Using the Standards to Further Your Instructional Leadership

Ellen McNair and Jeanie Phillips
January 9, 2018
Who is in the room?

Use the chat box to tell us your name, position and where you are from!
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Welcome and Introductions

Ellen McNair, School Library Program Consultant; former School Librarian and Education Specialist for the Library Program, Fairfax County Public Schools, Virginia

Jeanie Phillips, Professional Development Coordinator for the Tarrant Institute for Innovative Education, University of Vermont
UPCOMING WEBINAR

Connecting the Dots: A Look at the National School Library Standards for Policymakers

WEDNESDAY, JANUARY 31, 2018 | 6:00 P.M. CENTRAL

Presenters: Mary Keeling, Kathryn Roots Lewis, Kathy Mansfield

Participants will examine the National School Library Standards to mine shareable concepts for discussions with local school and/or state policymakers in order to inform them about the National School Library Standards and to advocate for standards adoption in their district or state. Use the AASL Message Box and learn how to frame conversations that will garner support for standards adoption.

Register at www.ala.org/aasl/ecollab/connecting
Purpose: Explore new ways to build and flex your librarian muscles!
Objectives:

● To familiarize yourself with leadership opportunities in the AASL National Standards.

● To consider instructional leadership strategies related to our role in implementing in the AASL standards.

● To identify important leverage points of instructional leadership in your library program.
Specifically, we hope you leave with:

- One **BIG** analytical task to build your authority
- One **smaller** collaborative task to create coherence
- Several reflective questions to ponder in your professional practice
Grab some paper and a pencil or open a document!
Anchor: What matters in your learning community?

What instructional and content standards or frameworks are important to educators where you work?

https://padlet.com/jeaniephillips802/AASL1
Part 1: Explore and Engage the AASL Standards with a focus on what matters most in your learning community

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

VI. 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
Practice!
In order to flex your muscles, you must first build them! Engaging in this work deepens your understanding of the AASL Standards and their relationship to what matters in your setting.
Once you have aligned the standards to what matters in your setting, you can speak and collaborate with authority!
For example:

Vermont’s Act 77:

THREE PILLARS OF PERSONALIZED LEARNING

**Personalized Learning Plans**
- Knowing students well
- Framework for goals and action
- Student as director
- Platform for family engagement

**Proficiency Based Learning**
- Removes seat time
- New language for learning
- Authentic evidence
- Values transferable skills

**Flexible Pathways**
- Authentic learning
- Array of collaborators
- Anytime, anywhere
- Powerful pedagogies

Click for more helpful information:
- Personalized Learning Plans
- Proficiency-Based Learning
- Flexible Pathways
**Act 77 Alignments:**

**PLPs** = **INQUIRE**

Shared Foundation and **GROW** Domain

**Proficiency** = **CREATE**

and SHARE Domains

**Flexible Learning Environments** = **EXPLORE** Shared Foundation
Transferable Skills

- Clear and Effective Communication
- Creative and Practical Problem-Solving
- Informed and Integrative Thinking
- Responsible and Involved Citizenship
- Self-Direction Scoring Criteria
<table>
<thead>
<tr>
<th>Clear and Effective Communication</th>
<th>AASL Standards Framework for Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) I can demonstrate organized and purposeful communication.</td>
<td><strong>INQUIRE:</strong> 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.</td>
</tr>
<tr>
<td>B) Use evidence and logic appropriately in communication.</td>
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<td>C) Integrate information gathered from active speaking and listening.</td>
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<tr>
<td>D) Adjust communication based on the audience, context, and purpose.</td>
<td><strong>INQUIRE:</strong> Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 4. Sharing products with an authentic audience.</td>
</tr>
<tr>
<td>E) Demonstrate effective expressions and receptive communication, including oral, written, multi-media, and performance.</td>
<td><strong>INCLUDE:</strong> 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.</td>
</tr>
<tr>
<td>F) Use technology to further enhance and disseminate communication.</td>
<td><strong>COLLABORATE:</strong> Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources.</td>
</tr>
<tr>
<td>G) Collaborate effectively and respectively.</td>
<td><strong>COLLABORATE:</strong> Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.</td>
</tr>
</tbody>
</table>

