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TRANSFORMING LEARNING

A decorative graphic on the left side of the slide. It features several interlocking gears in blue, green, and orange. In the foreground, there is an orange gear containing a white laptop icon with an open red book on its screen. Above it, a blue gear contains a white icon of two hands holding a blue gear. Other smaller gears are visible in the background.

# National School Library Standards

Digging Deeper into Engage

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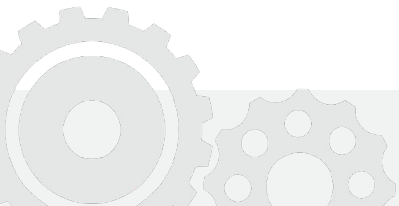
# Your Presenters

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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 Engage Standards for Learners

Looking across the Frameworks to Librarian Competencies  
and Library Alignments



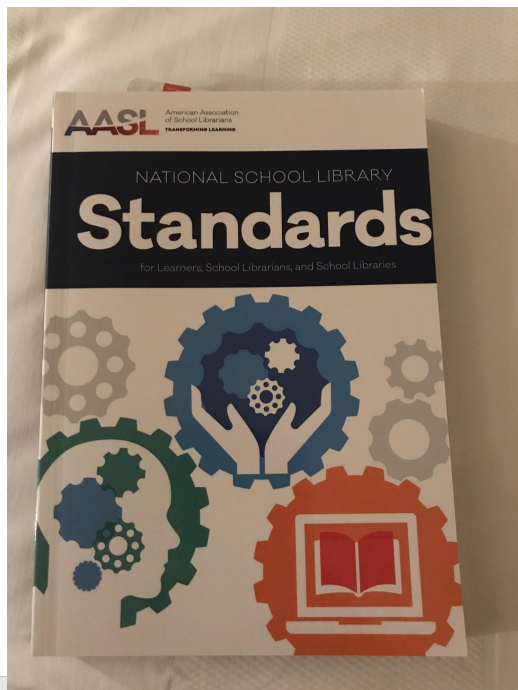
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# Accessing the Standards



# Terminology

Learners

Common Beliefs

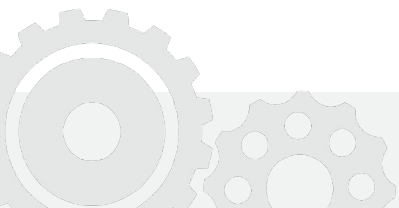
Shared Foundations

Key Commitments

Domains

Competencies

Alignments



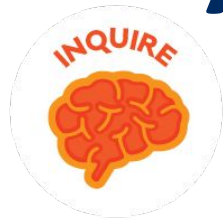
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# Shared Foundations and Key Commitments



