



National School Library Standards

Digging Deeper into Curate

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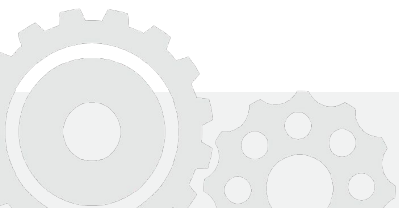
Your Presenters

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Outline of Learning Targets

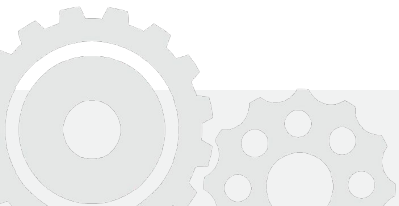
Brief Introductory Review

(How to find the standards framework)

Terminology of the Standards

Diving into a Closer Look at the Curate Standards for Learners

Looking across the Frameworks to Librarian Competencies and Library Alignments



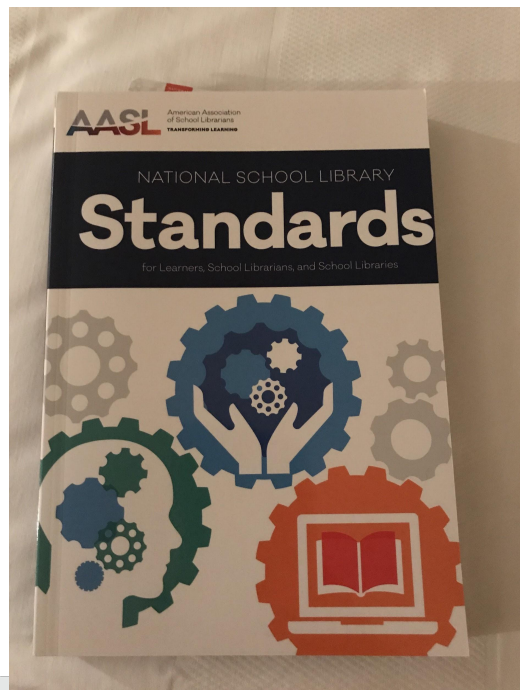
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Accessing the Standards



Terminology

Learners

Common Beliefs

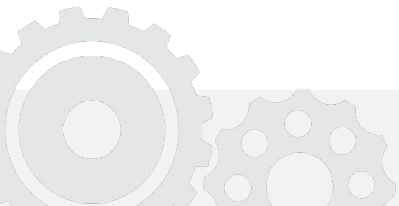
Shared Foundations

Key Commitments

Domains

Competencies

Alignments



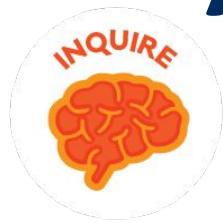
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Shared Foundations and Key Commitments



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



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



Work effectively with others to broaden perspectives and work toward common goals



Make meaning for oneself by collecting, organizing and sharing resources of personal relevance.



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



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

Domains



Think



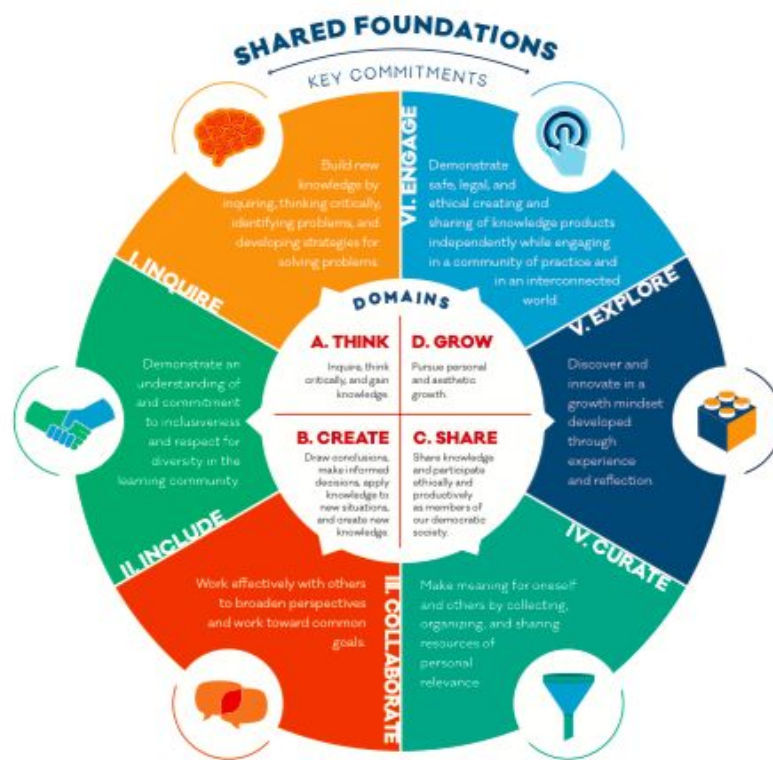
Create



Share

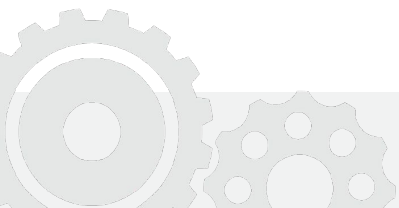


Grow



Curate

Making meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.



