National School Library Standards

Digging Deeper into Curate

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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
Accessing the Standards
Terminology

Learners
Common Beliefs
Shared Foundations
Key Commitments
Domains
Competencies
Alignments
Shared Foundations and Key Commitments

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

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

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

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

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

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

standards.aasl.org
Domains

Think
Create
Share
Grow
Curate

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

## IV. Curate

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learner Domains and Competencies</th>
</tr>
</thead>
</table>
| **A. Think** | 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. |
| **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 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:  
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.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>5th Grade</th>
<th>8th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Define “Source”</td>
<td>● Identify possible sources</td>
<td>● Identify possible relevant sources</td>
<td>● Choosing relevant, helpful sources</td>
</tr>
<tr>
<td>● Recognize sources by type (book, person, website, etc.)</td>
<td>● Know how and when to access various sources</td>
<td>● Be able to explain why a specific source was chosen</td>
<td>● Seeking sources with diverse perspectives</td>
</tr>
<tr>
<td>● Recognize that source types offer different information or different formats</td>
<td>● Choosing sources by information type or format</td>
<td>● Understanding bias in sources</td>
<td>● Critically evaluating sources (differing news stations, for instance)</td>
</tr>
<tr>
<td></td>
<td>● Recognizing bias</td>
<td>● Using multiple sources for diverse perspectives</td>
<td></td>
</tr>
</tbody>
</table>
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...

<table>
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| - Interact with information in variety of formats (book, video, website, etc.) | - 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 | - Seek diverse sources with diverse perspectives  
- Evaluate each source accuracy and validity  
- Annotated Bibliographies  
- Consider topics with diverse perspectives  
- Logically organize information | - 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...

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<tbody>
<tr>
<td>● Discuss differences between different sources on similar topics</td>
<td>● Evaluate sources together in groups</td>
<td>● Critically evaluate sources</td>
<td>● Critically evaluate sources</td>
</tr>
<tr>
<td>● Work in group to create chart of new information</td>
<td>● Construct shared bibliographies for group projects</td>
<td>● Work together to add sources and perspectives to a larger group project</td>
<td>● Collaboratively create collection showing diverse perspectives</td>
</tr>
</tbody>
</table>
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
### Looking Across the Frameworks

**IV. Curate:**

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

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