

SHARED FOUNDATION I.



Inquire

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

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS
A. THINK	LEARNER Competencies	A. 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.	3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
	SCHOOL LIBRARY Alignments	A. The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.	3.1. Our teachers use active learning strategies, such as cooperative learning and project-based learning. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
	LEARNER Competencies	B. 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.	3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
	SCHOOL LIBRARY Alignments	B. 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. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.	5.10. Our school provides cross-curricular opportunities for learning with and through technology. 4.1. Our school personalizes learning, including the flexible use of time and scheduling, to meet academic and social goals for each student.
C. SHARE	LEARNER Competencies	C. 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.	3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 3.8. Our staff works closely with students to help them monitor and direct their own progress. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
	SCHOOL LIBRARY Alignments	C. The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments. 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.	1.1. Our school culture supports and reinforces the health and well-being of each student. 1.4. Our school facility and environment support and reinforce the health and well-being of each student and staff member. 2.2. Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects. 2.3. Our physical, emotional, academic, and social school climate is safe, friendly, and student-centered. 4.2. Our teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress. 5.3. Our school collects and uses qualitative and quantitative data to support student academic and personal growth.

CONTINUED ON REVERSE 

Alignments from the AASL *Standards Framework for School Libraries* are listed in the left-hand column and the ASCD Whole Child Tenets are listed on the right. The tenets are numbered in the order that they appear in the ASCD document, *The Learning Compact Renewed: Whole Child for the Whole World*: **1) Healthy, 2) Safe, 3) Engaged, 4) Supported, and 5) Challenged**. Used as reference points for the tenets, these numbers are followed by a decimal and then the number of the indicator. For example: the fifth indicator under Whole Child Tenet #1, "Our school addresses the health and well-being of each staff member," is enumerated as 1.5.

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SHARED FOUNDATION I.



Inquire

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DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS
D. GROW 	LEARNER Competencies D. Learners participate in an ongoing inquiry-based process by:	
	1. Continually seeking knowledge.	3.1. Our teachers use active learning strategies, such as cooperative learning and project-based learning. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
	2. Engaging in sustained inquiry.	3.2. Our school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, mentorships, and volunteer projects. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
	3. Enacting new understanding through real-world connections.	3.3. Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making. 3.4. Our school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.
	4. Using reflection to guide informed decisions.	3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
	SCHOOL LIBRARY Alignments D. The school library ensures an inquiry-based process for learners by:	
	1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.
	2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.	4.3. Our school ensures that adult-student relationships support and encourage each student's academic and personal growth. 4.4. Each student has access to school counselors and other structured academic, social, and emotional support systems. 5.10. Our school provides cross-curricular opportunities for learning with and through technology.

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National School Library Standards *crosswalk with* ASCD Whole Child Tenets

SHARED FOUNDATION II.



Include

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS
A. THINK 	LEARNER Competencies A. Learners contribute a balanced perspective when participating in a learning community by:	
	1. Articulating an awareness of the contributions of a range of learners.	3.0. Each student is actively engaged in learning and is connected to the school and broader community.
	2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.	2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual difference at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult. 3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.
	3. Describing their understanding of cultural relevancy and placement within the global learning community.	5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture.
	SCHOOL LIBRARY Alignments A. The school library supports balanced perspectives through resources and learning opportunities by:	
	1. Providing challenging and authentic opportunities that address the needs of the broad range of learners. 2. Offering diverse learning experiences that allow for individual differences in learners. 3. Providing a comprehensive variety of resources.	5.1. Each student in our school has access to a challenging, comprehensive curriculum in all content areas. 4.1. Our school personalizes learning, including the flexible use of time and scheduling, to meet academic and social goals for each student. 5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture.
B. CREATE 	LEARNER Competencies B. Learners adjust their awareness of the global learning community by:	
	1. Interacting with learners who reflect a range of perspectives.	2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual difference at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult. 3.0. Each student is actively engaged in learning and is connected to the school and broader community.
	2. Evaluating a variety of perspectives during learning activities.	2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual difference at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.
	3. Representing diverse perspectives during learning activities.	3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content. 5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture.
	SCHOOL LIBRARY Alignments B. The school library represents all members and their place in a global learning community by:	
	1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners. 3. Featuring learning opportunities that include diverse viewpoints.	3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content. 5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture. 2.2. Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects. 5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture.
C. SHARE 	LEARNER Competencies C. Learners exhibit empathy with and tolerance for diverse ideas by:	
	1. Engaging in informed conversation and active debate.	3.0. Each student is actively engaged in learning and is connected to the school and broader community.
	2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual difference at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult. 3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content. 5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture.
	SCHOOL LIBRARY Alignments C. The school library facilitates opportunities to experience diverse ideas by:	
	1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services. 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. 3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.	2.2. Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects. 3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content. 5.6. Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.

