Who are you?

-- K --- W --
A Historical Timeline of the Evolution of AASL Standards and Guidelines

The National School Library Standards reflects a long tradition of standards for learners, school librarians, and school libraries.

When did you enter the field? Under which standards?
Challenge me

Please, keep it relevant

Arouse my curiosity

Get me to THINK
INQUIRY!

C3 Framework

What are the guiding principles?

The C3 is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines.
- Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

What are the instructional shifts for social studies?

The C3 Framework, like the Common Core State Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions highlighted below center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st century.

Find out more at: https://www.socialstudies.org/c3
INQUIRY!

Within the Next Generation Science Standards, there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard, and each dimension works with the other two to help students build a cohesive understanding of science over time.

- **CROSSCUTTING CONCEPTS**

- **SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.

- **DISCIPLINARY CORE IDEAS**

Find out more at [https://www.nextgenscience.org/](https://www.nextgenscience.org/)
<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Empowered Learner</strong></td>
<td>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</td>
</tr>
<tr>
<td><strong>Digital Citizen</strong></td>
<td>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</td>
</tr>
<tr>
<td><strong>Knowledge Constructor</strong></td>
<td>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</td>
</tr>
<tr>
<td><strong>Innovative Designer</strong></td>
<td>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</td>
</tr>
<tr>
<td><strong>Computational Thinker</strong></td>
<td>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</td>
</tr>
<tr>
<td><strong>Creative Communicator</strong></td>
<td>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</td>
</tr>
<tr>
<td><strong>Global Collaborator</strong></td>
<td>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</td>
</tr>
</tbody>
</table>

How have the ISTE Standards for Students evolved?

1998: Learning to use technology
2007: Using technology to learn
2016: Transformative learning with technology

https://www.iste.org/standards/for-students
R U Future Ready?
## Lifelong Practices of Readers and Writers

<table>
<thead>
<tr>
<th>Lifelong Practices of Readers</th>
<th>Lifelong Practices of Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers:</td>
<td>Writers:</td>
</tr>
<tr>
<td>• think, write, speak, and listen to understand</td>
<td>• think, read, speak, and listen to support writing</td>
</tr>
<tr>
<td>• read often and widely from a range of global and diverse texts</td>
<td>• write often and widely in a variety of formats, using print and digital resources and tools</td>
</tr>
<tr>
<td>• read for multiple purposes, including for learning and for pleasure</td>
<td>• write for multiple purposes, including for learning and for pleasure</td>
</tr>
<tr>
<td>• self-select texts based on interest</td>
<td>• persevere through challenging writing tasks</td>
</tr>
<tr>
<td>• persevere through challenging, complex texts</td>
<td>• enrich personal language, background knowledge, and vocabulary through writing and communicating with others</td>
</tr>
<tr>
<td>• enrich personal language, background knowledge, and vocabulary through reading and communicating with others</td>
<td>• experiment and play with language</td>
</tr>
<tr>
<td>• monitor comprehension and apply reading strategies flexibly</td>
<td>• analyze mentor texts to enhance writing</td>
</tr>
<tr>
<td>• make connections (to self, other texts, ideas, cultures, eras, etc.)</td>
<td>• strengthen writing by planning, revising, editing, rewriting, or trying a new approach</td>
</tr>
</tbody>
</table>
Standards
National School Library
For Learners, School Librarians, and School Libraries

Because Everyone Is a Learner

Learner-Focused
Because Everyone is a learner

Because learning can happen anytime, anywhere.

Because students need a place to explore challenging ideas.

Because today’s gamer could be tomorrow’s inventor.

Because school is a time to think, create, share, and grow.

Because 5 million students can’t access broadband at home.

Because student outcomes improve when parents are involved.
### Teaching for Learning

