



American Association
of School Librarians
TRANSFORMING LEARNING

A collection of decorative gear graphics in various colors (blue, green, orange, grey) and sizes, some containing icons like hands holding a gear, a globe, and an open book.

National School Library Standards

Digging Deeper into Explore

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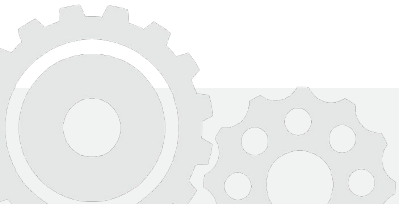
Your Presenters

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Outline of Learning Targets

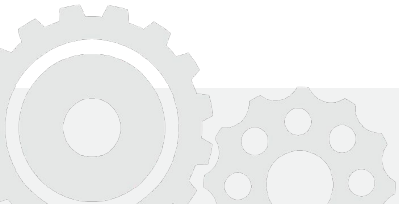
Brief Introductory Review

(How to find the standards framework)

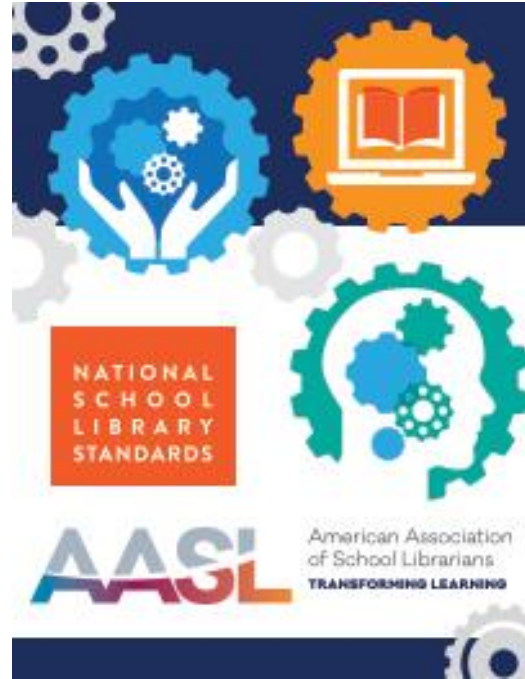
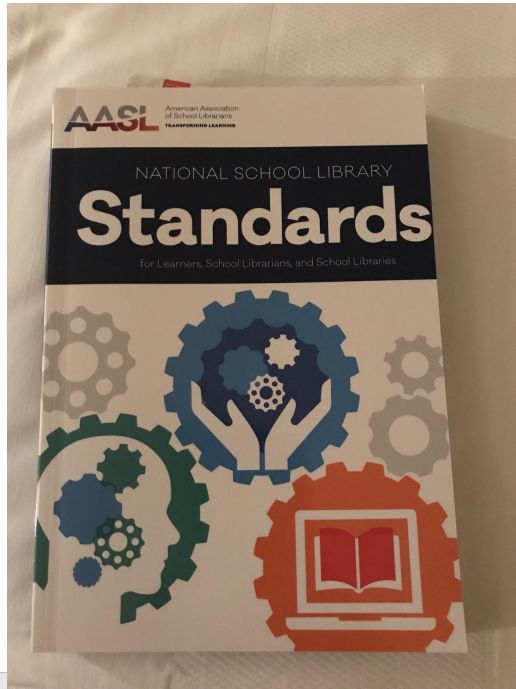
Terminology of the Standards

Diving into a Closer Look at the Explore Standards for Learners

Looking across the Frameworks to Librarian Competencies
and Library Alignments



Accessing the Standards



Terminology

Learners

Common Beliefs

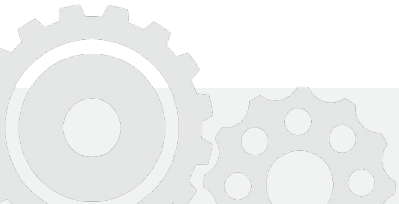
Shared Foundations

Key Commitments

Domains

Competencies

Alignments



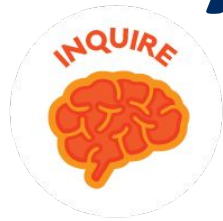
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Shared Foundations and Key Commitments



