



American Association
of School Librarians
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 Include

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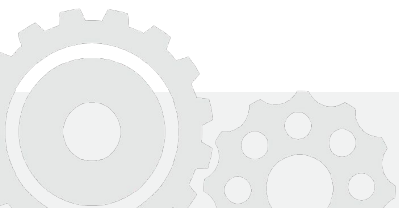
Your Presenters

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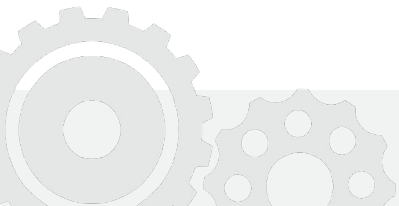
Outline of Learning Targets

Brief Introductory Review

Terminology of the Standards

Diving into a Closer Look at the Include Standards for Learners

Looking across the Frameworks to Librarian Competencies
and Library Alignments



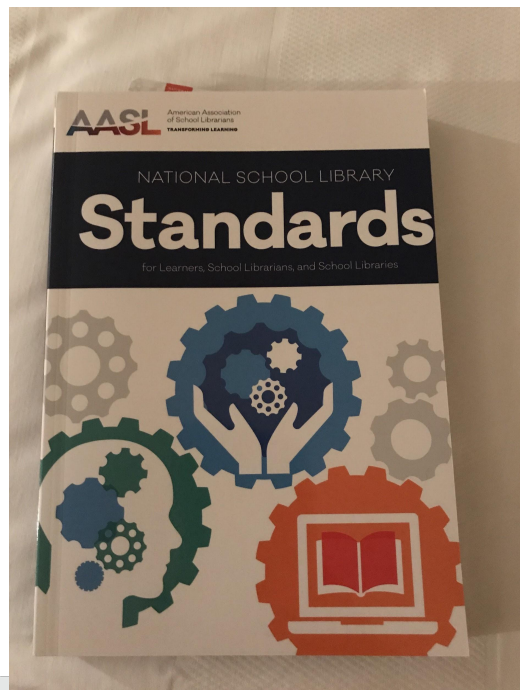
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Accessing the Standards