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Design</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• modeling and guided practice</td>
</tr>
<tr>
<td>Students acquire, evaluate, and use information effectively through instructional strategies designed to meet learner needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• independent practice</td>
</tr>
<tr>
<td></td>
<td>Students follow an inquiry process in the library media program (LMP), think critically, construct understandings, assess their own learning; learning is structured for active engagement, sharing, learning how to learn; instruction is differentiated to challenge and support all students.</td>
<td></td>
<td></td>
<td></td>
<td>• reflection and sharing</td>
</tr>
<tr>
<td></td>
<td>Some students use inquiry skills in LMP to define problems, frame questions, begin critical thinking skill development; students analyze, synthesize to create own viewpoints and reflect on understandings; development of transferable skills in progress; instruction is differentiated to support some students.</td>
<td></td>
<td></td>
<td></td>
<td>• scaffolding of skills</td>
</tr>
<tr>
<td></td>
<td>Learning is focused on location and access of information in the LMP, with inquiry process and critical thinking skills instruction in development. Student self-assessment, focus on transferable problem-solving skills, and differentiation of instruction are in development in LMP.</td>
<td></td>
<td></td>
<td></td>
<td>• reflection logs</td>
</tr>
<tr>
<td></td>
<td>Students are seldom guided in an inquiry process in LMP, or to think critically, construct understandings, and apply new learning; there is little student self-assessment. Instruction is not differentiated; few LMP learning experiences include active engagement and focus on the capacity to learn.</td>
<td></td>
<td></td>
<td></td>
<td>• process portfolios</td>
</tr>
<tr>
<td>Evidence, notes, comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• reflective note taking</td>
</tr>
<tr>
<td><strong>Collaborative Planning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• rubrics</td>
</tr>
<tr>
<td>Students are encouraged to become lifelong learners through the collaboration and coordination of the library media program with classrooms and the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• peer questioning</td>
</tr>
<tr>
<td>Library Media Specialist (LMS) is integrally involved in most school curriculum development, collaborates with most teachers to improve instruction and teach information skills in classroom curriculum, and collaborates with extended team of community partners to link students with museums, colleges, businesses, civic groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LMS participates in building and department level curriculum development, works with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and make real world connections for students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement with curriculum planning in a support role is in development in LMP; LMP provides resources to classroom teachers and sometimes helps to make real world connections for students; LMP teaching is related to classroom curriculum but only sometimes collaboratively planned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LMP has little or no involvement in curriculum planning, and is separate from classroom curriculum; little collaborative planning takes place between LMS and classroom teachers; use of LMP resources to support classroom curriculum is occasional and unplanned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence, notes, comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• LMP curriculum plan</td>
</tr>
<tr>
<td>Students practice critical thinking, know when information is needed, locate, evaluate, and use information effectively, and ask questions about its validity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• curriculum plan aligned with NYS Learning Standards, integrated in content areas</td>
</tr>
<tr>
<td>A complete written curriculum of information literacy, reading literacy, and technology literacy is taught throughout the district and aligned with NYS Learning Standards; LMS and most classroom teachers share responsibility for teaching information literacy, reading literacy, and technology skills embedded in all subject-area instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• collaboration logs</td>
</tr>
<tr>
<td>LMS teaching in information literacy, reading literacy, and technology is aligned with Standards and goes beyond location of information to include analysis, synthesis, evaluation; a written information literacy and technology skills curriculum is in development, planned with some classroom teachers, and collaboratively taught in some subject area instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• LMS staff on curriculum committees</td>
</tr>
<tr>
<td>LMP and classroom teacher collaborations on teaching information literacy and the use of technology are limited to rudimentary location, access, and selection skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• LMS teaching cooperatively</td>
</tr>
<tr>
<td>LMP provides limited &quot;library skills&quot; training in an isolated manner independent of any other teaching in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• cooperatively planned units of instruction</td>
</tr>
<tr>
<td>Evidence, notes, comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• LMP in-service trainings</td>
</tr>
</tbody>
</table>
STOP
already!
<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>NATIONAL SCHOOL LIBRARY STANDARDS</th>
<th>FUTURE READY LIBRARIANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNER Competencies</td>
<td>Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.</td>
<td><strong>LITERACY</strong>: Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>CURRICULUM, INSTRUCTION, AND ASSESSMENT</strong>: Empowers Students as Creators. Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. <strong>COLLABORATIVE LEADERSHIP</strong>: Leads Beyond the Library. Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.</td>
</tr>
<tr>
<td>SCHOOL LIBRARIAN Competencies</td>
<td>School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners’ prior and background knowledge as context for constructing new meaning.</td>
<td><strong>LITERACY</strong>: Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>PERSONALIZED PROFESSIONAL LEARNING</strong>: Facilitates Personalized Professional Learning. Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g. critical thinking, information literacy, digital citizenship, technology).</td>
</tr>
<tr>
<td>SCHOOL LIBRARY Alignments</td>
<td>The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.</td>
<td><strong>LITERACY</strong>: Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>PERSONALIZED PROFESSIONAL LEARNING</strong>: Facilitates Personalized Professional Learning. Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g. critical thinking, information literacy, digital citizenship, technology).</td>
</tr>
<tr>
<td>LEARNER Competencies</td>
<td>Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.</td>
<td><strong>LITERACY</strong>: Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>PERSONALIZED PROFESSIONAL LEARNING</strong>: Facilitates Personalized Professional Learning. Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g. critical thinking, information literacy, digital citizenship, technology).</td>
</tr>
</tbody>
</table>
Activity
On 6 Post-It Notes write:

