameters. Examples: Boolean and proximity operators, truncation, or other limiters (e.g., peer-reviewed, empirical study, etc.), or using the advanced search (Reading level, Interest level, Lexile Range) on a website to identify materials to use in a lesson plan.
   c. Employing proper terminology by translating concepts into accurate keywords and synonyms by utilizing provided tools such as controlled vocabularies, thesauruses, or indexes. Example:4.7 (ope)-2.2 (ru (e)-2.2e)-2.2 (ru (y)0.7 (:4.7 (e)-2.3 (s)6.4 (,))20 (l)-s)TJ0 Tc 0 nyms by

4. Recognizing the commercial, cultural, historical, physical, or other context within which the information was created and understanding the impact of context on interpreting the information. Examples: evaluating and considering the purpose of a website: to inform or educate, to sell a

2. Applying new and prior information to the planning, creation, and execution of a specific and applicable task, product, performance, or practice.
3. Choosing

1. Determining if the information found adequately

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