# Using AASL Standards in Elementary School Libraries

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American Association of School Librarians
TRANSFORMING LEARNING

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# Who We Are

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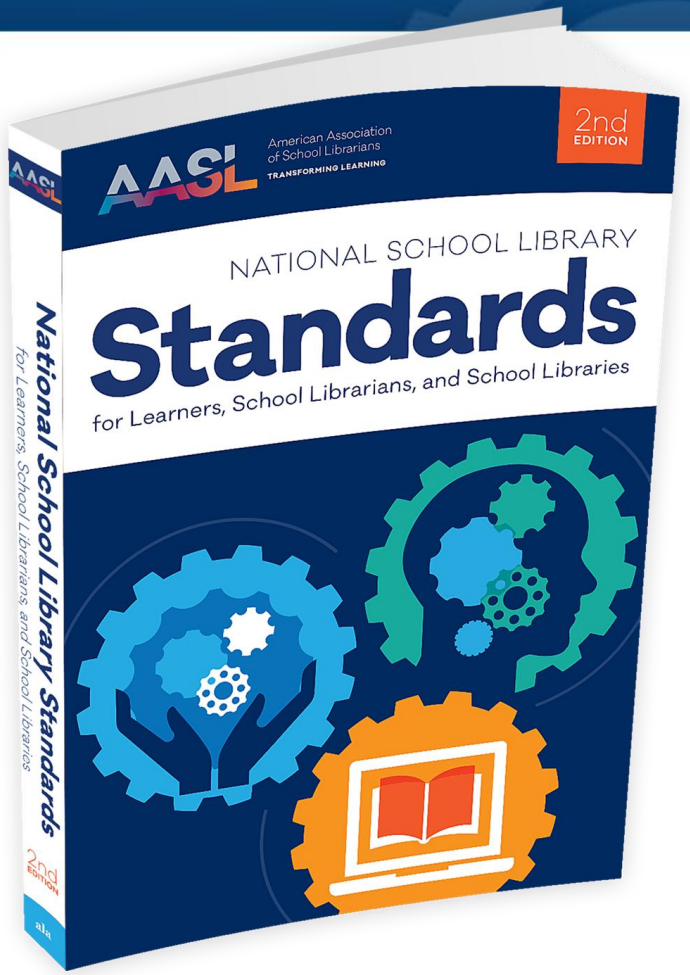
# *National School Library Standards* 2nd Edition

- Examples from contemporary topics
- Greater focus on roles of the school librarian and the Common Beliefs
- Practice scenarios
- Advocacy best practices
- And more