- One thing you were complimented for (1 - note)
- One thing you do well (1 - note)
- Two things your students do well (2 – Post-its)
- One Unit where students “work together”
- One unit where students “research”
Explore
Take a few minutes to browse all six Shared Foundations infographics. Identify one that you feel especially confident about. What are your strengths in this area? Identify one that is a challenge in your practice. How will you pursue growth in this area?

Inquire
List three questions you have about your own practice as a school librarian. Then, read Chapter Two: Introduction to the Learner Standards, beginning on page 27 of the National School Library Standards. Which Shared Foundations will help you move your practice forward?

Collaborate
Connect with other librarians (in person, online, or through social media) to seek their perspectives on the AASL Standards and to share your own. Follow #AASLstandards on Twitter. Visit the message boards on the AASL Standards web portal. How will you work with another colleague or teacher?

Curate
Select two to three examples of past tasks, assessments, or student portfolios that demonstrate typical work students do in and through your library. What do these artifacts tell you about your strengths? Growth areas? Which Shared Foundations relate to these areas?
Bonus! Select and tag three professional resources to help you focus on an area of your practice.

Include
Share the six Shared Foundation words with a small group of students. Which ones do they understand? Which do they need defined? Start thinking about how you’ll introduce these to other students in your school.

Engage
Now that you have considered these action steps, what do you plan to do first? Consider sharing your first steps at #AASLstandards.
Back to front
Scenarios for Professional Learning

PART IV

pp. 183 → 203

Paperclip
Evaluating School Libraries

p. 169 → 182

Paperclip
13

Measuring School Librarian Growth

Page 147 → 168

Paperclip Shut
Post-it Note as a Tab
On page 129
Vocabulary of the Discipline:
Tab the following pages:
68-69
76-77
84-85
94-95
104-105
112-113
# AASL Standards Framework for Learners

## Shared Foundations and Key Commitments

<table>
<thead>
<tr>
<th>Domain and Competencies</th>
<th>Learner Framework</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INQUIRE</strong></td>
<td>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</td>
<td></td>
</tr>
<tr>
<td><strong>II. INCLUDE</strong></td>
<td>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</td>
<td></td>
</tr>
<tr>
<td><strong>III. COLLABORATE</strong></td>
<td>Work effectively with others to broaden perspectives and work toward common goals.</td>
<td></td>
</tr>
<tr>
<td><strong>IV. CURATE</strong></td>
<td>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</td>
<td></td>
</tr>
<tr>
<td><strong>V. EXPLORE</strong></td>
<td>Discover and innovate in a growth mindset developed through experience and reflection.</td>
<td></td>
</tr>
<tr>
<td><strong>VI. ENGAGE</strong></td>
<td>Demonstrate civic, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</td>
<td></td>
</tr>
</tbody>
</table>

### A. THINK

- Learners display curiosity and initiative by:
  1. Formulating questions about a personal interest or a curricular topic.
  2. Recalling prior and background knowledge on content for new meaning.

### B. CREATE

- Learners engage with new knowledge by following a process that includes:
  1. Using evidence to investigate questions.
  2. Designing and implementing a plan to build knowledge types.
  3. Creating products that illustrate learning.

### C. SHARE

- Learners adapt, communicate, and exchange learning products with others by:
  1. Interacting with content presented by others.
  2. Providing constructive feedback.
  3. Asking for feedback to improve.
  4. Sharing products with an authentic audience.

### D. GROW

- Learners participate in an ongoing inquiry-based process by:
  1. Continually seeking knowledge.
  2. Engaging in sustained inquiry.
  3. Inventing new understanding through real world connections.
  4. Using reflection to guide informed decisions.

