Amazing Things Start in the Library with the New AASL Learner Standards

Jenny Umbarger
Rogers-Herr Middle School

Network: Embassy Lower Level
Username: embassy
Password: WCUME2018
Learning Targets

➢ Build Understanding
  ○ Introduce the new Learner Standards

➢ Build Connections
  ○ Explore the shared foundations

➢ Co-Construct Connections
  ○ Apply the standards to teaching and learning

➢ Reflect on Thinking
  ○ Develop a plan for implementation and commit to next steps
Share out and tag!

@ncslma
#NCSLMA18
@aasl
#AASLstandards
Common Beliefs

1. The school library is a unique and essential part of a learning community.
2. Qualified school librarians lead effective school libraries.
3. Learners should be prepared for college, career, and life.
4. Reading is the core of personal and academic competency.
5. Intellectual freedom is every learner’s right.
6. Information technologies must be appropriately integrated and equitably available.
Standards Structure
# AASL Standards Framework for Learners

## Shared Foundations and Key Commitments

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

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

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

**C. Share**
- Learners adopt, communicate, and exchange learning products with others in a way that includes:
  1. Interacting with content presented by others.
  2. Providing constructive feedback.
  3. Actively supporting understanding through real-world connections.

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

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

**A. Think**
- Learners contribute a balanced perspective when participating in a learning community by:
  1. Articulating an awareness of the contributions of a range of learners.
  2. Adapting a discerning stance toward points of view and opinions expressed in information resources and learning products.
  3. Describing their understanding of cultural relevance and placement within the global learning community.

**B. Create**
- Learners adjust their awareness of the global learning community by:
  1. Interacting with other learners who reflect a range of perspectives.
  2. Evaluating a variety of perspectives during learning activities.
  3. Representing diverse perspectives during learning activities.

**C. Share**
- Learners exhibit empathy with and tolerance for diverse ideas by:
  1. Engaging in informed conversation and debate.
  2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

**D. Grow**
- Learners demonstrate empathy and equity in knowledge building within the global learning community by:
  1. Seeking interactions with a range of learners.
  2. Demonstrating interest in other perspectives during learning activities.
  3. Reflecting on their own place within the global learning community.

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

**A. Think**
- Learners identify collaborative opportunities by:
  1. Demonstrating their desire to broaden and deepen understandings.
  2. Developing new understandings through engagement in a learning group.
  3. Deciding to solve problems informed by group interaction.

**B. Create**
- Learners participate in personal, social, and intellectual networks by:
  1. Using a variety of communication tools and resources.
  2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

**C. Share**
- Learners work productively with others to solve problems by:
  1. Soliciting and responding to feedback from others.
  2. Involving diverse perspectives in their own inquiry processes.

**D. Grow**
- Learners actively participate with others in learning situations by:
  1. Actively contributing to group discussions.
  2. Recognizing learning as a social responsibility.

### IV. Curate
Make meaning for oneself and others by selecting, organizing, and sharing resources of personal relevance.

**A. Think**
- Learners act on an information need by:
  1. Determining the need to gather information.
  2. Identifying possible sources of information.
  3. Making critical choices about information resources to use.

**B. Create**
- Learners gather information appropriate to the task by:
  1. Seeking a variety of sources.
  2. Collecting information representing diverse perspectives.
  3. Systematically questioning and assessing the validity and accuracy of information.
  4. Organizing information by priority, topic, or other systematic scheme.

**C. Share**
- Learners exchange information resources within and beyond their learning community by:
  1. Accessing and evaluating collaboratively constructed information sites.
  2. Contributing to collaboratively constructed information sites by whole-lys using and reproducing others’ work.
  3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

**D. Grow**
- Learners select and organize information for a variety of audiences by:
  1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
  2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
  3. Communicating evaluation criteria for others to use, interpret, and validate.

### V. Explore
Discover and innovate in a growth mindset developed through experience and reflection.

**A. Think**
- Learners develop and sustain personal curiosity by:
  1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
  2. Reflecting and questioning assumptions and possible misconceptions.

**B. Create**
- Learners construct new knowledge by:
  1. Problem-solving through cycles of design, implementation, and reflection.
  2. Persisting through self-directed pursuits by tinkering and experimenting.

**C. Share**
- Learners engage with the learning community by:
  1. Expressing curiosity about a topic of personal interest or curricular relevance.
  2. Co-constructing innovative means of investigation.
  3. Collaboratively identifying innovative solutions to a challenge or problem.

**D. Grow**
- Learners develop through experience and reflection by:
  1. Iteratively responding to challenges.
  2. Recognizing capabilities and skills that can be developed, improved, and expanded.
  3. Open-mindedly accepting feedback for positive and constructive growth.

### VI. Engage
Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

**A. Think**
- Learners follow ethical and legal guidelines for gathering and using information by:
  1. Responsibly applying information, technology, and media to learning.
  2. Understanding the ethical use of information, technology, and media.
  3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

**B. Create**
- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
  1. Ethically using and reproducing others’ work.
  2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
  3. Including elements in personal-knowledge products that allow others to credit content appropriately.

**C. Share**
- Learners responsibly, ethically, and legally share new information with a global community by:
  1. Sharing information resources in accordance with modifications, reuse, and remix policies.
  2. Disseminating new knowledge through means appropriate for the intended audience.