# Today's Agenda

**01** Understanding Competency Based Standards

**02** Understanding the Structure of Competencies

**03** Using "I Can" Statements

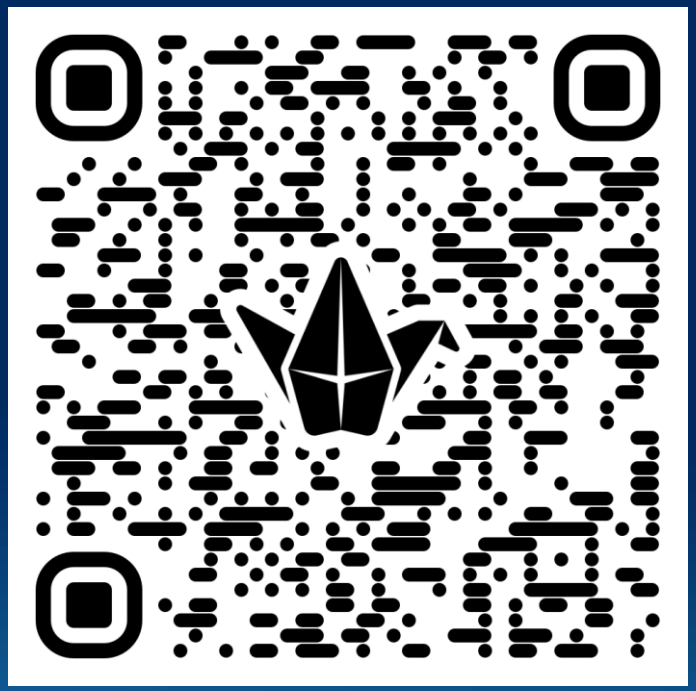
**04** Wrapping Up

# 01. Understanding Competency Based Standards

# Aligning Library Instruction to the Standards

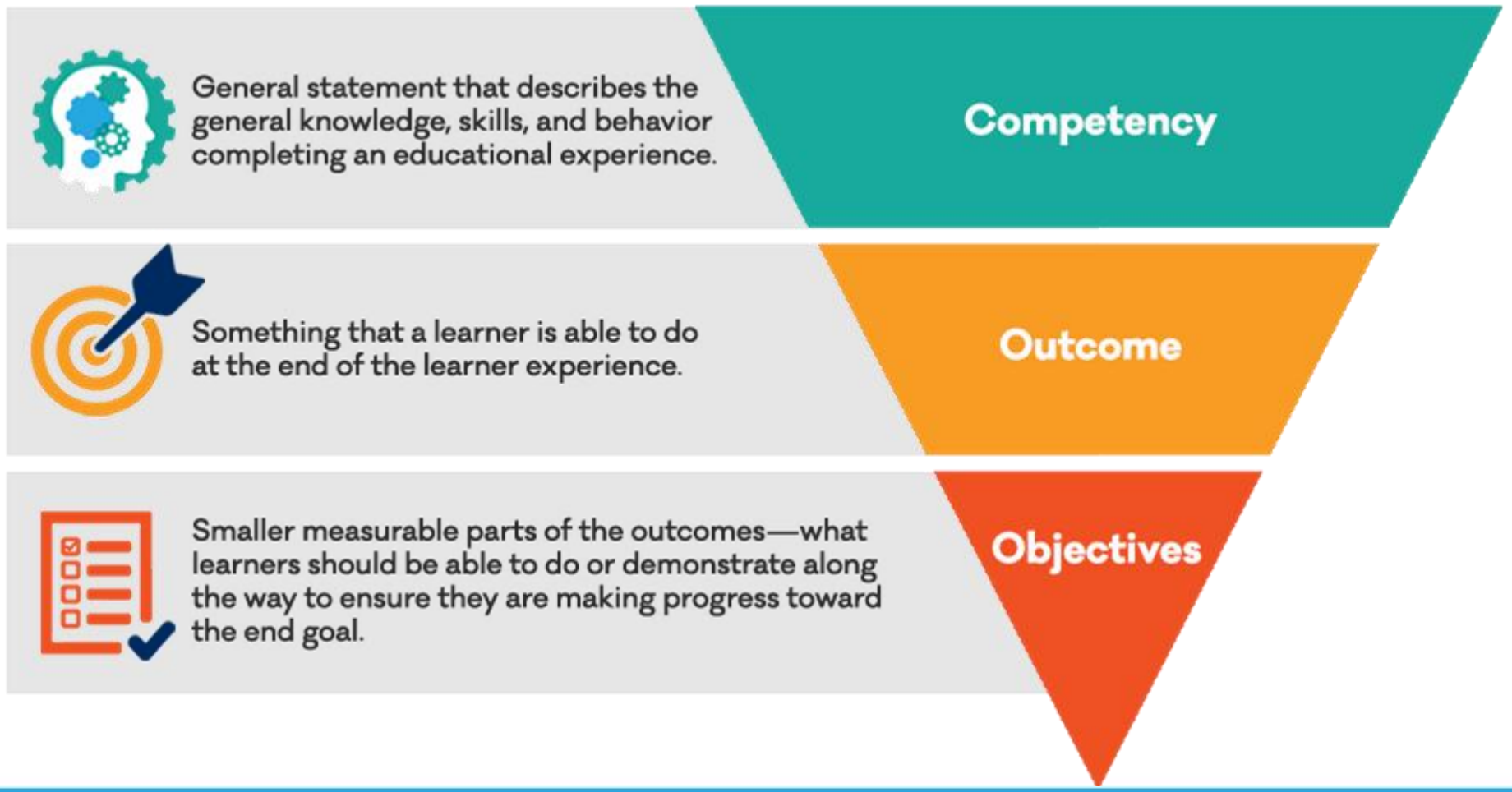
- Ensures equity and consistency
- Supports student learning goals
- Clarifies purpose and value
- Guides curriculum planning and assessment
- Promotes collaboration with teachers
- Demonstrates professionalism and accountability

