National School Library Standards
Digging Deeper into Inquire

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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 Inquiry 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.
Domains

Think
Create
Share
Grow
Inquire

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

### I. Inquire

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learner Domains and Competencies</th>
</tr>
</thead>
</table>
| **A. Think** | Learners display curiosity and initiative by  
1. Formulating questions about a personal interest or a curricular topic.  
2. Recalling prior and background knowledge as context for new meaning. |
| **B. Create** | Learners engage with new knowledge by following a process that includes  
1. Using evidence to investigate questions.  
2. Devising and implementing a plan to fill knowledge gaps.  
3. Generating products that illustrate learning. |
| **C. Share** | Learners adapt, communicate, and exchange learning products with others in a cycle that includes  
1. Interacting with content presented by others.  
2. Providing constructive feedback.  
3. Acting on feedback to improve.  
4. Sharing products with an authentic audience. |
| **D. Grow** | Learners participate in an ongoing inquiry-based process by  
1. Continually seeking knowledge.  
2. Engaging in sustained inquiry.  
3. Enacting new understanding through real-world connections.  
4. Using reflection to guide informed decisions. |
Outcome vs. Competency
Inquire: Think

Competencies

Learners display curiosity and initiative by

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

Deconstruction

1. * Understand Question Words
   * Construct Questions
   * Identify topics of interest
   * Recognize knowledge gaps

2. * Remember details from previous learning or experience
   * Compare new information to prior
   * Construct graphic organizer for information
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>5th Grade</th>
<th>8th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize Question Words and punctuation</td>
<td>Construct meaningful question related to topic discussion.</td>
<td>Construct meaningful question of personal interest related to topic discussion.</td>
<td>Construct impactful question combining background knowledge from multiple disciplines to increase understanding of a real-world problem.</td>
</tr>
<tr>
<td>Understand that questions require a response.</td>
<td>Recognize difference between factual questions and more in depth questions.</td>
<td>Strive for in-depth questioning</td>
<td></td>
</tr>
<tr>
<td>Connect background knowledge to new topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inquire: Create

Competencies

Learners engage with new knowledge by following a process that includes

1. Using evidence to investigate questions.

2. Devising and implementing a plan to fill knowledge gaps.

3. Generating products that illustrate learning.

Deconstruction

1. * Identify possible sources of information.
   * Choose which source will be most helpful
   * Locate relevant information within a source
   * Use text features to locate information.

2. * Recognize what information is missing
   * Know parts of a research process.
   * Create questions to locate missing info

3. * Know available tools for creating products
   * Choose tool by audience/ purpose
   * Create chosen product including written and visual information
<table>
<thead>
<tr>
<th>Inquire: Create Looks Like...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
</tr>
<tr>
<td>● Know that a source is where</td>
</tr>
<tr>
<td>you get information.</td>
</tr>
<tr>
<td>● Go back in the text to</td>
</tr>
<tr>
<td>answer questions</td>
</tr>
<tr>
<td>● Draw a picture about what</td>
</tr>
<tr>
<td>they learned.</td>
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<td></td>
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<td></td>
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</tbody>
</table>
Inquire: Share

Competencies

Learners adapt, communicate, and exchange learning products with others in a cycle that includes

1. Interacting with content presented by others.
2. Providing constructive feedback.
3. Acting on feedback to improve.
4. Sharing products with an authentic audience.

Deconstruction

1. * Read/ View/ Listen attentively to content from variety of sources and formats
   * Respect others’ space/ turn to speak
2. * Recognize positive vs. negative criticism
   * Know how to share helpful tips without being mean
3. * Listen to criticism without taking it personally
   * Trying out ideas from others to improve
4. * Speaking skills such as note cards, body language, etc.
   * Ensuring legibility/ clear audio content
   * Understanding Formal/ Informal language patterns
<table>
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<th>8th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Listen when others share</td>
<td>● Listen attentively when others share</td>
<td>● Listen attentively when others share</td>
<td>● Listen attentively to presentations</td>
</tr>
<tr>
<td>● Learn Glow/Grow (or similar strategy)</td>
<td>● Use constructive criticism strategy</td>
<td>● Use constructive criticism strategy</td>
<td>● Use constructive criticism strategy</td>
</tr>
<tr>
<td>● Speak aloud or share pictures/writing about learning</td>
<td>● Revise work based on peer recommendation</td>
<td>● Seek peer support and assistance to improve product</td>
<td>● See peer review/input to improve products</td>
</tr>
<tr>
<td></td>
<td>● Present to peer groups or other audience</td>
<td>● Present to/Share with appropriate audience (peers or adults)</td>
<td>● Share presentation in variety of formats to reach appropriate audiences</td>
</tr>
</tbody>
</table>
Inquire: Grow

Competencies

Learners participate in an ongoing inquiry-based process by

1. Continually seeking knowledge
2. Engaging in sustained inquiry.
3. Enacting new understanding through real-world connections.
4. Using reflection to guide informed decisions.

Deconstruction

1. * Generate questions when engaging with information
   * Understand that one source won’t give ALL the information.

2. * Construct deep questions for investigation.
   * Actively look for more perspectives and information
   * Search past the bold print words

3. * Text-Self/ Text-World Connections
   * Construct inquiry questions based on world observations

4. * General reflection strategies (on both products and process)
### Inquire: Grow Looks Like...

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</thead>
<tbody>
<tr>
<td>Choose reading that matches topics of interest or questions</td>
<td>Seek multiple sources about topics of interest</td>
<td>Seek multiple perspectives and sources during inquiry</td>
<td>Consider independent (non-school) inquiry projects</td>
</tr>
<tr>
<td>Make text-self connections</td>
<td>Conduct longer group or independent research projects</td>
<td>Actively engage in complex group or independent inquiry projects</td>
<td>Commit to seeking multiple perspectives and sources</td>
</tr>
<tr>
<td>Engage in guided research/inquiry projects</td>
<td>Connect learning to real-world situations</td>
<td>Seek to share new knowledge with variety of audiences</td>
<td>Connect learning to “real world” environments</td>
</tr>
<tr>
<td></td>
<td>Begin self-reflecting on learning</td>
<td></td>
<td>Seek authentic audiences</td>
</tr>
</tbody>
</table>
Inquire Looks Like...
# Assessment Ideas

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Tickets</td>
<td>Final Products</td>
<td>○ Poster</td>
</tr>
<tr>
<td>Conferences</td>
<td></td>
<td>○ Website</td>
</tr>
<tr>
<td>Plickers</td>
<td></td>
<td>○ Podcast</td>
</tr>
<tr>
<td>Polls</td>
<td>Presentations</td>
<td>○ Speeches</td>
</tr>
<tr>
<td>Spot Checks</td>
<td></td>
<td>○ Wax Museum</td>
</tr>
<tr>
<td>Share Outs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ○ Poster
- ○ Website
- ○ Podcast
- ○ Speeches
- ○ Wax Museum
## Looking Across the Frameworks

### I. Inquire:
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learner</th>
<th>School Librarian</th>
<th>School Library</th>
</tr>
</thead>
</table>
| B. Create   | Learners engage with new knowledge by following a process that includes:  
1. Using evidence to investigate questions | School librarians promote new knowledge generation by:  
1. Ensuring that learners probe possible answers to questions | The school library enables generation of new knowledge by:  
1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community |
Questions...
Contact Information

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