American Association of School Librarians
TRANSFORMING LEARNING

NATIONAL SCHOOL LIBRARY STANDARDS

National School Library Standards

Digging Deeper into Inquire

Jennisen Lucas, MLS, NBCT
Elementary Librarian
Park County School District #1
jmlucas@pcsd1.org
@JennisenL

Your Presenters

Jennisen Lucas-Presenter

Elementary Librarian
Park County School District #1
jmlucas@pcsd1.org
@JennisenL

Paige Bredenkamp-Facilitator

School Library Consultant
Wyoming State Library
paige.bredenkamp@wyo.gov
@PaigeRB13

Outline of Learning Targets

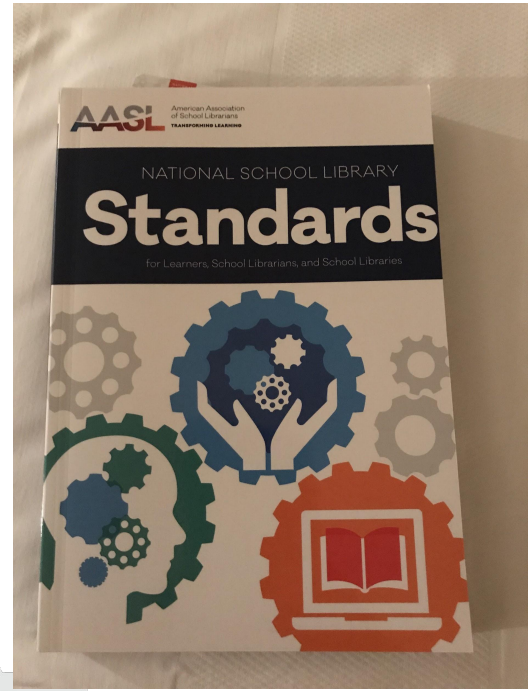
Brief Introductory Review
(How to find the standards framework)

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

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.

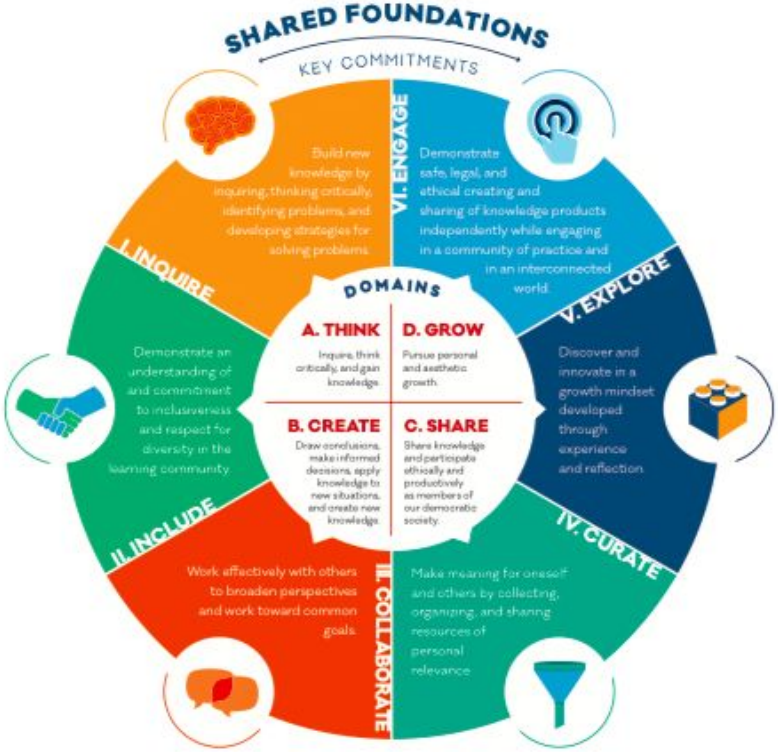
Domains

Think

Create

Share

Grow



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.

Domain	Learner Domains and Competencies
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

Inquire: Think Looks Like...

Kindergarten

- Recognize Question Words and punctuation
- Understand that questions require a response.
- Connect background knowledge to new topic.

5th Grade

- Construct meaningful question related to topic discussion.
- Recognize difference between factual questions and more in depth questions.

8th Grade

- Construct meaningful question of personal interest related to topic discussion.
- Strive for in-depth questioning

10th Grade

- Construct impactful question combining background knowledge from multiple disciplines to increase understanding of a real-world problem.

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

Inquire: Create Looks Like...