http://tinyurl.com/yd2ezffq
Portrait of a Graduate Attributes

Goal Directed and Resilient Individual

Critical and Creative Thinker

Ethical and Global Citizen

Collaborator

Communicator
<table>
<thead>
<tr>
<th>Ethical and Global Citizen</th>
<th>Portrait of a Graduate Skill</th>
<th>AASL Shared Foundation</th>
<th>Shared Foundation Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POG Global Citizen:</strong></td>
<td><strong>Contributes to solutions that benefit the broader community.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shared Foundation Explore:</strong></td>
<td></td>
<td><strong>(Share) Structuring activities in which learners to collaboratively identify innovative solutions to a challenge or problem.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ethical and Global Citizen</strong></td>
<td><strong>Contributes to solutions that benefit the broader community.</strong></td>
<td></td>
<td><strong>(Grow) Teaching problem solving through cycles of design, implementation, and reflection.</strong></td>
</tr>
<tr>
<td><strong>Ethical and Global Citizen</strong></td>
<td><strong>Understands the foundations of our country and values our rights, privileges, and responsibilities.</strong></td>
<td></td>
<td><strong>(Think) Directing learners to responsibly use information, technology and media for learning and modeling this responsible use.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Acts responsibly and ethically to build trust and lead.</strong></td>
<td></td>
<td><strong>(Create) Showing a variety of strategies to ethically use and reproduce others work and modeling this ethical use.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>(Share) Imparting strategies for sharing information resources in accordance with modification, reuse and remix policies.</strong></td>
</tr>
<tr>
<td>Portrait of a Graduate Attribute</td>
<td>Portrait of a Graduate Skill</td>
<td>AASL Shared Foundation</td>
<td>Shared Foundation Competencies</td>
</tr>
<tr>
<td>---------------------------------</td>
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<tr>
<td>Creative and Critical Thinker</td>
<td>Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes. Uses information in novel and creative ways to strengthen comprehension and deepen awareness.</td>
<td>Explore</td>
<td>(Create) Teaching problem solving through cycles of design, implementation, and reflection. (Create) Provide opportunities for tinkering and making. (Share) Assist learners to co-construct innovative means of investigation.</td>
</tr>
<tr>
<td>Critical Thinker</td>
<td></td>
<td>Engage</td>
<td>(Think) Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.</td>
</tr>
</tbody>
</table>

**POG Attribute, Creative and Critical Thinker:** Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes.

**Shared Foundation, Explore:** Provide opportunities for tinkering and making. Assists learners to co-construct innovative means of investigation.

**POG) Creative and Critical Thinker:** Evaluates ideas and information sources for validity, relevance and impact.

**Shared Foundation, Engage:** Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
## C3 Framework Organization Social Studies

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Developing Questions and Planning Inquiries</td>
<td>Civics</td>
<td>Gathering and Evaluating Sources</td>
<td>Communicating and Critiquing Conclusions</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
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<tr>
<td>Geography</td>
<td>Developing Claims and Using Evidence</td>
<td></td>
<td>Taking Informed Action</td>
</tr>
<tr>
<td>History</td>
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</tr>
</tbody>
</table>
1. Developing Questions and planning inquiries
2. Applying Disciplinary Tools and Concepts
3. Evaluating Sources and Using Evidence
4. Communicating Conclusions and Taking Informed Action
Gather relevant information from one or two sources while using the origin and structure to guide the selection.
Let’s take a look...
<table>
<thead>
<tr>
<th>C3 Pathway</th>
<th>Skill</th>
<th>Shared Foundation</th>
<th>Competencies</th>
</tr>
</thead>
</table>
| D3.1.K-2   | Gather relevant information from one or two sources while origin and structure to guide the selection. | Curate | (Think) Modeling the response to a need to gather and organize information.  
(Think) Designing opportunities for learners to explore possible information sources  
(Think) Guiding learners to make critical choices about information sources to use.  
(Create) Sharing a variety of sources.  
(Create) Encouraging the use of information representing diverse perspectives  
(Create) Fostering the questioning and assessing of validity and accuracy of information  
(Create) Providing tools and strategies to organize information by priority, topic or other systematic scheme. |
Continue the rigor...