# What is competency-based education?



**https://padlet.com/ashley_cooksey2/aasl_elem1**

# Competency Expressed as Outcome and Objectives

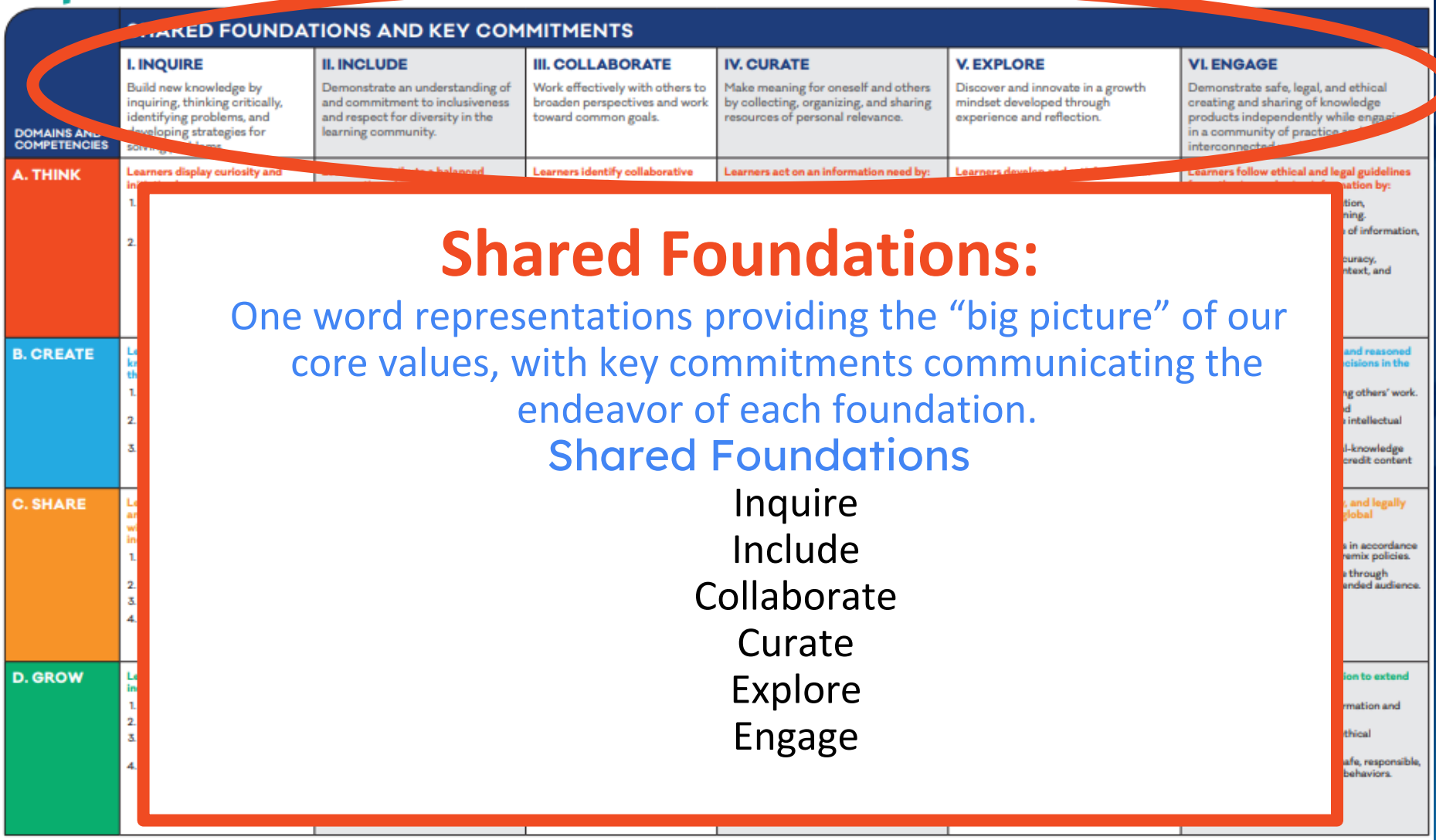


# Competency Expressed as Outcome and Objectives

| **Competency**<br>*General statement that describes the general knowledge, skills, and behavior completing an educational experience* | **Outcome**<br>*Something that a learner is able to do at the end of the learner experience* | **Objectives**<br>*Smaller measurable parts of the outcomes - what learners should be able to do or demonstrate along the way to ensure they are making progress toward the end goal* |
|---|---|---|
| **II.A.2.** Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. | The learner will be able to analyze and discuss multiple viewpoints on a research topic and determine the reliability and the intent of sources. | **Objective a:** The learner will be able to locate and select information sources from diverse media formats.<br>**Objective b:** The learner will be able to use criteria (e.g., authority, accuracy, bias) to evaluate sources.<br>**Objective c:** The learner will be able to participate in small group discussions to share their learning and form an opinion. |