## Download

**AASL Standards Framework for Learners**

**Shared Foundations and Key Commitments**

<table>
<thead>
<tr>
<th>I. INQUIRE</th>
<th>II. INCLUDE</th>
<th>III. COLLABORATE</th>
<th>IV. CURATE</th>
<th>V. EXPLORE</th>
<th>VI. ENGAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</td>
<td>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</td>
<td>Work effectively with others to broaden perspectives and work toward common goals.</td>
<td>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</td>
<td>Discover and innovate in a growth mindset developed through experience and reflection.</td>
<td>Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice in an interconnected world.</td>
</tr>
</tbody>
</table>

**Domains**

- **A. THINK**
  - Learners develop critical thinking
  - Learners contribute to balanced perspectives and positions when participating in the learning community.
  - Learners identify collaborative opportunities.
  - Learners develop decision-making skills and strategies.

- **B. CREATE**
  - Learners engage with new knowledge and information.
  - Learners adjust their awareness of the global learning community.
  - Learners participate in personal, social, and intellectual networks.

- **C. SHARE**
  - Learners exhibit empathy and altruism for others.
  - Learners work productively with others to solve problems.
  - Learners exchange information and resources within and beyond their learning community.

- **D. GROW**
  - Learners participate in an engaging, lifelong learning process.
  - Learners communicate and construct knowledge within the global learning community.
  - Learners actively participate in learning situations by:
    - Actively contributing to group discussions.
    - Postulating the learning as part of the social responsibility.

**Shared Foundations**

- "ICE ICE baby"

**Domains**

- "Domains"
Place your 6 Post-its in its’ DOMAIN
What are you doing already?
INQUIRY... is an umbrella for almost ALL the domains!

Reading...can be found in all domains... Especially in Explore!
<table>
<thead>
<tr>
<th>Domain</th>
<th>POWERVERBS!</th>
<th>Personal Assessment Checklist</th>
<th>Learner Competencies* Do Your learners...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INQUIRE</strong></td>
<td>Formulate questions</td>
<td>Brainstorm</td>
<td>Display curiosity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Intentionally given an opportunity to)</td>
<td>Connect to prior knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan an investigation, research</td>
<td>Use evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generate products-illustrations</td>
<td>Share knowledge- products,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interact with others</td>
<td>Lend feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflect and improve</td>
<td>Seek answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make informed decisions</td>
<td></td>
</tr>
<tr>
<td><strong>INCLUDE</strong></td>
<td>Reflect; Inform; Interact; Discern</td>
<td>Understand point-of-view;</td>
<td>Seek to understand opinions;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand perspectives;</td>
<td>Identify Bias; Articulate</td>
</tr>
<tr>
<td></td>
<td>awareness</td>
<td>Evaluate; Cognitive;</td>
<td>Acknowledge; Contribute; Listen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Desire to deepen understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop new understandings</td>
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<td></td>
<td></td>
<td>Develop team relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solve problems via group</td>
<td>interaction</td>
</tr>
<tr>
<td><strong>COLLABORATE</strong></td>
<td>Solicit ideas; respond;</td>
<td>Include information from valid,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Involve/include diverse views</td>
<td>accurate, and appropriate sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback; contributes;</td>
<td>Share information following</td>
<td>modification, reuse, and remix</td>
</tr>
<tr>
<td></td>
<td>Responsibility; participation;</td>
<td>&quot;guideline and policies</td>
<td></td>
</tr>
<tr>
<td><strong>EXPLORE</strong></td>
<td>Reflect on learning</td>
<td>Innovate</td>
<td>Read widely</td>
</tr>
<tr>
<td></td>
<td>improvement</td>
<td>Read deeply</td>
<td>Display a Growth Mindset</td>
</tr>
<tr>
<td></td>
<td>Persist for answers;</td>
<td>Problem Solve collaboratively</td>
<td>Tinker</td>
</tr>
<tr>
<td></td>
<td>innovation</td>
<td>Seek input</td>
<td>Explore again... iterate</td>
</tr>
<tr>
<td><strong>ENGAGE</strong></td>
<td>Share umbrella of culture</td>
<td>Understand ethics;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>diversity</td>
<td>Exhibit responsibility;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cite sources</td>
<td>Demonstrate responsibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>property</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify “verbs” you are doing now...already
Woven – Not checklist
Q: What is missing?
More Part

The truth hurts...
The girl who

SUE FORTIN
The No.1 ebook bestseller
New Vocabulary of the Discipline:

Foundation Domain Competency outcome (p.19)
## AASL Standards Framework for Learners

### Shared Foundations and Key Commitments

#### 1. Inquire
Build new knowledge by inquiry, thinking critically, identifying problems, and developing strategies for solving problems.