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Curate Foundation

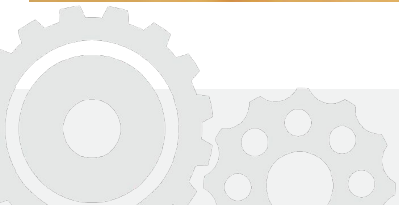
IV. Curate

Making meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.



Domain	Learner Domains and Competencies
A. Think	Learners act on information need by: <ol style="list-style-type: none">1. Determining the need to gather information.2. Identifying possible sources of information.3. Making critical choices about information sources to use.
B. Create	Learners gather information appropriate to the task by: <ol style="list-style-type: none">1. Seeking a variety of sources.2. Collecting information representing diverse perspectives3. 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: <ol style="list-style-type: none">1. Accessing and evaluating collaboratively constructed information sites.2. Contributing to collaboratively constructed information sites by ethically 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: <ol style="list-style-type: none">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. Openly communicating curation processes for others to use, interpret, and validate.

Outcome vs. Competency





Curate: Think



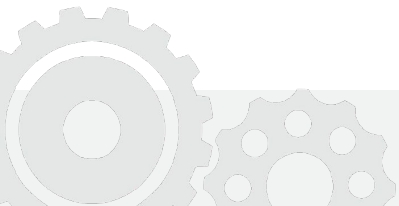
Competencies

Learners act on information need by:

1. Determining the need to gather information.
2. Identifying possible sources of information.
3. Making critical choices about information sources to use.

Deconstruction

1. *Recognize that there is more to learn
*Ask relevant questions
*Identify background knowledge
*Identify information gaps
2. *Define “Source”
*Know which sources are available
3. *Know that all sources are not equal
*Know that different sources are better for different things.
*Know how to critically evaluate sources.





Curate: Think Looks Like...



Kindergarten

- Define “Source”
- Recognize sources by type (book, person, website, etc.)
- Recognize that source types offer different information or different formats

5th Grade

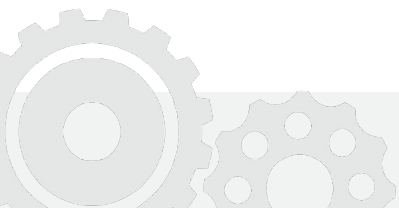
- Identify possible sources
- Know how and when to access various sources
- Choosing sources by information type or format
- Recognizing bias
- Seeking multiple sources

8th Grade

- Identify possible relevant sources
- Be able to explain why a specific source was chosen
- Understanding bias in sources
- Using multiple sources for diverse perspectives

10th Grade

- Choosing relevant, helpful sources
- Seeking sources with diverse perspectives
- Critically evaluating sources (differing news stations, for instance)





Curate: Create



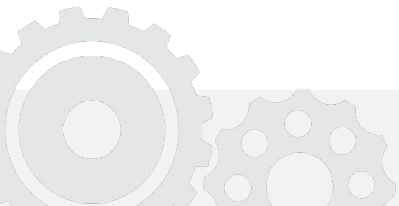
Competencies

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.

Deconstruction

1.
 - *Know that information is found in variety of sources.
 - *Know how to access various sources.
 - *Know which sources best fit a question.
2.
 - *Understand that all sources have bias.
 - *Recognize diverse perspectives
 - *Consider what the “other side” might be
3.
 - *Understand that EVERY source must be evaluated.
 - *Know one (or more) source evaluation tools or methods.
 - *Understand how to use a source evaluation method or tool.
4.
 - *Understand organization structures
 - *Consider best ways to apply organization system





Curate: Create Looks Like...



Kindergarten

- Interact with information in variety of formats (book, video, website, etc.)
- Engage with multiple perspectives of a story

5th Grade

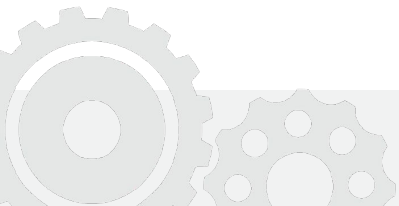
- Seek information from variety of sources in multiple formats
- Engage with multiple perspectives of a story
- Learn source evaluation methods
- Organize information in logical sequence

8th Grade

- Seek diverse sources with diverse perspectives
- Evaluate each source accuracy and validity
- Annotated Bibliographies
- Consider topics with diverse perspectives
- Logically organize information

10th Grade

- Seek diverse sources with various perspectives
- Evaluate sources for accuracy and validity
- Annotated Bibliographies
- Seek various perspectives on each topic
- Logically organize information





Curate: Share



Competencies

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 ethically using and reproducing others' work.
3. Joining with others to compare and contrast information derived from collaboratively constructed information sites..