# 02. Understanding the Structure of Competencies through Shared Foundations & Domains

# AASL Standards Framework for Learners



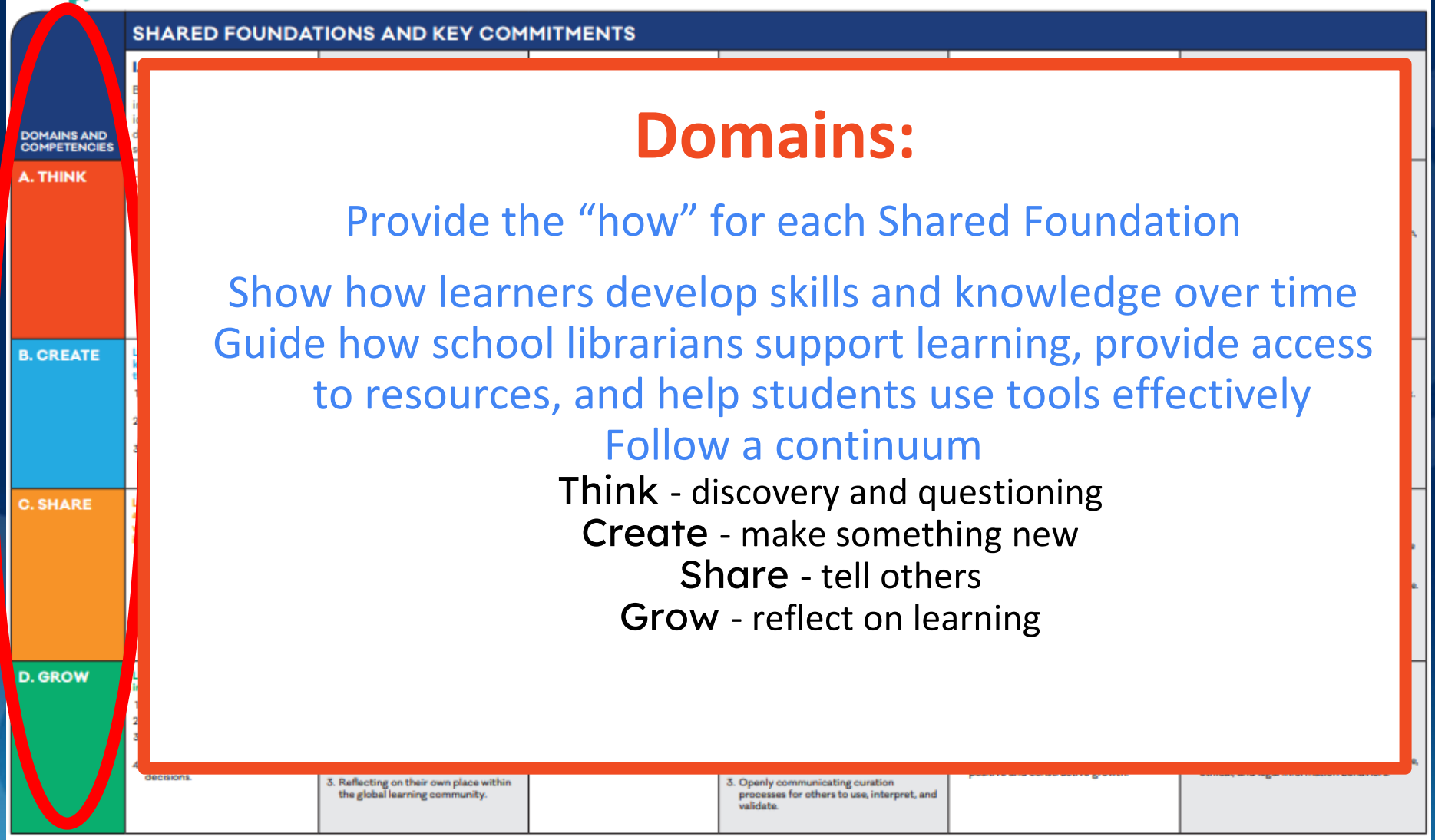

## Shared Foundations:

One word representations providing the "big picture" of our core values, with key commitments communicating the endeavor of each foundation.