<table>
<thead>
<tr>
<th>A. Think</th>
<th>Learners display curiosity and initiative by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formulating questions about a personal interest or a curricular topic</td>
<td>2. Recalling prior knowledge and background knowledge on an event for new meaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Create</th>
<th>Learners engage with new knowledge by following a process that includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using evidence to investigate questions</td>
<td>2. Designing and implementing a plan to tell knowledge types</td>
</tr>
<tr>
<td>3. Actively seeking feedback</td>
<td>4. Sharing products with an authentic audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Share</th>
<th>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacting with content presented by others</td>
<td>2. Providing constructive feedback</td>
</tr>
<tr>
<td>3. Sharing with others who can learn</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Grow</th>
<th>Learners participate in an ongoing inquiry-based process by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continually seeking knowledge</td>
<td>2. Engaging in sustained inquiry</td>
</tr>
<tr>
<td>3. Reflecting on new understanding through real-world connections</td>
<td>4. Using reflection to guide informed decisions</td>
</tr>
</tbody>
</table>

#### 2. Include
Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

<table>
<thead>
<tr>
<th>II. Include</th>
<th>Learners contribute a balanced perspective when participating in a learning community by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulating an awareness of the contributions of a range of learners</td>
<td>2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products</td>
</tr>
<tr>
<td>3. Describing their understanding of cultural diversity and pluralism within the global learning community</td>
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</tr>
</tbody>
</table>

#### 3. Collaborate
Work effectively with others to broaden perspectives and work toward common goals.

<table>
<thead>
<tr>
<th>III. Collaborate</th>
<th>Learners identify collaborative opportunities by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrating their desire to broaden and deepen understandings</td>
<td>2. Developing new understandings through engagement in a learning group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Curate</th>
<th>Learners act on an information need by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determining the need to gather information</td>
<td>2. Identifying possible sources of information</td>
</tr>
<tr>
<td>3. Making critical choices about information sources to use</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Explore</th>
<th>Learners develop and satisfy personal curiosity by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rounding widely and deeply in multiple formal and informal contexts for a variety of purposes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Engage</th>
<th>Learners follow ethical and legal guidelines for gathering and using information by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respecting the intellectual property of others</td>
<td>2. Understanding the ethical use of information, technology, and media</td>
</tr>
</tbody>
</table>

### Additional Resources

## Inquire

### LEARNER DOMAINS AND COMPETENCIES

#### Domain A. Think
- Learners display curiosity and initiative by:
  1. Formulating questions about a personal interest or a curricular topic.
  2. Recalling prior and background knowledge as context for new meaning.

#### Domain B. Create
- Learners engage with new knowledge by following a process that includes:
  1. Using evidence to investigate questions.
  2. Devising and implementing a plan to fill knowledge gaps.
  3. Generating products that illustrate learning.

#### Domain C. Share
- Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
  1. Interacting with content presented by others.
  2. Providing constructively feedback.
  3. Acting on feedback to improve.
  4. Sharing products with an audience.

#### Domain D. Grow
- Learners participate in an ongoing inquiry-based process by:
  1. Continually seeking knowledge.
  2. Engaging in sustained inquiry.
  3. Enacting new understanding through real-world connections.
  4. Using reflection to guide informed decisions.

### SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES

#### Domain A. Think
- School librarians teach learners to display curiosity and initiative when seeking information by:
  1. Encouraging learners to formulate questions about a personal interest or a curricular topic.
  2. Activating learners' prior and background knowledge as context for constructing new meaning.

#### Domain B. Create
- School librarians promote new knowledge generation by:
  1. Ensuring that learners probe possible answers to questions.
  2. Devising and implementing a plan to fill knowledge gaps.
  3. Facilitating the development of products that illustrate learning.

#### Domain C. Share
- School librarians guide learners to maintain focus throughout the inquiry process by:
  1. Assisting in assessing the inquiry-based research process.
  2. Developing opportunities for learners to share products and reflect on the process with others.
  3. Sharing products with an audience.

#### Domain D. Grow
- School librarians ensure an inquiry-based process for learners by:
  1. Leading learners and staff through the research process.
  2. Constructing tasks focused on learners' individual areas of interest.
  3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.

### SCHOOL LIBRARY DOMAINS AND ALIGNMENTS

#### Domain A. Think
- The school library enables curiosity and initiative by:
  1. Embedding the inquiry process within grade bands and within disciplines.
  2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.

#### Domain B. Create
- School librarians enable generation of new knowledge by:
  1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community.
  2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.