Terminology

Learners

Common Beliefs

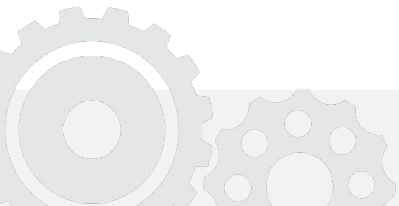
Shared Foundations

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



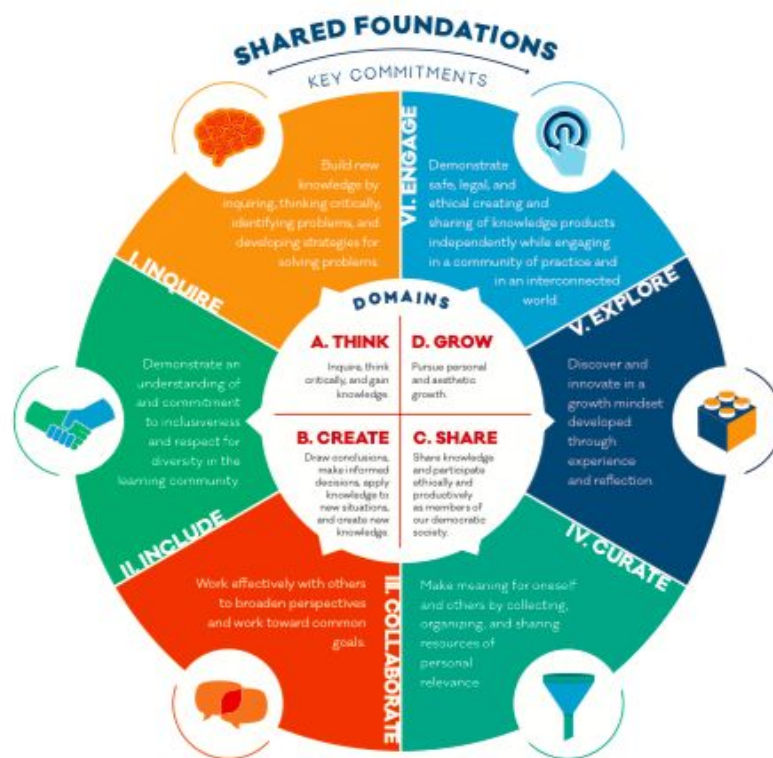
Create



Share

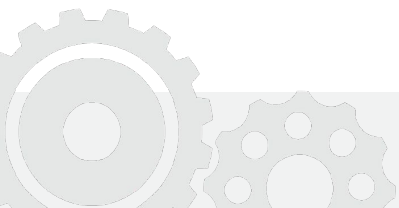


Grow



Include

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



Include Foundation

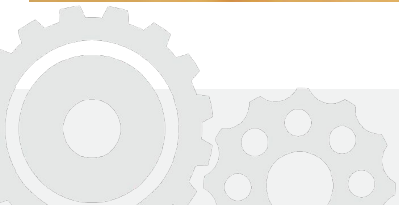
II. Include

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



Domain	Learner Domains and Competencies
A. Think	Learners contribute a balanced perspective when participating in a learning community by <ol style="list-style-type: none">1. Articulating an awareness of the contributions of a range of learners.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.3. Describing their understanding of cultural relevancy and placement within the global learning community.
B. Create	Learners adjust their awareness of the global learning community by <ol style="list-style-type: none">1. Interacting with learners who reflect a range of perspectives.2. Evaluating a variety of perspectives during learning activities.3. Representing diverse perspectives during learning activities.
C. Share	Learners exhibit empathy with and tolerance for diverse ideas by <ol style="list-style-type: none">1. Engaging in informed conversation and active debate.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.
D. Grow	Learners demonstrate empathy and equity in knowledge building within the global learning community by <ol style="list-style-type: none">1. Seeking interactions with a range of learners.2. Demonstrating interest in other perspectives during learning activities.3. Reflecting on their own place within the global learning community.

Outcome vs. Competency





Include: Think



Competencies

Learners contribute a balanced perspective when participating in a learning community by

1. Articulating an awareness of the contributions of a range of learners.
2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
3. Describing their understanding of cultural relevancy and placement within the global learning community.

Deconstruction

1.
 - * Know that all learners can and should contribute.
 - *Acknowledge that everyone has a perspective.
 - *Know strategies to hear from all others
2.
 - *Recognize that all sources have a point of view.
 - *Recognize differences between facts and opinions.
 - *Recognize need to seek out multiple opinions or points of view.
3.
 - *Recognize that events take place during specific times and places.
 - *Be able to contextualize events





Include: Think Looks Like...



Kindergarten

- Get input from 3 classmates.
- Be able to say what a partner thinks.
- Look at facts vs. Opinions
- Recognize points of view in a story

5th Grade

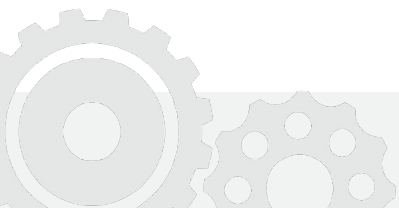
- Get input from variety of sources/ classmates
- Share multiple perspectives
- Identify opinions/ points of view in reading material
- Recognize more than one perspective in a situation

8th Grade

- Seek out multiple points of view
- Identify when a source is using one perspective and seek out others
- Describe how characters/ participants arrive at specific point of view.

10th Grade

- Encourage contributions of multiple perspectives in team assignments
- Include multiple points of view when suggesting a compromised solution.





Include: Create



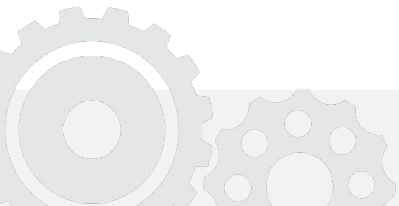
Competencies

Learners adjust their awareness of the global learning community by

1. Interacting with learners who reflect a range of perspectives.
2. Evaluating a variety of perspectives during learning activities.
3. Representing diverse perspectives during learning activities.

Deconstruction

1. *Recognize that classmates have different opinions
*Seek out learners with different backgrounds
*Actively include diverse learners.
2. *Recognize that there may be more than one side to a story.
*Consider how different sources report the same Event
3. *Include a variety of perspectives from sources/ classmates in reporting
*Show respect for different perspectives





Include: Create Looks Like...



Kindergarten

- Find someone with a different opinion
- Share different versions of a story
- Role play scenarios
- Graphing opinions

5th Grade

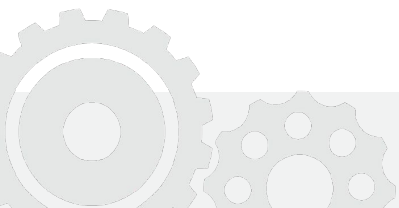
- Reporting the opinion of others
- Investigating different sides of an event
- Exploring different versions of an event or story
- Role play/ Mock Trials
- Graphing opinions

8th Grade

- Reporting on multiple perspectives
- Intentional grouping of diverse opinions to solve a problem
- Mock Trials/ Role Play scenarios
- Survey and Data Displays

10th Grade

- Inclusion of multiple perspectives of classmates/ scenarios
- Actively seeking diverse opinions on problems to form creative solutions.
- Polite debate and rebuttal