**D. Grow**
- Learners engage with information to extend personal learning by:
  1. Personalizing their use of information and information technologies.
  2. Reflecting on the process of ethical generation of knowledge.
  3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
Six Shared Foundations

These are the core values that learners, school librarians, and school libraries should reflect and promote.
Four Domains

The shared foundations & key commitments are realized through competencies that fall into these four domains.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. THINK</td>
<td>Learners display curiosity and initiative by:</td>
</tr>
<tr>
<td></td>
<td>1. Formulating questions about a personal interest or a curricular topic.</td>
</tr>
<tr>
<td></td>
<td>2. Recalling prior and background knowledge as context for new meaning.</td>
</tr>
<tr>
<td></td>
<td>Learners contribute a balanced perspective when participating in a learning community by:</td>
</tr>
<tr>
<td></td>
<td>1. Articulating an awareness of the contributions of a range of learners.</td>
</tr>
<tr>
<td></td>
<td>2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</td>
</tr>
<tr>
<td></td>
<td>3. Describing their understanding of cultural relevancy and placement within the global learning community.</td>
</tr>
<tr>
<td>B. CREATE</td>
<td>Learners engage with new knowledge</td>
</tr>
<tr>
<td></td>
<td>Learners adjust their awareness of the</td>
</tr>
</tbody>
</table>

**I. INQUIRE**
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**II. INCLUDE**
Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
**SHARED FOUNDATIONS**

**KEY COMMITMENTS**

1. **INQUIRE**
   - Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

2. **THINK**
   - Inquire, think critically, and gain knowledge.

3. **CREATE**
   - Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

4. **SHARE**
   - Share knowledge and participate ethically and productively as members of our democratic society.

5. **ENGAGE**
   - Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and in an interconnected world.

6. **EXPLORE**
   - Discover and innovate in a growth mindset developed through experience and reflection.

7. **COLLABORATE**
   - Work effectively with others to broaden perspectives and work toward common goals.

8. **CURATE**
   - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

**DOMAINS**

- **A. THINK**
  - Pursue personal and aesthetic growth.

- **B. CREATE**
  - Create meaningful, authentic, and engaging learning experiences.

- **C. SHARE**
  - Share knowledge and participate ethically and productively as members of our democratic society.

- **D. GROW**
  - Grow as a learner, innovator, and change agent.

- **VI. ENGAGE**
  - Engage in a community of practice and in an interconnected world.

- **V. EXPLORE**
  - Explore new ideas, technologies, and opportunities for growth.

- **IV. CURATE**
  - Curate resources and knowledge to support learning and growth.

- **II. INCLUDE**
  - Include all students in learning opportunities.

- **III. COLLABORATE**
  - Collaborate with others to promote learning and growth.

- **I. INQUIRE**
  - Inquire about the world and its complexities.

**American Association of School Librarians**

**TRANSFORMING LEARNING**

[standards.aasl.org]
Hexagonal Thinking:

In your group, explore the shared foundation using the hexagonal words provided.

- Work together to build understanding by exploring the relationships between key concepts.
- Add words or concepts to blank hexagons as needed.
Create a Learner-Centered Visual Representation of your Shared Foundation

* As you illustrate, think of an example of a best practice you might incorporate into your instruction. How will you guide?
Gallery Walk and Talk

➢ What is essential to each shared foundation?

➢ What are the connections across shared foundations?
Stop--collaborate and listen! The standards are back with a brand new rendition...
Bringing Learning to Life
...integrating the shared foundations
Our Task:

Take a traditional learning activity like:

7th grade report on what it means to be a U.S. citizen
Our Task:

Determine how to transform a fact-finding mission into authentic learning!
● How will learners critically **inquire** to build new knowledge and solve problems?
● How will learners **include** diverse perspective & work for equity?
● How will learners **collaborate** to pursue goals and broaden perspectives?
● How will learners **curate** to make and share meaning?
● How will learners **explore** in a growth mindset?
● How will learners **engage** in a community of practice?
Our Task - Engage Example

Engage
non-example:
Create a product for a global community

Engage example:
Create an infographic and tweet it out with a hashtag related to the citizenship topic you developed
Scenario 1:

8th grade powerpoint about nutrition
Scenario 2:

2nd grade poster about an animal habitat
Scenario 3:

12th grade social issues pro/con essay
Scenario 4:

6th grade science fair
tri-fold display
Scenario 5:

4th grade brochure about a state
Scenario 6:

10th grade book report

Inquire

Collaborate

Engage

Include

Curate

Explore
Crosswalking the Standards

Are the AASL standards really “one more thing” to have to think about?

What are we already doing within the foundations and domains?

How do the AASL standards align with the NC Information and Technology Essential Standards?

Other standards?
Why a $200 book?
Resources at standards.aasl.org

• Shared foundations infographics
• One-pagers for stakeholders
• Action steps infographics
• Message box “elevator speech” resource
• Videos
• Links to eCOLLAB webinars

Also available: the book and the app
Creating a Preliminary Action Plan

- **Think:** What are your entry points?
- **Create:** What is your goal for making one change to impact student learning?
- **Share:** Who will hold you accountable?
- **Grow:** How will you know when you are ready to set a new goal?
Credits and Thanks

- Bitsy Griffin, NCSLMA President
- Brene Duggins, NCSLMA Past President
- Sedley Abercrombie, NCSLMA Educational Partnerships Section Chair
- Ellen McNair, AASL Standards Implementation Task Force