Kindergarten

- Know that a source is where you get information.
- Go back in the text to answer questions
- Draw a picture about what they learned.

5th Grade

- Identify possible sources for information.
- Use multiple sources to find evidence
- Follow guidance through steps of an inquiry/ research process
- Create product such as poster, podcast, etc. to share learning.

8th Grade

- Recognize credibility of information in multiple sources
- Follow steps of an inquiry/ research process
- Create product such as a website or multimedia presentation to share learning

10th Grade

- Accurately quote evidence from reliable sources
- Independently follow steps of an inquiry/ research process
- Create product such as a website, blog, or multimedia presentation to share learning with wide audience.

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

Inquire: Share Looks Like...

Kindergarten

- Listen when others share
- Learn Glow/ Grow (or similar strategy)
- Speak aloud or share pictures/ writing about learning

5th Grade

- Listen attentively when others share
- Use constructive criticism strategy
- Revise work based on peer recommendation
- Present to peer groups or other audience

8th Grade

- Listen attentively when others share
- Use constructive criticism strategy
- Seek peer support and assistance to improve product
- Present to / Share with appropriate audience (peers or adults)

10th Grade

- Listen attentively to presentations
- Use constructive criticism strategy
- See peer review/ input to improve products
- Share presentation in variety of formats to reach appropriate audiences

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...

Kindergarten

- Choose reading that matches topics of interest or questions
- Make text-self connections
- Engage in guided research/ inquiry projects

5th Grade

- Seek multiple sources about topics of interest
- Conduct longer group or independent research projects
- Connect learning to real-world situations
- Begin self-reflecting on learning

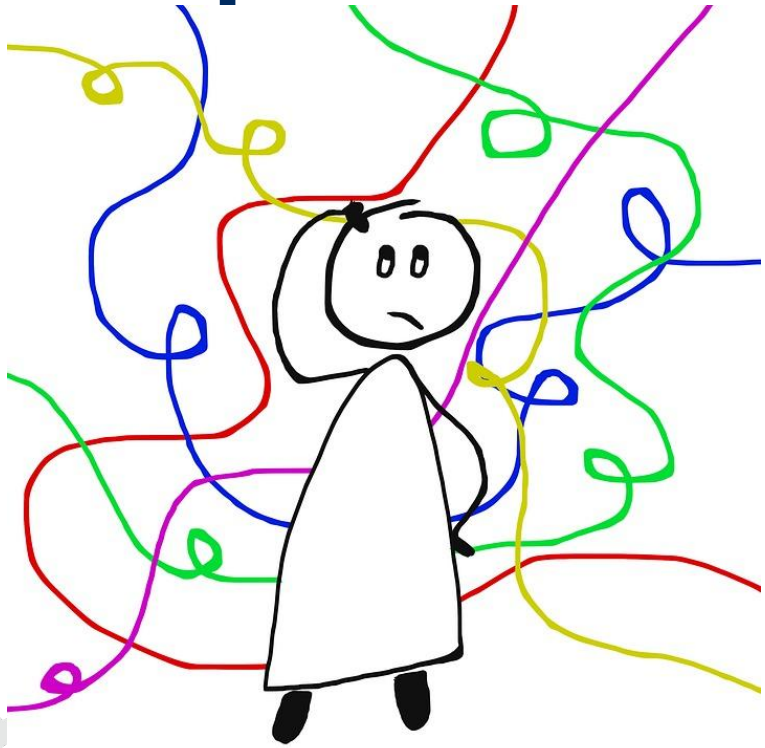
8th Grade

- Seek multiple perspectives and sources during inquiry
- Actively engage in complex group or independent inquiry projects
- Seek to share new knowledge with variety of audiences

10th Grade

- Consider independent (non-school) inquiry projects
- Commit to seeking multiple perspectives and sources
- Connect learning to “real world” environments
- Seek authentic audiences

Inquire Looks Like...



Assessment Ideas

Formative

Exit Tickets

Conferences

Plickers

Polls

Spot Checks

Share Outs

Summative

Final Products

- Poster
- Website
- Podcast

Presentations

- Speeches
- Wax Museum

Portfolio

Looking Across the Frameworks

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

Domain	Learner	School Librarian	School Library
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

Jennisen Lucas-Presenter

Elementary Librarian
Park County School District #1
jmlucas@pcsd1.org
@JennisenL

Paige Bredenkamp-Facilitator

School Library Consultant
Wyoming State Library
paige.bredenkamp@wyo.gov
@PaigeRB13