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



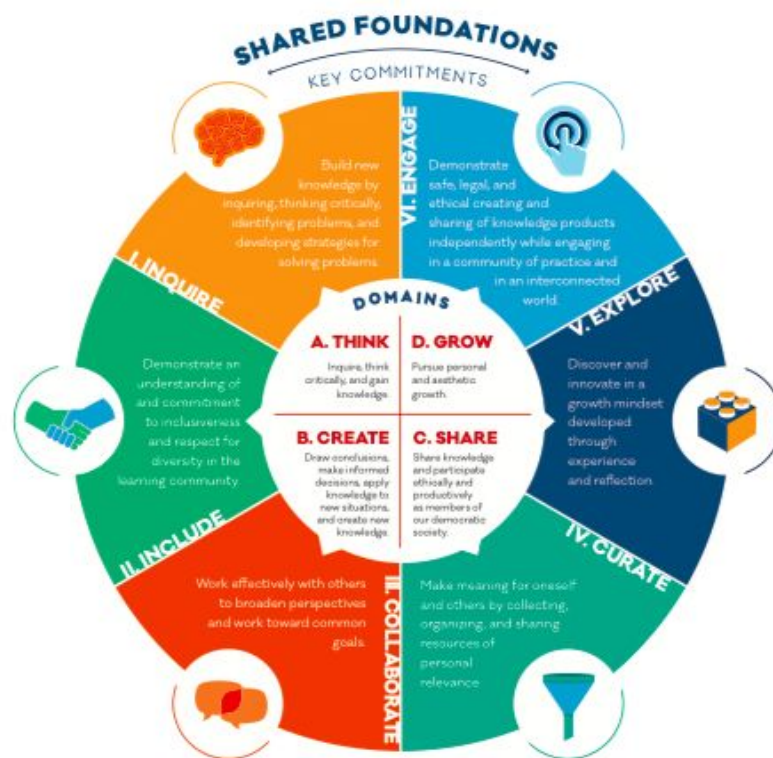
Create



Share

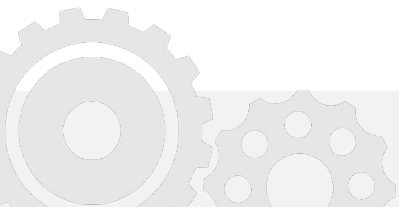


Grow



Explore

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



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Explore Foundation

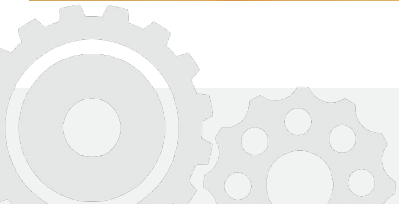
V. Explore

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



Domain	Learner Domains and Competencies
A. Think	Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none">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.3. Engaging in inquiry-based processes for personal growth.
B. Create	Learners construct new knowledge by: <ol style="list-style-type: none">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: <ol style="list-style-type: none">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: <ol style="list-style-type: none">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.
3. Engaging in inquiry-based processes for personal growth.

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



Explore: Think Looks Like...



Kindergarten

- Exposure to variety of reading materials
- Read in variety of genres
- Compare background knowledge to what is read

5th Grade

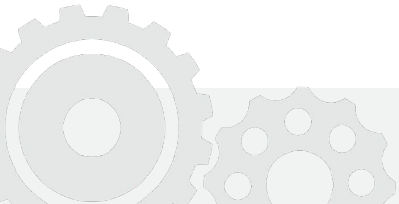
- Exposure to variety of genres and formats for reading material
- Read in variety of formats and genres
- Question what is known in light of new information
- Choose personal inquiry questions

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





Explore: Create



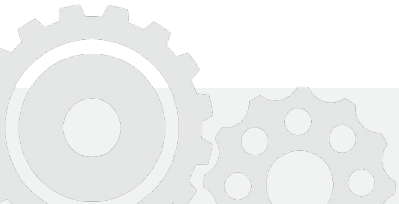
Competencies

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





Explore: Create Looks Like...