Include: Share



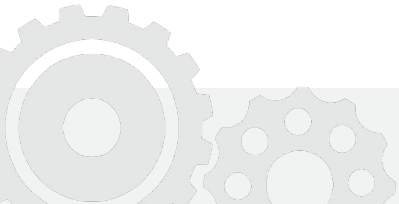
Competencies

Learners exhibit empathy with and tolerance for diverse ideas by

1. Engaging in informed conversation and active debate.
2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

Deconstruction

1.
 - *Rules of polite conversation and debate
 - *Following prescribed rules for conversation
 - *Backing up opinions with properly cited evidence
 - *Ability to listen carefully to divergent perspectives
2.
 - *Form an opinion on a topic based in evidence.
 - *Invite input from variety of participants
 - *Allow all others a chance to speak.
 - *Ability to listen carefully to divergent perspectives.





Include: Share Looks Like...



Kindergarten

- Practice thinking before speaking
- Be able to use evidence in conversation
- Make sure everyone gets to share
- Asking relevant questions to continue a conversation.

5th Grade

- Preparing statements and questions on a topic
- Be able to use evidence in conversation
- Actively listen to multiple viewpoints
- Research multiple perspectives

8th Grade

- Understand rules of formal debate and conversation
- Show respect for others' opinions and views
- Actively listen to multiple viewpoints
- Listen to learn new information
- Research multiple perspectives

10th Grade

- Research evidence to support opinions that differ from own
- Participate in formal debate and/ or sharing of perspectives with authentic audience
- Actively listen to opposing viewpoints



Include: Grow



Competencies

Learners demonstrate empathy and equity in knowledge building within the global learning community by

1. Seeking interactions with a range of learners.
2. Demonstrating interest in other perspectives during learning activities.
3. Reflecting on their own place within the global learning community.

Deconstruction

1.
 - *Know that all learners learn differently
 - *Know that differences in learning give chance to learn differently
 - *Acknowledge that hearing stories from different perspectives can lead to empathy and growth.
2.
 - *Understand that there may be more than one “right” answer.
 - *Seek other perspectives or experiences
3.
 - *Identify what experiences influence your own perspectives.
 - *Consider what different experiences may change perspectives.



Include: Grow Looks Like...



Kindergarten

- Changing partners during activities
- Active listening during sharing times
- Thinking about how we know what we know

5th Grade

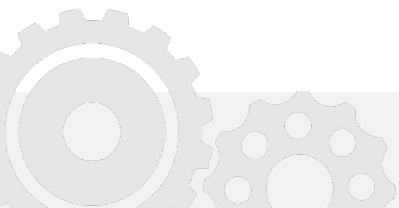
- Choosing different people to work with (not just friends)
- Asking questions like “What about...”
- Imagining another side to the story
- Considering how opinions/ ideas are formed

8th Grade

- Consider ways to include a variety of learners in an activity or project
- Actively seek different ideas for consideration
- Choosing to see ways to improve the learning environment

10th Grade

- Include others in learning experiences
- Seek new perspectives
- Consider how involving others has changed personal viewpoints
- Consider how informed conversations could lead to change.



Include Looks Like...



Assessment Ideas

Formative

Observation

Conferences

Spot Checks

Exit Ticket Question

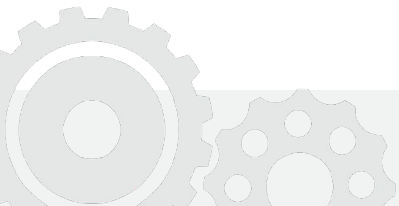
Summative

Observation

- Presentation
- Final Project

Self-reflection

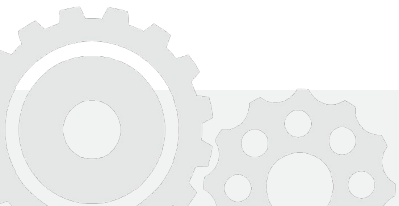
Action Plan



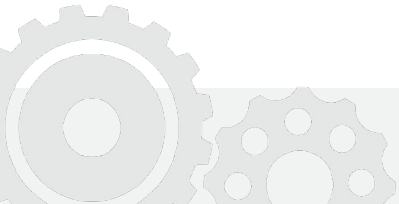
Looking Across the Frameworks

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

Domain	Learner	School Librarian	School Library
C. Share	<p>Learners exhibit empathy with and tolerance for diverse ideas by</p> <p>2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</p>	<p>School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by:</p> <p>2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.</p>	<p>The school library facilitates opportunities to experience diverse ideas by:</p> <p>2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities.</p>



Questions...



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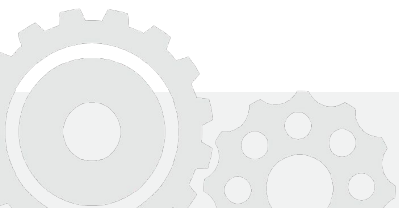
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