#### Domain C. Share
- The school library provides learners opportunities to maintain focus throughout the inquiry process by:
  1. Creating and maintaining a teaching and learning environment that is inviting, safe, acceptable, and conducive to learning.
  2. Ensuring equitable physical and intellectual access by providing barrier-free, universally designed environments.
  3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.

#### Domain D. Grow
- The school library ensures an inquiry-based process for learners by:
  1. Creating and supporting a learning environment that builds critical thinking and inquiry dispositions for all learners.
  2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.
Standards Suggest an INQUIRY

Formulating Questions

Reading for “evidence”

Deeper reading, investigating

Collaboration with a teacher

Collaboration with peers

Technology integration

Information literacy instruction
Inquiry is a life skill—learning to investigate, analyze, and make informed conclusions, supported with evidence.

Inquiry is a student-centered approach to learning that embeds choice and a voice.

Inquiry is embedded into all the new standards.
Name That Domain
(Or Competency)

Game
Who’s your source? 

☑️
Do you have enough “evidence” or “info” to support your claim?

Have you considered other viewpoints?

Is your source credible?

Do you detect bias?

What if I said...

Are there other keywords which may help you?

How are you addressing INFORMATION LITERACY STANDARDS?
Do you have enough data ✅
Keep it relevant
Forming a thesis question
Makerspace
Creativity
Allow for diversity of opinion
My Curated Sources:

**Date:** 2017-12-27


Berger, Gilda. (2013.). *Why do zebras have stripes?*. New York : Scholastic, Inc.


Kestel, Deborah.. (c1990.). *The merry adventures of Robin Hood*. New York, N.Y. : Baronet


*Transform your “Bibliography Lessons”*

“Johnny, would you explain how you used this book?”

Is the word “Bibliography” archaic?
Question:

What are you already doing?
Just before lunch...

How can we remember the:
Domains
Shared Foundations
Reading should be a **SPRINGBOARD** to INQUIRY
Teachers are operating “inside” the text and barely leave their texts.
Human Decisions and Living Environment

Nile crocodiles captured in Florida - but why were they 6,000 miles from home?

DNA analysis confirms three animals discovered between 2009 and 2014 are true Nile crocodiles - normally found in swamps and rivers in sub-Saharan Africa.

There is little evidence as yet of a wider army of Nile crocodiles in Florida, but the discovery raises the possibility of another harmful introduced species in the state. Photograph: Joe Wasilewski/AP

https://www.theguardian.com/us-news/2016/may/20/nile-crocodiles-found-in-south-florida-dna-analysis
Florida has further burnished its reputation for exotic, and deadly, wildlife with the discovery of three Nile crocodiles near Miami – a good 6,000 miles from where the huge predators are normally found.

DNA analysis has confirmed that three animals captured in south Florida between 2009 and 2014 are true Nile crocodiles. The reptiles can grow up to 20ft (6 meters) long, weigh as much as a small car and have a reputation for being ferocious man-eaters, with an estimated 200 people a year meeting their demise in the jaws of a Nile crocodile.

The crocodiles, normally found in sub-Saharan African marshes, swamps and rivers, aren’t fussy over their dining options, tucking into zebras, porcupines, small hippos and other crocodiles that cross its path. One of the Florida captives was caught while relaxing on a house porch in Miami, the others were merely frolicking in the Everglades.

“The odds [that we] have found all of the Nile crocs out there is probably unlikely,” said Kenneth Krysko, a herpetologist at the University of Florida...

...There is little evidence as yet of a wider army of Nile crocodiles in Florida. However, the discovery raises the possibility of another harmful introduced species in the state, which is already grappling with an influx of Burmese pythons and feral pigs to areas including the Everglades.
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What questions do you have?

What was not answered by the text?

What topics did you stumble across of interest?

What would you like to verify?
I'd love to help you meet the new C3 Inquiry-based research standards.

True Story:

“Oh I don’t need to go to the library with the Chrome books now...”
True Story:

“Oh I don’t need to go to the library with the Chrome books now...”

I’d love to help you meet the Writing for Information Standards ELA 6, 7, 8, 9
What would you like students to do with all those facts?

May I ask whether you’ve considered…
• Group problem solving?
• Holding an evidence-based debate?
• Information Literacy Standards such as Identifying bias?
• Understanding points of view and/or inclusive opinions?
Can I help you assess their sources?

Can I teach searching and information literacy? (In your classroom?)
Lunch
HISTORICAL CONNECTIONS

50th Anniversary of MLK Assassination

April 4, 2018

Explore our collection of newspapers, photographs and lesson plans relating to the Rev. Martin Luther King Jr., the fight for social justice, and his death in 1968.