Deconstruction

1.
 - *Understand organizational structures
 - *Identify authorship of sources in various formats
 - *Access sources of various formats
 - *Evaluate sources
2.
 - *Collaborate with others to share knowledge
 - *Include perspectives and ideas from all members
 - *Follow ethical information use guidelines
3.
 - *Open discussions to compare and contrast information
 - *Participate in discussion forums where others share their ideas



Curate: Share Looks Like...



Kindergarten

- Discuss differences between different sources on similar topics
- Work in group to create chart of new information

5th Grade

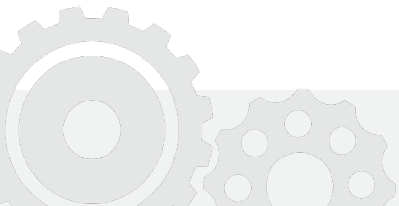
- Evaluate sources together in groups
- Construct shared bibliographies for group projects
- Encourage use of multiple formats and perspectives in source choices

8th Grade

- Critically evaluate sources
- Work together to add sources and perspectives to a larger group project

10th Grade

- Critically evaluate sources
- Collaboratively create collection showing diverse perspectives





Curate: Grow



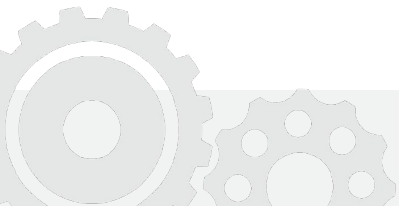
Competencies

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. Openly communicating curation processes for others to use, interpret, and validate.

Deconstruction

1.
 - *Know source evaluation strategies
 - *Understand that all sources must be evaluated
 - *Recognize that changes made or situations may affect evaluations
2.
 - *Reflect on choices of sources
 - *Sharing information directly related to sources
 - *Follow guidelines of ethical use of information
3.
 - *Know variety of curation processes
 - *Share with others how knowledge is gathered
 - *Share how source choices are made
 - *Share curated sources





Curate: Grow Looks Like...



Kindergarten

- Discuss whether a source is relevant to a question or topic
- Discuss how to prove the author knowledgeable
- Recognize that some sources hold more authority than others

5th Grade

- Learn to evaluate sources as they are presented
- Recognize that some sources work for some topics and not others
- Share thoughts on why sources were chosen
- Learn curation processes

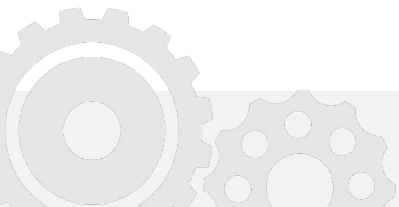
8th Grade

- Know variety of curation processes
- Routinely evaluate sources for school projects
- Share information on why sources were chosen

10th Grade

- Use a variety of curation processes and tools
- Routinely evaluate sources for academic and personal use
- Follow ethical guidelines for information use
- Share thoughts on source choice

Curate Looks Like...



Assessment Ideas

Formative

Conferencing

Spot Checking

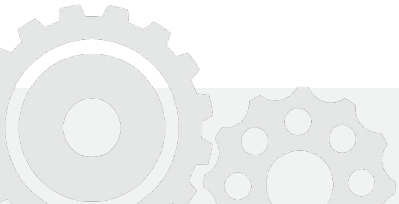
Informal Surveys

Summative

Inclusion of proper bibliographies

Annotations with bibliographies

Formal Surveys



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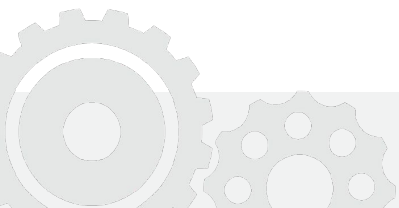
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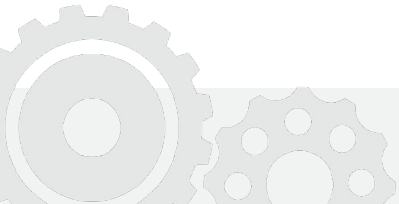
Looking Across the Frameworks

IV. Curate:

Domain	Learner	School Librarian	School Library
A. Think	<p>Learners act on an information need by:</p> <p>3. Making critical choices about information sources to use.</p>	<p>School Librarians challenge learners to act on an information need by:</p> <p>3. Guiding learners to make critical choices about information sources to use.</p>	<p>The school library provides problem-based learning experiences and environments by:</p> <p>3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.</p>



Questions...



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