### Shared Foundations

Inquire
Include
Collaborate
Curate
Explore
Engage

# AASL Standards Framework for Learners



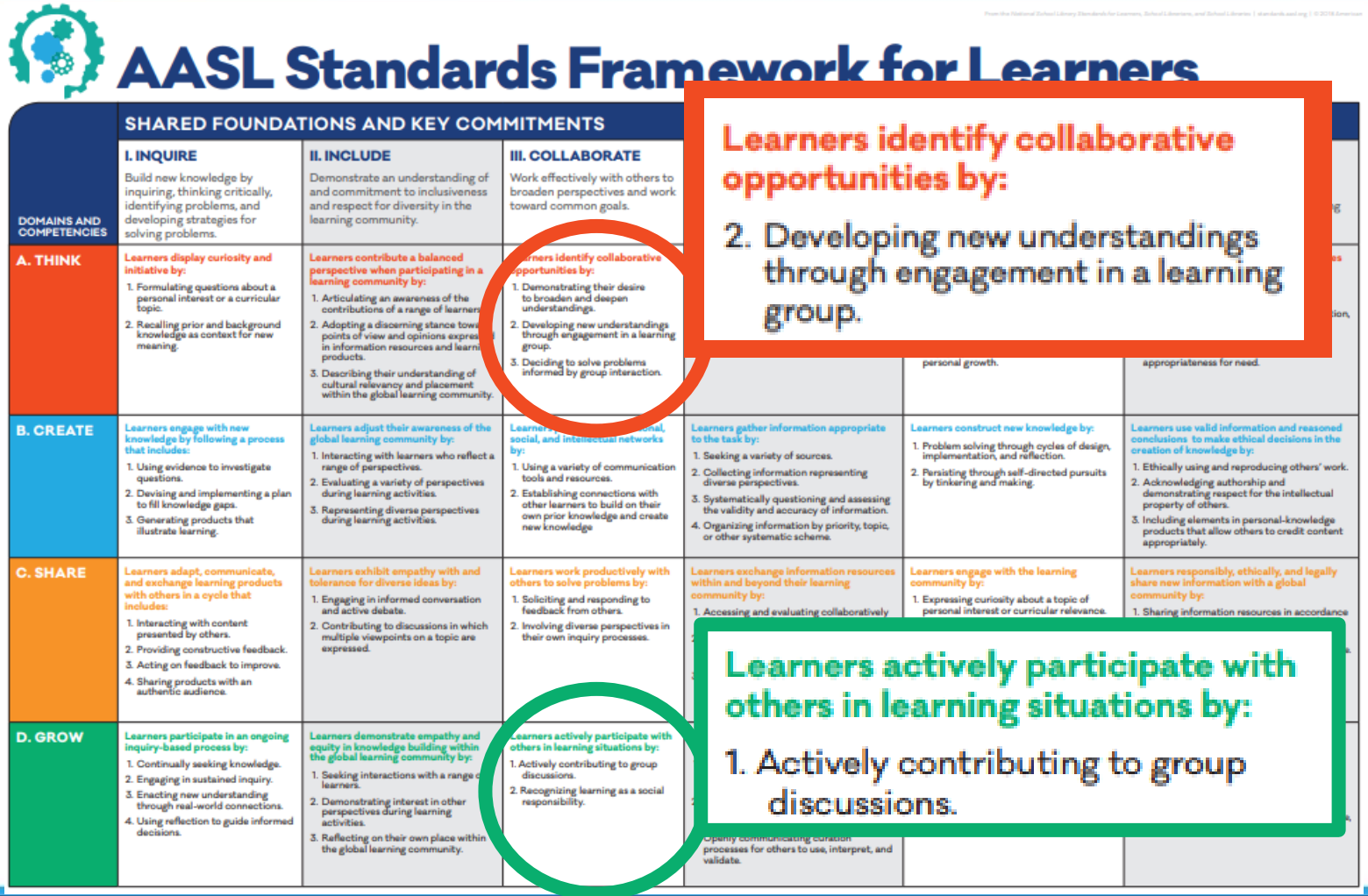

## Domains:

Provide the "how" for each Shared Foundation

Show how learners develop skills and knowledge over time
Guide how school librarians support learning, provide access to resources, and help students use tools effectively
Follow a continuum

**Think** - discovery and questioning
**Create** - make something new
**Share** - tell others
**Grow** - reflect on learning