CONTINUED ON REVERSE 

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SHARED FOUNDATION II.



Include

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS
D. GROW 	LEARNER Competencies D. Learners demonstrate empathy and equity in knowledge building within the global learning community by:	
	1. Seeking interactions with a range of learners.	3.0. Each student is actively engaged in learning and is connected to the school and broader community.
	2. Demonstrating interest in others' perspectives during learning activities.	2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual difference at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.
	3. Reflecting on their own place within the global learning community.	3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content. 5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture.
	SCHOOL LIBRARY Alignments D. The school library builds empathy and equity within the global learning community by:	2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.
	1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software.	5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture.
	2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success.	4.0. Each student has access to personalized learning and is supported by qualified, caring adults.
3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.	4.6. Our school personnel welcome and include all families as partners in their children's education and significant members of the school community. 4.7. Our school uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities, and opportunities for students. 4.8. Our school helps families understand available services, advocate for their children's needs, and support their children's learning.	

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SHARED FOUNDATION III.



Collaborate

KEY COMMITMENT: Work effectively with others to broaden perspectives and work toward common goals.

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS
A. THINK 	LEARNER Competencies A. Learners identified collaborative opportunities by:	
	1. Demonstrating their desire to broaden and deepen understanding.	3.1. Our teachers use active learning strategies, such as cooperative learning and project-based learning.
	2. Developing new understandings through engagement in a learning group.	2.7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making. 2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual difference at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult. 3.1. Our teachers use active learning strategies, such as cooperative learning and project-based learning.
	3. Deciding to solve problems informed by group interactions.	2.7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making. 2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual difference at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult. 3.1. Our teachers use active learning strategies, such as cooperative learning and project-based learning.
	SCHOOL LIBRARY Alignments A. The school library facilitates opportunities to integrate collaborative and shared learning by:	
	1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding. 2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.	3.1. Our teachers use active learning strategies, such as cooperative learning and project-based learning. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
B. CREATE 	LEARNER Competencies B. Learners participate in personal, social, and intellectual networks by:	
	1. Using a variety of communication tools and resources.	3.1. Our teachers use active learning strategies, such as cooperative learning and project-based learning. 5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.
	2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	2.8. Our school upholds social justice and equity concepts and practices mutual respect for individual difference at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult. 3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.
	SCHOOL LIBRARY Alignments B. The school library's policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by:	4.9. Every member of our school staff is well qualified and properly credentialed.
	1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission. 2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis. 3. Including the school community in the development of school library policies and procedures.	4.5. Our school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information. 4.6. Our school personnel welcome and include all families as partners in their children's education and significant members of the school community.
	LEARNER Competencies C. Learners work productively with others to solve problems by:	
1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	3.8. Our staff works closely with students to help them monitor and direct their own progress. 3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.	
SCHOOL LIBRARY Alignments C. The school library provides opportunities for school librarians to connect and work with the learning community by:		
1. Facilitating diverse social and intellectual learner networks. 2. Designing and leading professional-development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness. 3. Promoting and modeling the importance of information-use skills by publicizing to learners, staff, and the community available services and resources; serving on district-wide committees; and engaging in community and professional activities.	4.10. All adults who interact with students both within the school and through extracurricular, co-curricular, and community-based experiences teach and model prosocial behavior. 3.1. Our teachers use active learning strategies, such as cooperative learning and project-based learning. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content. 4.8. Our school helps families understand available services, advocate for their children's needs, and support their children's learning.	
D. GROW 	LEARNER Competencies D. Learners actively participate with others in learning situations by:	
	1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	2.7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making. 3.8. Our staff works closely with students to help them monitor and direct their own progress.
	SCHOOL LIBRARY Alignments D. The school library supports active learner participation by:	
	1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community. 2. Demonstrating and reinforcing the idea that information is a shared resource.	3.2. Our school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, mentorships, and volunteer projects.