BREAKING NEWS

Today’s Student Protests: A First Amendment Teachable Moment

February 22, 2018

Here are resources to examine current activism in the context of First Amendment freedoms and their role in a democracy.

MEDIA LITERACY

Missing Piece in Media Literacy: The First Amendment
Grandpa Nearly Dies after Girl Unplugs His Life Support So She Can Charge Her Phone

A 28-year-old woman nearly caused the untimely death of her grandfather after she unplugged his life support but the action wasn’t really intentional because she had *only* wanted to charge her phone.

This could go down in history as one of the stupidest things a person could ever do but 28-year-old Ally Louia didn’t feel the least bit remorseful, saying she was also experiencing a critical emergency when the phone’s battery nearly died.
Parent Advocacy...

Back to School Night?
Teachers are operating “inside” the text and barely leave their texts.

Connection to the Classroom
What questions do you have?

What was not answered by the text?

What topics did you stumble across of interest?

What would you like to verify?
Reading should be a SPRINGBOARD to INQUIRY
JUNE 8

Great news! Everyone eats regurgitated food!

Things they teach you in flight class:
We are the most accomplished fliers on the planet.
Our average speed is 4.5 mph.
Leap backward when taking off.
2. When we dig tunnels, we help take care of the earth.

Must make tunnel—help Earth breathe!

3. Never bother Daddy when he's working!
I'm making an “All About Me” book for my mom:

**ALL ABOUT ME**

**DAY 1:** First day as an egg

**DAY 5:** First day as a maggot

**DAY 10:** First day of being a fly
JULY 22

Today I learned that flies beat their wings 200 times per second.

No wonder I keep falling asleep in math.
JUNE 7

Tomorrow is the first day of school. I’m so nervous. What if I’m the only one who eats regurgitated food?
**EQ: Why is the fly a Superhero?**  (Claims in the text)

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best flies on the planet</td>
<td>Look in meany</td>
</tr>
<tr>
<td>land upside down</td>
<td>Direction</td>
</tr>
<tr>
<td></td>
<td>Walk on Walls</td>
</tr>
</tbody>
</table>

**Investigations – I wonders...**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fly upside down?</td>
<td>Grow heads?</td>
</tr>
<tr>
<td>What is a Maggot?</td>
<td>87?</td>
</tr>
</tbody>
</table>

**My Conclusions:**
Power Words from
Who Will Roar If I Go? By Paige Jaeger

Avian – about birds
Canopy – tree branches overhead
Dwindling – declining in number
Extendable – able to reach
Extinction – vanishing species
Fledglings – baby birds
Habitat – living area
Hideous – ugly
Meander – move around
Opposable – able to move and touch
Plumage – bird feathers
Resplendent – shine pretty
Snout – nose
Rumbling – beautiful
Side-by-side – walk slowly side-to-side
Spike – long, cone-like
Tread – earth we walk on
Vivacious – live very well
Vanishing – disappearing
Vivid – bright
What was not answered by the text?

What questions do you have?

What would you like to verify?
### Who Will Roar If I Go?

What do you wonder about, after listening to this book?

<table>
<thead>
<tr>
<th>I wonder #1</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wonder how people will save the snow leopard?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I wonder #2</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wonder what people use elephant tusks for?</td>
<td></td>
</tr>
</tbody>
</table>

Other interesting facts I found:

- 
- 
- 
How is America still a melting pot?

How has immigration shaped American culture?

Why do people migrate?

How does our current ESL issue compare with 150 years ago?

INQUIRY... is an umbrella for almost ALL the domains!
Plan an INQUIRY to answer: Is FREEDOM really FREE?

- Make sure you’ve used the Vocab of the discipline terms
- Examine both American and Global examples
- Use the SS Lenses
- Cite your sources

Abigail Adams - One smart lady! If you read my letters to John, you will discover that he went to me for council. In those days, women didn’t have much of a voice. However, my influential husband often sought my council throughout the British-Colonial conflict.

How did the Declaration of Independences’ line that “all men are created equal” and have the right to “life liberty, and the pursuit of happiness” manifest itself in our history?
Build a Wall of Fame for Democracy in America

Synthesize!
When I signed onto this job, no one told me that it was going to include an assassination attempt on my life and other dangers that shadowed me....