# Changing the Domain shapes how a Competency is interpreted:



## AASL Standards Framework for Learners

| DOMAINS AND COMPETENCIES | SHARED FOUNDATIONS AND KEY COMMITMENTS | | | | | |
|---|---|---|---|---|---|---|
| | **I. INQUIRE** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. | **II. INCLUDE** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. | **III. COLLABORATE** Work effectively with others to broaden perspectives and work toward common goals. | | | |
| **A. THINK** | Learners display curiosity and initiative by:<br>1. Formulating questions about a personal interest or a curricular topic.<br>2. Recalling prior and background knowledge as context for new meaning. | Learners contribute a balanced perspective when participating in a learning community by:<br>1. Articulating an awareness of the contributions of a range of learners<br>2. Adopting a discerning stance tow... points of view and opinions expres... in information resources and learni... products.<br>3. Describing their understanding of cultural relevancy and placement within the global learning community. | ...ners identify collaborative ...portunities by:<br>1. Demonstrating their desire to broaden and deepen understandings.<br>2. Developing new understandings through engagement in a learning group.<br>3. Deciding to solve problems informed by group interaction. | | personal growth. | appropriateness for need. |
| **B. CREATE** | Learners engage with new knowledge by following a process that includes:<br>1. Using evidence to investigate questions.<br>2. Devising and implementing a plan to fill knowledge gaps.<br>3. Generating products that illustrate learning. | Learners adjust their awareness of the global learning community by:<br>1. Interacting with learners who reflect a range of perspectives.<br>2. Evaluating a variety of perspectives during learning activities.<br>3. Representing diverse perspectives during learning activities. | Learner... ...onal, social, and intellectual networks by:<br>1. Using a variety of communication tools and resources.<br>2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge | Learners gather information appropriate to the task by:<br>1. Seeking a variety of sources.<br>2. Collecting information representing diverse perspectives.<br>3. Systematically questioning and assessing the validity and accuracy of information.<br>4. Organizing information by priority, topic, or other systematic scheme. | Learners construct new knowledge by:<br>1. Problem solving through cycles of design, implementation, and reflection.<br>2. Persisting through self-directed pursuits by tinkering and making. | Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:<br>1. Ethically using and reproducing others' work.<br>2. Acknowledging authorship and demonstrating respect for the intellectual property of others.<br>3. Including elements in personal-knowledge products that allow others to credit content appropriately. |
| **C. SHARE** | Learners adapt, communicate, and exchange learning products with others in a cycle that includes:<br>1. Interacting with content presented by others.<br>2. Providing constructive feedback.<br>3. Acting on feedback to improve.<br>4. Sharing products with an authentic audience. | Learners exhibit empathy with and tolerance for diverse ideas by:<br>1. Engaging in informed conversation and active debate.<br>2. Contributing to discussions in which multiple viewpoints on a topic are expressed. | Learners work productively with others to solve problems by:<br>1. Soliciting and responding to feedback from others.<br>2. Involving diverse perspectives in their own inquiry processes. | Learners exchange information resources within and beyond their learning community by:<br>1. Accessing and evaluating collaboratively | Learners engage with the learning community by:<br>1. Expressing curiosity about a topic of personal interest or curricular relevance. | Learners responsibly, ethically, and legally share new information with a global community by:<br>1. Sharing information resources in accordance |
| **D. GROW** | Learners participate in an ongoing inquiry-based process by:<br>1. Continually seeking knowledge.<br>2. Engaging in sustained inquiry.<br>3. Enacting new understanding through real-world connections.<br>4. Using reflection to guide informed decisions. | Learners demonstrate empathy and equity in knowledge building within the global learning community by:<br>1. Seeking interactions with a range ... learners.<br>2. Demonstrating interest in other perspectives during learning activities.<br>3. Reflecting on their own place within the global learning community. | ...earners actively participate with others in learning situations by:<br>1. Actively contributing to group discussions.<br>2. Recognizing learning as a social responsibility. | Openly communicating curation processes for others to use, interpret, and validate. | | |

**Learners identify collaborative opportunities by:**

2. Developing new understandings through engagement in a learning group.

**Learners actively participate with others in learning situations by:**

1. Actively contributing to group discussions.

# Elementary Lesson Example 1

**Shared Foundation:** I. Inquire

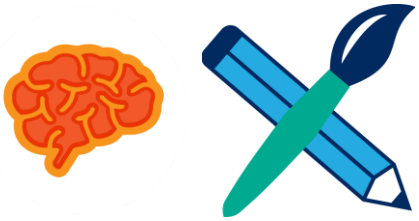
**Domain:** A. Think
**Competency:** Learner I.A.1.