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



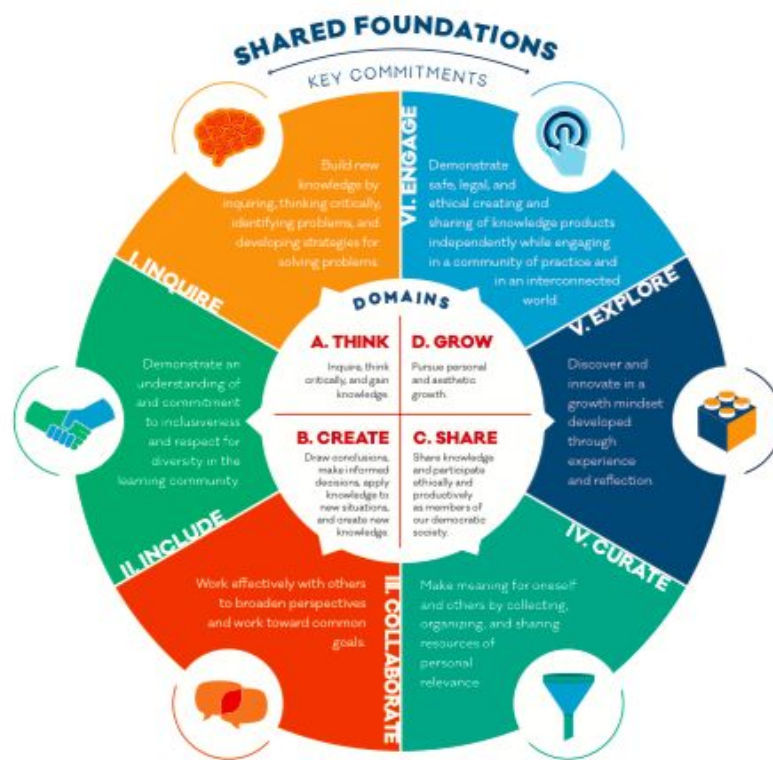
Create



Share



Grow



# Library Class Rules

**Listen and  
Engage  
Appropriately  
Respectfully and  
Nicely.**



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# Engage

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



# Engage Foundation

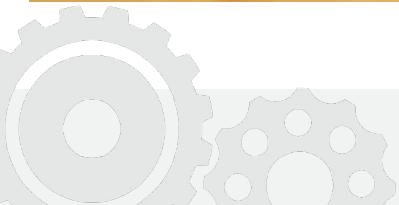
## VI. Engage

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



Domain	Learner Domains and Competencies
<b>A. Think</b>	<b>Learners follow ethical and legal guidelines for gathering and using information by:</b> <ol style="list-style-type: none"><li>1. Responsibly applying information, technology, and media to learning.</li><li>2. Understanding the ethical use of information, technology, and media.</li><li>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</li></ol>
<b>B. Create</b>	<b>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</b> <ol style="list-style-type: none"><li>1. Ethically using and reproducing others' work.</li><li>2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</li><li>3. Including elements in personal-knowledge products that allow others to credit content appropriately.</li></ol>
<b>C. Share</b>	<b>Learners responsibly, ethically, and legally share new information with a global community by:</b> <ol style="list-style-type: none"><li>1. Sharing information resources in accordance with modification, reuse, and remix policies.</li><li>2. Disseminating new knowledge through means appropriate for the intended audience.</li></ol>
<b>D. Grow</b>	<b>Learners engage with information to extend personal learning by:</b> <ol style="list-style-type: none"><li>1. Personalizing their use of information and information technologies.</li><li>2. Reflecting on the process of ethical generation of knowledge.</li><li>3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</li></ol>

# Outcome vs. Competency





# Engage: Think



## Competencies

**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.

## Deconstruction

1.
  - \*Recognizing that there is a correct way to share.
  - \*Define Copyright, Plagiarism, Ownership, Intellectual Property
  - \*Understand basics of Terms of Use
  - \*Knowing when different information, media, and technology is most effective.
2.
  - \*Using information vs. Copying Information
  - \*Understanding Permissions for Use
3.
  - \*Knowledge of evaluation strategies
  - \*Understanding how to place resources in cultural and social context
  - \*Recognize that appropriateness to your need and audience is important.



# Engage: Think Looks Like...



## Kindergarten

- Know we learn from what we see, read, and watch
- Match information to task
- Understand that all things have been created by someone

## 5th Grade

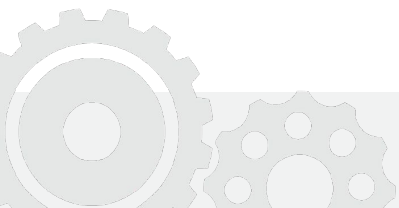
- Recognize ownership of resources
- Know when to use different mediums
- Evaluate sources/ information for accuracy and appropriateness
- Define Copyright, Plagiarism

## 8th Grade

- Recognize and credit ownership of resources
- Know when to use different technologies
- Evaluate sources/ info for accuracy, appropriateness, validity
- Respect Copyright in all mediums

## 10th Grade

- Recognize and credit ownership of all resources
- Appropriately choose sources/ tools
- Evaluate sources/ information for accuracy, validity, social and cultural context, and appropriateness
- Respect Copyright in all mediums





# Engage: Create



## Competencies

**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.

## Deconstruction

1. \*Understand when you can use other people's work  
\*Know how and when to credit others' work that you use  
\*Seek permission before sharing/reproducing others' work
2. \*Correctly cite the work of others  
\*Define Intellectual Property  
\*Understand ways to share authorship
3. \*Claim credit for your own work.  
\*Make sure you include information to allow others to credit your work.



# Engage: Create Looks Like...



## Kindergarten

- Recognize that stories, art, etc. are created by people
- Learn how to recognize the author/ artist/ creator
- Put own name on papers

## 5th Grade

- Understand that author/ artist/ creator needs to be credited for their work
- Learn proper citation techniques
- Claim own Intellectual Property by including authorship info
- Learn about claiming work through Creative Commons

## 8th Grade

- Understand giving credit for others' work
- Use proper citations for all resources
- Claim own Intellectual Property
- Understand ethics involved in sharing information

## 10th Grade

- Consistently give proper credit for others' work used
- Claim own Intellectual Property
- Understand ethics involved in sharing information
- Make good choices when sharing/ citing information





# Engage: Share



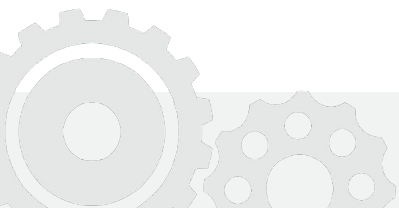
## Competencies

**Learners responsibly, ethically, and legally share new information with a global community by:**

1. Sharing information resources in accordance with modification, reuse, and remix policies.
2. Disseminating new knowledge through means appropriate for the intended audience.