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National School Library Standards *crosswalk with* ASCD Whole Child Tenets

SHARED FOUNDATION IV.



KEY COMMITMENT: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS	
A. THINK 	LEARNER Competencies A. Learners act on an information need by:	3.4. Our school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.	
	1. Determining the need to gather information.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency. 5.10. Our school provides cross-curricular opportunities for learning with and through technology.	
	2. Identifying possible sources of information.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency. 5.10. Our school provides cross-curricular opportunities for learning with and through technology.	
	3. Making critical choices about information sources to use.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency. 5.10. Our school provides cross-curricular opportunities for learning with and through technology.	
	SCHOOL LIBRARY Alignments	A. The school library provides problem-based learning experiences and environments by:	
	1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress.	3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.	
B. CREATE 	LEARNER Competencies B. Learners gather information appropriate to the task by:		
	1. Seeking a variety of sources.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.	
	2. Collecting information representing diverse perspectives.	3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.	
	3. Systematically questioning and assessing the validity and accuracy of information.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.	
	4. Organizing information by priority, topic, or other systematic scheme.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.	
	SCHOOL LIBRARY Alignments	B. The school library promotes selection of appropriate resources and tools for information use by:	
	1. Demonstrating and documenting how resources and technology are used to address information needs.	5.10. Our school provides cross-curricular opportunities for learning with and through technology.	
	2. Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.	
	3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection.		
	4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges.		
5. Designing and providing adequate, appropriate space for library resources, services, and activities.	2.2. Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects.		
C. SHARE 	LEARNER Competencies C. Learners exchange information resources within and beyond their learning community by:		
	1. Accessing and evaluating collaboratively constructed information sites.	3.0. Each student is actively engaged in learning and is connected to the school and broader community. 3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. 5.7. Our extracurricular, co-curricular, and community-based programs provide students with experiences relevant to higher education, careers, and citizenship.	
	2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.	
	3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	3.0. Each student is actively engaged in learning and is connected to the school and broader community.	
	SCHOOL LIBRARY Alignments	C. The school library facilitates the contribution and exchange of information within and among learning communities by:	3.3. Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.
	1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed.		
	2. Including and tracking collection materials in a system that uses standardized approaches to description and location.		
	3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day.		
4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.			

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SHARED FOUNDATION IV.



Curate

KEY COMMITMENT: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS
D. GROW 	LEARNER Competencies D. Learners select and organize information for a variety of audiences by:	
	1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.	3.0. Each student is actively engaged in learning and is connected to the school and broader community. 5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency. 5.10. Our school provides cross-curricular opportunities for learning with and through technology.
	2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.	3.0. Each student is actively engaged in learning and is connected to the school and broader community. 5.8. Our curriculum and instruction develop students' global awareness and competencies, including an understanding of language and culture. 5.10. Our school provides cross-curricular opportunities for learning with and through technology.
	3. Openly communicating curation processes for others to use, interpret, and validate.	3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.
	SCHOOL LIBRARY Alignments D. The school library engages the learning community in exploring resources by:	
	1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications.	
	2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies.	
3. Supporting access through a schedule that allows use by learners and staff at time of need.	4.1. Our school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.	
4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.	5.3. Our school collects and uses qualitative and quantitative data to support student academic and personal growth.	

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National School Library Standards *crosswalk with* ASCD Whole Child Tenets

SHARED FOUNDATION V.