**D3.1.9-12.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Curate
Engage
Collaborate
Apply: what might this look like for you?

- What standards or frameworks might you focus on?
  - Portrait of a Graduate
  - Vermont’s Act 77 & Transferable Skills
  - SS C3

- Who are your allies/collaborators?
  - Teachers
  - Your District School Librarians
  - Vermont School Librarians

- How might you offer insights about standards?
  - Share with the Leadership Team
  - Lunch ‘N Learn
  - Your School Library Newsletter
Take 3 minutes to sketch a plan!

1. What Standards & Frameworks?
   - Common Core
   - C3
   - NGSS
   - PoG Skills
   - ELA Skills

2. Who are your allies & collaborators?
   - District Librarians
   - Teachers
   - Team Leads
   - Grade Level Leads
   - Instructional Coaches

3. How will you share your insights?
   - Lunch and Learn
   - 5 minute faculty learning experiences
   - Newsletter blurbs, quarterly reports
   - Meetings, inservices, presentations
Anchor: What is your WHY?

What do you value about inquiry?
https://padlet.com/janiephillips802/AASL2

**Think:** Formulating Questions about personal interest or a curricular topic. (I.A.1)

**Create:** Devising and implementing a plan to fill knowledge gaps (II.B.2)

**Share:** Sharing products with an authentic audience or acting on feedback to improve. (I.C.4.)

**Grow:** Enacting new understandings through real-world connections or using reflections to guide real world decisions. (I.D.3., I.D.4.)
Part 2 Collaborate and Inquire

III. COLLABORATE
Work effectively with others to broaden perspectives and work toward common goals.

I. INQUIRE
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
Collaboration: Co-Creation

Co-creation deepens understanding, creates opportunities for collaboration, and provides a coherent, Scaffold

- Common vocabulary
- Rigor, authenticity,
- Meaningful learning, transfer!

What makes learning experiences meaningful for learners?

Student voice, choice, authenticity. Wondering. Curiosity!
Guided Inquiry Design Process

Open Immerse Explore Identify Create Share Evaluate

Guided Inquiry Design "Toolkit" for Schools

This page is designed as a resource for schools to support the use of Guided Inquiry Design as a means to create meaningful learning experiences for students and reach the goals of the Portrait of a Graduate.

Guided Inquiry Design (GID) is a way of teaching and learning that is student-driven, collaborative, personal, and reflective. It is a path that guides students through research on a self-directed topic or concept related to curriculum and standards. GID ignites student curiosity and deepens engagement in the inquiry process. It results in the creation of new knowledge through reflection to expand student learning. It can stand alone or be integrated as a defined process for inquiry learning as part of Project Based Learning and other inquiry-based models. It can be utilized as a performance-based assessment.

What Is Guided Inquiry Design?

Why Guided Inquiry Design?

Scaffolds and Supports for All Learners

Kuhlthau, Maniotes, & Caspari. Guided Inquiry, 2007; 2012
Sanborn Schools / LibGuides / Research @ Sanborn / Home

Research @ Sanborn: Home

Begin research here

Home  Purpose  Content  Organization  Style and Conventions  Research Process  Revise & Submit

Sanborn Research Rubric

- [V] SRHS Research Rubric
  Full research rubric with research paper checklist

- [V] Content Area Research Rubric
  Use this to incorporate research criteria into assignments.