- *Learners display curiosity and initiative by formulating questions about a personal interest or curricular topic.*

***Grade K-2 Application:*** After a read aloud about space exploration, students brainstorm "I wonder" questions as they relate to the text.

***Grade 3-5 Application:*** Students choose how to frame their curiosity with a Hispanic Heritage Month Choice Board (draw a diagram with questions, record a short video asking questions, or creating a question comic strip).

# Elementary Lesson Example 2



**Shared Foundation: I. Inquire**

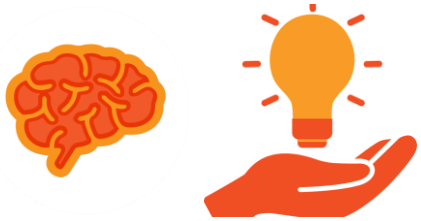
**Domain: B. Create**
**Competency: Learner I.B.3.**

- *Learners engage with new knowledge by following a process that includes generating products that illustrate learning.*

  ***Grades K-2 Application:*** Students produce a ChatterPix that highlights key information sourced from PebbleGo.

  ***Grades 3-5 Application:*** After researching a Latin American country using CultureGrams, students create an iMovie commercial featuring images and videos to highlight the country's unique culture and attractions, designed to inspire others to visit.

# Elementary Lesson Example 3



**Shared Foundation: I. Inquire**

**Domain: C. Share**
**Competency: Learner I.C.1.**

- *Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.*

  ***Grades K-2 Application:*** Students will pair/share their creations and tell each other their 2 stars and 1 wish for their partner's creation.

  ***Grades 3-5 Application:*** Students create short Adobe Spark book trailers which are then shared with the class in a "book trailer fair." Classmates watch, leave sticky-note reviews, and ask follow-up questions.

# Elementary Lesson Example 4

**Shared Foundation: I. Inquire**

**Domain: D. Grow**
**Competency: Learner I.D.4.**

- *Learners participate in an ongoing inquiry-based process by using reflection to guide informed decisions.*

  ***Grades K-2 Application:*** Students will complete an exit ticket listing one thing that they would improve in their creation based on the feedback given by their peers.
  ***Grades 3-5 Application:*** After an author visit, students reflect on: "What did I learn that might change how I read/write/choose books?"

# Turn & Talk

**How can you use the Learner Standards to create and scaffold lessons in the elementary school library?**

# 03. Using “I Can” Statements

# Expressing Objectives as "I Can" Statements

## Why "I Can" Statements?

- Student-centered language
- Clarity and accessibility
- Measurable and specific
- Empowerment

**Tip:** Use "I can" statements in learning objectives and posted learning targets.

# I Can Statements

| **II.A.2.** Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning projects. | | | |
|---|---|---|---|
| **K-2**<br>I can tell the difference between fact and opinion. | **3-5**<br>I can use basic criteria (e.g. authority, accuracy, bias) to evaluate sources. | **6-8**<br>I can compare different opinions on a topic and use evidence to form my own point of view. | **9-12**<br>I can synthesize information from multiple sources to develop a well-informed, balanced viewpoint. |

# I Can Statements

| **V.D.1.** Learners develop through experience and reflection by iteratively responding to challenges. | | |
|---|---|---|
| **K-1**<br><br>I can try different strategies when my first try doesn't work. | **2-3**<br><br>I can keep trying different ideas and learn from my mistakes. | **4-5**<br><br>I can persist through multiple attempts while systematically changing my methods. |

# I Can Statements…Your Turn

| **IV.B.4.** Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme. | | |
|---|---|---|
| K-1 | 2-3 | 4-5 |

**https://padlet.com/ashley_cooksey2/aasl_elem1**

# Wrapping Up Today's Conversation

# Questions

# What Supports Do You Need?

- What other resources would be helpful to you to continue to add the Standards in your library?
- What format works best for you?
- What professional development would be helpful?

# Resources

- Developing Responsibly Engaged Learners in an Interconnected World Activity Guide, Applied Framework, and Infographic
- Developing Creative Collaborators, Flexible Partners, and Resilient Citizens Activity Guide, Applied Framework, and Infographic
- One Pager On Competency and Growth

# Thank You!

NATIONAL SCHOOL LIBRARY STANDARDS