Explore

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

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS
A. THINK	LEARNER Competencies	A. Learners develop and satisfy personal curiosity by:	
		1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.	3.5. Each student in our school has access to a range of options and choices for a wide array of extracurricular and cocurricular activities that reflect student interests, goals, and learning profiles.
		2. Reflecting and questioning assumptions and possible misconceptions.	2.7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.
		3. Engaging in inquiry-based processes for personal growth.	3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
	SCHOOL LIBRARY Alignments	A. The school library supports learners' personal curiosity by:	
		1. Providing resources and strategies for inquiry-based processes.	3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
B. CREATE	LEARNER Competencies	B. Learners construct new knowledge by:	
		1. Problem solving through cycles of design, implementation, and reflection.	5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.
		2. Persisting through self-directed pursuits by tinkering and making.	3.5. Each student in our school has access to a range of options and choices for a wide array of extracurricular and cocurricular activities that reflect student interests, goals, and learning profiles.
	SCHOOL LIBRARY Alignments	B. The school library facilitates construction of new knowledge by:	
		1. Implementing technology as a tool or resource for learning.	5.10. Our school provides cross-curricular opportunities for learning with and through technology.
		2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.	
	3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem-solving.	2.7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.	
C. SHARE	LEARNER Competencies	C. Learners engage with the learning community by:	
		1. Expressing curiosity about a topic of personal interest or curricular relevance.	3.5. Each student in our school has access to a range of options and choices for a wide array of extracurricular and cocurricular activities that reflect student interests, goals, and learning profiles.
		2. Co-constructing innovative means of investigation.	3.7. Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
		3. Collaboratively identifying innovative solutions to a challenge or problem.	3.9. Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.
	SCHOOL LIBRARY Alignments	C. The school library prepares learners to engage with a larger learning community by:	
		1. Modeling and promoting the use of personal and professional learning networks.	3.0. Each student is actively engaged in learning and connected to the school and broader community.
2. Encouraging families and other members of the community to participate in school library activities.		4.10. All adults who interact with students both within the school and through extracurricular, co-curricular, and community-based experiences teach and model prosocial behavior.	
	3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.	4.6. Our school personnel welcome and include all families as partners in their children's education and significant members of the school community.	
D. GROW	LEARNER Competencies	D. Learners develop through experience and reflection by:	
		1. Iteratively responding to challenges.	3.9. Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.
		2. Recognizing capabilities and skills that can be developed, improved, and expanded.	3.8. Our staff works closely with students to help them monitor and direct their own progress.
		3. Open-mindedly accepting feedback for positive and constructive growth.	3.8. Our staff works closely with students to help them monitor and direct their own progress.
	SCHOOL LIBRARY Alignments	D. The school library assists in the growth and development of learners by:	
		1. Leading other educators and learners to embrace a growth mindset through lifelong learning.	5.5. Our school works with families to help all students understand the connection between education and lifelong success.
2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based best practices.		5.6. Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.	
	3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.		

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SHARED FOUNDATION VI.



Engage

KEY COMMITMENT: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ASCD WHOLE CHILD TENETS
A. THINK	LEARNER Competencies	<p>A. Learners follow ethical and legal guidelines for gathering and using information by:</p> <ol style="list-style-type: none"> 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. 	<p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p>
	SCHOOL LIBRARY Alignments	<p>A. The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by:</p> <ol style="list-style-type: none"> 1. Educating the school community of the ethical use of information and the intellectual property of others. 2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community. 3. Embedding legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking processes. 	<p>2.7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.</p>
	LEARNER Competencies	<p>B. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <ol style="list-style-type: none"> 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately. 	<p>3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p> <p>3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p>
	SCHOOL LIBRARY Alignments	<p>B. The school library supports ethical processes for information seeking and use by:</p> <ol style="list-style-type: none"> 1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly state use policies to guide acceptable and ethical use of information, technology, and media. 2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual-property policies developed by the school librarian in collaboration with all members of the school community. 	<p>3.3. Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.</p> <p>3.3. Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.</p>
	LEARNER Competencies	<p>C. Learners responsibly, ethically, and legally share new information with a global community by:</p> <ol style="list-style-type: none"> 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience. 	<p>3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p>
	SCHOOL LIBRARY Alignments	<p>C. The school library encourages participation in a diverse learning community to create and share information by:</p> <ol style="list-style-type: none"> 1. Providing both online and physical spaces for the sharing and dissemination of ideas and information. 2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes. 	<p>5.10. Our school provides cross-curricular opportunities for learning with and through technology.</p>
D. GROW	LEARNER Competencies	<p>D. Learners engage with information to extend personal learning by:</p> <ol style="list-style-type: none"> 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. 	<p>5.10. Our school provides cross-curricular opportunities for learning with and through technology.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p> <p>3.6. Our curriculum and instruction promote students' understanding of the real-world, global relevance, and application of learned content.</p> <p>5.2. Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.</p>
	SCHOOL LIBRARY Alignments	<p>D. The school library supports individual responsibility for information use by:</p> <ol style="list-style-type: none"> 1. Providing an environment in which the school librarian can effectively develop, direct, and promote resources, services, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions. 2. Providing an engaging learning environment that supports innovative and ethical use of information and information technologies. 	<p>2.7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.</p> <p>3.3. Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.</p>

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