- [V] Research Checklist

Research Step-By-Step

**Purpose**
Understand Thesis Statements, Generate Research Questions, Browse Pro-Con Topics, Use Brainstorming Tools

**Content**
Databases, LibGuides, Primary Sources, Supporting Claims, Searching

**Organization**
Google Docs, Outline, Diigo

**Style & Conventions**
Google Docs, Tips on Writing, Sentence Starters

**Research Process**
MLA, APA, Chicago, Works Cited vs. Bibliography vs. References, In-Text Citations, RefME, CRAAP Test

**Revise & Submit**
Turnitin, Sharing in Google Docs

Quick Links
- Research Made Easy
- Research @ Sanborn
- Scholarly Research
- Databases

http://tinyurl.com/y84mfxbb
## Common Checklists and Rubrics

### Research at Sanborn

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic Proficiency</th>
<th>Limited Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>My thesis/research question/topic establishes a cross-curricular argument while also making connections to the world</td>
<td>My thesis/research question/topic establishes a complex, defendable argument</td>
<td>My thesis/research question/topic establishes an argument</td>
<td>My thesis/research question/topic is established</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>My research and analysis makes cross-curricular connections while also making connections to the world</td>
<td>My research and analysis supports my thesis</td>
<td>My writing paraphrases and explains how the cited research supports my thesis</td>
<td>My quoted research supports my thesis</td>
</tr>
<tr>
<td><strong>Research Process</strong></td>
<td>My paper uses evidence to support real world or cross curricular connections</td>
<td>My paper uses relevant and specific evidence from a variety of primary and secondary sources to support claims/analysis/inferences</td>
<td>My paper uses evaluated and reliable evidence</td>
<td>My paper uses proper MLA citation of evidence from primary and secondary sources</td>
</tr>
</tbody>
</table>

### Research Paper Checklist

<table>
<thead>
<tr>
<th>Step</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research questions are generated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sources are located.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Thesis/claim is created. It is clear, arguable, and defendable.</td>
<td></td>
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<tr>
<td>4. Sources have been evaluated based on currency, relevance, accuracy, authority, and purpose.</td>
<td></td>
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</tr>
<tr>
<td>5. Citations are generated from a variety of primary and secondary sources.</td>
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<tr>
<td>6. Multiple drafts are created.</td>
<td></td>
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<tr>
<td>7. Paragraphs quote, explain, summarize, and paraphrase information from sources.</td>
<td></td>
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</tr>
<tr>
<td>8. Document follows correct MLA/APA (as assigned) format:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Properly formatted paper heading or title page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Double spaced, 12-pt. Times New Roman, 1 inch margins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Works Cited or Bibliography is complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Final document is publishable (document is neat and the rules of Standard English are followed)</td>
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</tr>
</tbody>
</table>
Apply: Take 3 minutes to sketch a plan:

- Where does inquiry happen in your school currently?
- What disciplines and grade levels need to be represented on this team?
- How might you make the case to your administrators and teachers?
Part 3 Curate and Include

Who curates resources in your school?
Curate for Inclusion!
Share Your Expertise
IV. CURATE
Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

II. INCLUDE
Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
Librarians are skilled curators....

How do we INCLUDE others in this process?

Professional Development:
how might you help teachers to curate?

Classroom Practice:
how might you develop curation skills in learners?
Take it several steps further:

• Ask teachers to assist you with weeding
• Find a way to include students in collection development
• Tap local experts to bring blind spots to light
Now let’s let INCLUDE take the lead:

- Whose stories are being told in your school? In your library?
- Whose voices aren’t being heard?
- How might you work to include more perspectives?

These are NOT questions to be answered but to be PONDERED!
These questions can lead to concrete actions:

Help your teachers think differently about how they teach books in the canon.

Teach your students to spot stereotypes and bias in the stories you share.

tinyurl.com/ya4yr77f

TEN QUICK WAYS TO ANALYZE CHILDREN'S BOOKS FOR SEXISM AND RACISM

From ANTI-BIAS CURRICULUM: TOOLS FOR EMPOWERING YOUNG CHILDREN
Louise Derman-Sparks and the A.B.C. Task Force

tinyurl.com/yawjqu6c
Apply: What questions will you ponder?

Curating for Inclusion:
• Whose stories are being told?
• What perspectives are missing?
• How will you spot the gaps?

Including others as Curators:
• How might students benefit from curating their own resources?
• In what ways is curation a valuable life skill?
Good luck as you develop your new muscles and superpowers as you:

● Analyze the new standards with an eye to what matters in your school.
● Co-create a school wide inquiry model
● Ponder questions that lead to equity and inclusion.
Thank you!