Gen Z wants to create, communicate, and use their devices.
Creation Time:
Do you have grade-level “Competency or Outcome Goals”?

Standard(s)
Competency
Outcome
Assessment(s)
Take a “less than Stellar” lesson and give it a Standards Makeover:

Standard(s)
Competency
Outcome
Assessment
What am I teaching?

Can I connect this to “curriculum”?

Collaborate?

Can I embed technology?

Is this a lifelong learning skill?
Empire State Information Fluency Continuum
K-12 Priority Benchmark Skills
Developed by the New York City School Library System

The information and inquiry skills required for in-depth learning

AASL - Competencies

<table>
<thead>
<tr>
<th>SHARED FOUNDATIONS AND KEY COMMITMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INQUIRE</td>
</tr>
<tr>
<td>Build new knowledge by inquiring,</td>
</tr>
<tr>
<td>thinking critically, identifying</td>
</tr>
<tr>
<td>problems, and developing strategies</td>
</tr>
<tr>
<td>for solving problems.</td>
</tr>
<tr>
<td></td>
</tr>
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<td>and commitment to inclusiveness,</td>
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<td>broaden perspectives and common goals.</td>
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DOMAINS AND COMPETENCIES

A. THINK
- Formulate questions about a personal interest or a curricular topic.
- Articulating an awareness of the contributions of a range of learners.
- Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
- Describing their understanding of cultural relevance and placement within the global learning community.

B. CREATE
- Learners engage with new knowledge by following a process that includes:
  - Using evidence to investigate questions.
  - Developing and implementing a plan to fill knowledge gaps.
  - Generating products that illustrate learning.

C. SHARE
- Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
  - Interacting with content presented by others.
  - Providing constructive feedback.
  - Acting on feedback to improve.
  - Sharing products with an authentic audience.

D. GROW
- Learners participate in an ongoing process of:
  - Developing new understandings.
  - Engaging in informed conversations and active debates.
  - Contributing to discussions in which multiple viewpoints on a topic are expressed.
  - Developing diverse perspectives in learning activities.
Consider taking a low-level research assignment and linking it to an historical (or current) “issue” – Compare past and present; predict; solve; communicate.

OK - So where do I start?

Can I collaborate?
Can students collaborate?
Can we integrate TECH?
Can they formulate their own ?’s
What can a final product be? (TECH)
Can I embed Info Lit ?
Can I offer to teach searching?
Can I offer to vet their sources?
Can they SHARE conclusions?
Are students “growing” through this plan?
Creation Time:

Take a “less than Stellar” lesson and give it a Standards Makeover:

Standard(s)
Competency
Outcome
Assessment
Mental Disabilities
Discovery
Empathy...
?

So B. It
SARAH WEEKS
Rate the author: 1-5 stars for researching

Create a BOOK TRAILER either commending or nailing the author

Create a BOOK TRAILER either commending or nailing the author

How can & why does research improve writing?

How have “diseases” played an important historic role?

How do authors create “tension”?

How far from the “truth” is this plot?

Create an “evidence-based claim” video
Share it!

THINK. CREATE. SHARE. GROW

The Death Cure: https://fab.lexile.com/book/details/9780385907460/
How do authors research to write books...or movies?
How do authors make their stories “credible”? 
Character Education?
Prediction?
Vocabulary?
Analogies?
Metaphors?
Materials

Use the tabs below to filter the content by media type and find the resources you need.

Message Box
Messaging

Six Action Steps Infographic
Print

One-Pagers for Stakeholders
Print

One-Pagers for School Librarians
Print

Shared Foundation Infographics
Print

Print Templates
Print

Libraries Transform Campaign
Print, Social Media

Knowledge Quest
Online Learning, Print

http://standards.aasl.org/materials/
INQUIRY... is an umbrella for almost ALL the domains!

Reading...can be found in all domains... Especially in Explore!
powerful endeavor
Who Do you know like... Noah? Athena? Inez & Samantha?
Photo Credits: In order of appearance

• http://standards.aasl.org/materials/
• C3: https://www.socialstudies.org/c3
• https://www.nextgenscience.org
• Weaving Picture [http://journal.daraartisans.com/share-travel-story/]
• Colonist Collage: https://librarydoor.blogspot.com/search?q=colonist
• The Meg: https://fab.lexile.com/book/details/9780553579109/
• The Death Cure: https://fab.lexile.com/book/details/9780385907460/
• http://www.imdb.com/title/tt5117670/mediaviewer/rm2565089024
• Rosen Digital Learning images – used with permission