National School Library Standards

Digging Deeper into Explore

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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 Explore 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
Explore

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

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learner Domains and Competencies</th>
</tr>
</thead>
</table>
| **A. Think** | Learners develop and satisfy 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 making. |
| **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. |
Outcome vs. Competency
Explore: Think

Competencies

Learners develop and satisfy 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.

Deconstruction

1. *Understand that reading material comes in many formats (book, magazine, news article, print, online, etc.)*
   *Know various genres and reading sources*
   *Recognize fiction vs. nonfiction*
2. *Recognize that different points of view are used in stories, and recognize that POV*
   *Question “truth” of statements/ information*
   *Verify information in multiple sources*
3. *Recognize knowledge gaps*
   *Choose areas of personal interest*
<table>
<thead>
<tr>
<th>Grade</th>
<th>Explore: Think Looks Like...</th>
</tr>
</thead>
</table>
| 5th Grade | - Exposure to variety of genres and formats for reading material  
           | - Read in variety of formats and genres  
           | - Question what is known in light of new information  
           | - Choose personal inquiry questions |
| 8th Grade | - Seek out variety of formats for reading material, especially in research  
           | - Follow inquiry process to explore all parts of a topic |
| 10th Grade | - Regularly use multiple formats of information materials  
             | - Follow inquiry process to speak/share with credibility  
             | - Adapt personal inquiry interests to curricular topics |
| Kindergarten | - Exposure to variety of reading materials  
                  | - Read in variety of genres  
                  | - Compare background knowledge to what is read |
Explore: Create

Competencies

Learners construct new knowledge by:

1. Problem solving through cycles of design, implementation, and reflection.

2. Persisting through self-directed pursuits by tinkering and making.

Deconstruction

1. *Recognize problems that need to be solved or gaps in knowledge.*
   *Know inquiry processes and be able to apply them to appropriate discipline topics*
   *Understand that inquiry is not usually complete in one search/ one walk through of the process*

2. *Consider multiple answers/ options for problem solving.*
   *Seek out divergent perspectives*
   *Construct new knowledge through experimentation or creation*
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>5th Grade</th>
<th>8th Grade</th>
<th>10th Grade</th>
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</thead>
<tbody>
<tr>
<td>• Use senses to explore</td>
<td>• Consider audience in presentation</td>
<td>• Use inquiry/research process for self-directed</td>
<td>• Use discipline specific inquiry/research</td>
</tr>
<tr>
<td>• Hands-on manipulatives</td>
<td>creation</td>
<td>learning</td>
<td>process for self-directed learning</td>
</tr>
<tr>
<td>• Craft activities that go with</td>
<td>• Hands-on manipulatives</td>
<td>• Hands-on experimentation</td>
<td>Hands-on experimentation</td>
</tr>
<tr>
<td>story times</td>
<td>• Experimentation with process/objects</td>
<td>• Consider audience in presentation</td>
<td>Consider real-world problems and implications</td>
</tr>
<tr>
<td>• Make predictions and then</td>
<td>• Learn inquiry/research processes</td>
<td>• Create new understanding through careful</td>
<td>of research</td>
</tr>
<tr>
<td>exploring outcomes</td>
<td></td>
<td>exploration</td>
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</tbody>
</table>
Competencies

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.

Deconstruction

1. *Identify things within a general topic that are interesting*  
   *Show curiosity about something seen, read, or heard*  
   *Ask questions displaying interest*
2. *Work with partners or small groups*  
   *Collaborate on choosing/ creating process to follow through investigation*  
   *Consider non-traditional methods of problem solving*
3. *Collaborate to create/ identify multiple solutions*
## Explore: Share Looks Like...

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<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask questions on relevant topics or personal interests</td>
<td>- Hands-on activities (experiments/research)</td>
<td>- Collaborative working</td>
<td>- Community collaboration on projects</td>
</tr>
<tr>
<td>- Explore with partners or small groups</td>
<td>- Branching class curriculum into personal projects</td>
<td>- Grouping by common interests</td>
<td>- Seek out innovative solutions based on new ways of looking at problems</td>
</tr>
<tr>
<td>- Hands-on activities</td>
<td>- Working together to create new knowledge</td>
<td>- Creating innovative ways to explore topics</td>
<td>- Hands-on activities</td>
</tr>
<tr>
<td>- Begin asking questions</td>
<td>- Begin connecting with the “real” world</td>
<td>- Utilize “real” world connections</td>
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</tr>
<tr>
<td></td>
<td>- Breakout Games</td>
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</tbody>
</table>

- Breakout Games
Explore: Grow

Competencies

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.

Deconstruction

1. *Understand multiple ways to solve challenges.
   *Identify most helpful process for problem solving.
   *Understand that not all problems are solved on the first try.
   *Demonstrate persistence in attempts.
2. *Reflect on both the finished product and the process of problem solving.
   *Recognize that no matter how good (or bad), work can always be improved.
   *Recognize that some problems may need multiple solutions.
3. *Show grit by seeking feedback
   *Learn to give constructive feedback to peers
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| ● Learn process of try, try again
● Engage in conversations about the process of learning
● Learn to understand feedback is a way of making one better |
| ● Demonstrate persistence in seeking out solutions to problems
● Begin seeking ideas and feedback from peers
● Learn to reflect on learning experiences |
| ● Demonstrate persistence in seeking solutions
● Seek out feedback from peers
● Reflect on learning experiences during the experience
● Use feedback to improve process/product |
| ● Take charge of own learning
● Seek assistance for skills that need to be improved
● Actively seek feedback to strengthen process/products
● Accept/give feedback that is positive and constructive |
Explore Looks Like...
# Assessment Ideas

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Exit Tickets</td>
<td>Rubric item for final product</td>
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<tr>
<td>Observation</td>
<td>Self-Assessment covering process and product</td>
</tr>
<tr>
<td>Conferencing</td>
<td>Essay on “What would I do next time?”</td>
</tr>
<tr>
<td>Reflection Surveys</td>
<td></td>
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<tr>
<td>Checklists</td>
<td></td>
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Looking Across the Frameworks

V. Explore:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learner</th>
<th>School Librarian</th>
<th>School Library</th>
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</table>
| B. Create | Learners construct new knowledge by:  
2. Persisting through self-directed pursuits by tinkering and making. | School Librarians stimulate learners to construct new knowledge by:  
2. Providing opportunities for tinkering and making. | The school library facilitates construction of new knowledge by:  
2. Ensuring that multiple learning activities can occur in both physical and virtual spaces. |
Questions…
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