## Deconstruction

1.
  - \*Know how to find policies for terms of use
  - \*Use policies in determining use of information
  - \*Know search techniques for finding proper use policies
2.
  - \*Know how to gear presentation to audience
  - \*Match audience to accessible presentation
  - \*Understand that new knowledge needs to be shared
  - \*Know various ways to share knowledge learned, both as final products and part of collaborative activities







# Engage: Share Looks Like...



## Kindergarten

- Say where info was learned (book, person, etc.)
- Begin to learn difference between talking with friends and grown-ups (formal vs informal language)

## 5th Grade

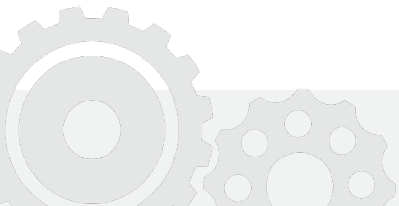
- Understand formal vs. informal language
- Correctly cite contributions to learning
- Learn how to find and understand terms of use policies
- Match sharing style to audience

## 8th Grade

- Choose formal vs informal language appropriately to audience
- Consistently cite contributions to new learning correctly
- Use terms of use policies consistently
- Match sharing style to audience

## 10th Grade

- Consistently choose appropriate communication style for audience
- Always cite contributions to new learning correctly
- Consistently seek and abide by terms of use policies





# Engage: Grow



## Competencies

**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.

## Deconstruction

1. \*Recognize that ethical use of information is not a school-only skill.  
\*Recognize that information processes and technologies may be used in multiple settings.  
\*Use learning about proper sharing and disseminating of knowledge in personal endeavors.
2. \*Considering ethical use of information in all use of information.  
\*Know techniques for formal reflection of process.
3. \*Remind others to follow ethical and legal guidelines.  
\*Encourage others, by example, to use info ethically.





# Engage: Grow Looks Like...



## Kindergarten

- Observe teachers/ others use information ethically
- Discuss places where we share information
- Discuss ways in which we learn
- Know various ways we share information

## 5th Grade

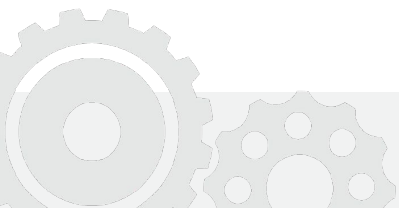
- Begin to use proper ethics of use in school projects
- Discuss how we share information in everyday encounters
- Discuss ways in which we should share information in ethical ways

## 8th Grade

- Use information ethically and legally in school projects
- Discuss ways in which we share information ethically in everyday encounters.
- Encourage, by example, non-academic ethical use of information.

## 10th Grade

- Consistently use information ethically
- Share ways in which we ethically share information
- Encourage others to ethically use personal knowledge creation



# Engage Looks Like...

## Bibliography

**Example**

"History and Classics: Essay Writing Guide" (on-line). Edmonton, Alberta: Faculty of Arts, University of Alberta. <http://www.uofaweb.ualberta.ca/historyandclassics/essaywritingguide.cfm> (January 2009).

Hayward, Paul Antony. "History" (on-line). Lancaster, UK: Department of History, Lancaster University. <http://www.lancs.ac.uk/staff/haywardp/hist213/writing.htm> (January 2009).



"I would have done a bibliography, but my sources prefer to remain anonymous."

# Assessment Ideas

## Formative

Exit tickets

Monitor sharing on  
school-related Social  
Media

Class Discussions

Role Playing  
Scenarios

## Summative

Formal (Annotated) Bibliographies

Journals/ Logs

Final Products and Presentations

Surveys

Reflective Paper

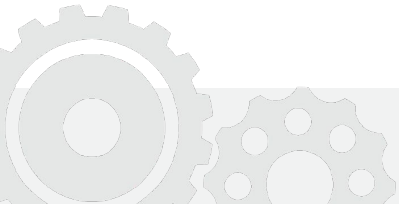


# Looking Across the Frameworks

## VI. Engage:

Domain	Learner	School Librarian	School Library
<b>B. Create</b>	<p>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <p>2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</p>	<p>School librarians act as resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <p>2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others.</p>	<p>The school library supports ethical processes for information seeking and use by:</p> <p>2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual-property policies developed by the school librarian in collaboration with all members of the school community.</p>

# Questions...



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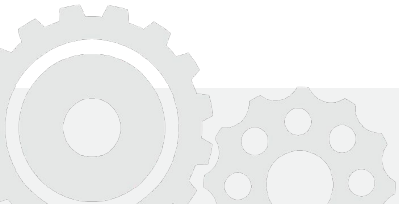
# Contact Information

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