Kindergarten

- Use senses to explore
- Hands-on manipulatives
- Craft activities that go with story times
- Make predictions and then exploring outcomes

5th Grade

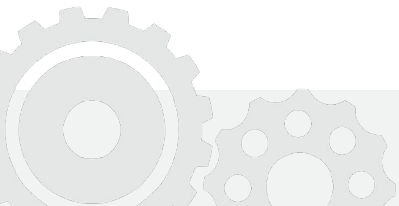
- Consider audience in presentation creation
- Hands-on manipulatives
- Experimentation with process/ objects
- Learn inquiry/ research processes

8th Grade

- Use inquiry/ research process for self-directed learning
- Hands-on experimentation
- Consider audience in presentation
- Create new understanding through careful exploration

10th Grade

- Use discipline specific inquiry/ research process for self-directed learning
- Hands-on experimentation/ exploration
- Consider real-world problems and implications of research





Explore: Share



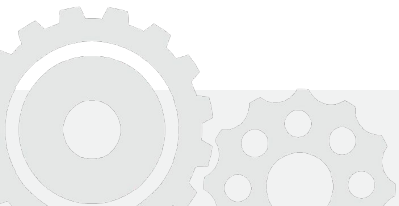
Competencies

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...



Kindergarten

- Ask questions on relevant topics or personal interests
- Explore with partners or small groups
- Hands-on activities
- Begin asking questions

5th Grade

- Hands-on activities (experiments/research)
- Branching class curriculum into personal projects
- Working together to create new knowledge
- Begin connecting with the “real” world
- Breakout Games

8th Grade

- Collaborative working
- Grouping by common interests
- Creating innovative ways to explore topics
- Hands-on activities
- Utilize “real” world connections
- Breakout Games

10th Grade

- Community collaboration on projects
- Seek out innovative solutions based on new ways of looking at problems
- Hands-on activities
- 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



Explore: Grow Looks Like...



Kindergarten

- 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

5th Grade

- Demonstrate persistence in seeking out solutions to problems
- Begin seeking ideas and feedback from peers
- Learn to reflect on learning experiences

8th Grade

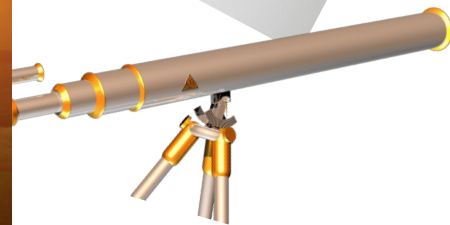
- Demonstrate persistence in seeking solutions
- Seek out feedback from peers
- Reflect on learning experiences during the experience
- Use feedback to improve process/ product

10th Grade

- 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...



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Assessment Ideas

Formative

Exit Tickets

Observation

Conferencing

Reflection Surveys

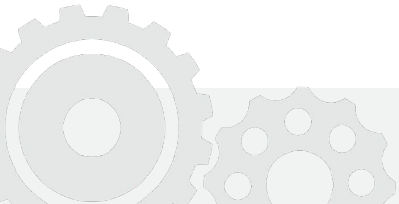
Checklists

Summative

Rubric item for final product

Self-Assessment covering process and product

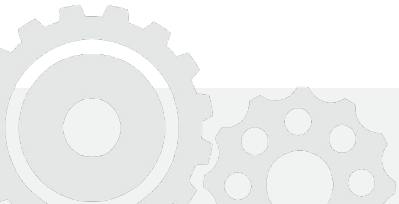
Essay on “What would I do next time?”



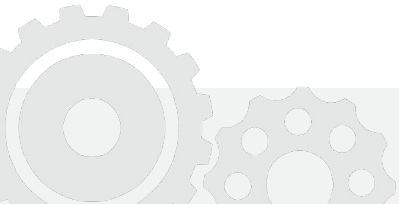
Looking Across the Frameworks

V.Explore:

Domain	Learner	School Librarian	School Library
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...



Contact Information

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