



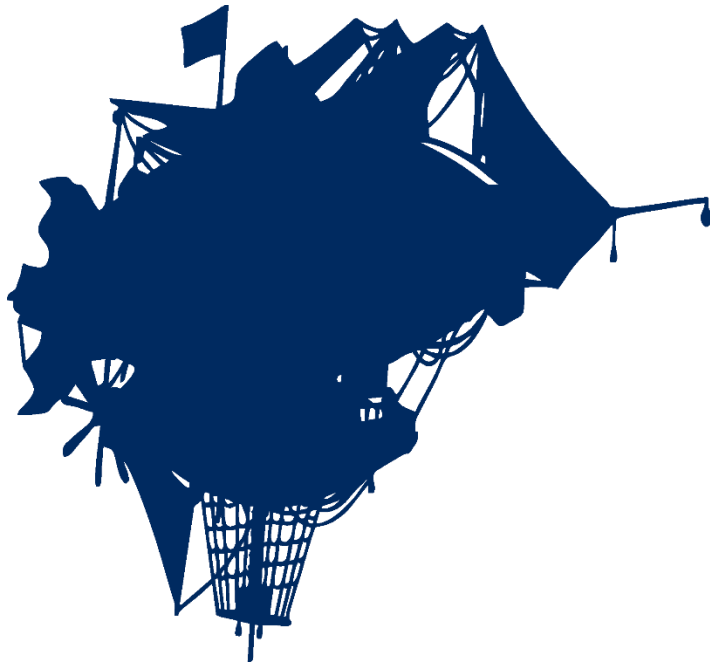
American Association
of School Librarians
TRANSFORMING LEARNING

Developing Reflective Explorers and Innovators Activity Guide



Developed for the American Association of School Librarians
by the 2020 ALA Emerging Leaders-Team A

Developing Reflective Explorers and Innovators Activity Guide



Membership in the American Association of School Librarians (AASL) helps fund advocacy, leadership, professional development, and standards and guidelines initiatives for school librarians nationally. To join AASL and support your profession, visit www.ala.org/aasl/join.

Published by:
American Association of School Librarians
a division of the American Library Association
50 E. Huron St.
Chicago, Illinois 60611-2795

Download a PDF version of this toolkit at www.ala.org/aasl/toolkits.

Standards material and images excerpted from AASL's *National School Library Standards for Learners, School Librarians, and School Libraries* by the American Association of School Librarians, a division of the American Library Association, copyright © 2019 American Library Association. Used with permission.



Acknowledgments

AASL gratefully acknowledges the following in the development of this toolkit:

2020 ALA Emerging Leaders—Team A

JAMIE A. BECKER, Teacher-Librarian, Wright City High School, MO

NATHALIE DEFELICE, Children’s Librarian, Springdale Public Library, AR

JERMAINE DENNIS, Young Adult Librarian, New York Public Library, NY

MONIKA GLOWACKA-MUSIAL, Metadata Librarian, New Mexico State University Library, NM

ANNA KAY, Libraries Programming and Outreach Coordinator, Libraries of Stevens County, WA

JESSICA REGITANO, Library Media Specialist, Phoenix Central School District, NY

NICK WEINGARDT, Librarian and Education Technology Specialist, Kent Denver School, CO

AASL Member Guide

DEVONA PENDERGRASS, School Librarian, Mountain Home High School, AR

AASL Staff Liaison

STEPHANIE BOOK, Manager, Communications, American Association of School Librarians (AASL)

*We entered as strangers and have become friends!
We have also become fellow explorers.
The guide that we share reflects our learning journey.*

2020 ALA Emerging Leaders—Team A



Table of Contents

Acknowledgments.....	1
Table of Contents.....	2
Foreword.....	5
Introduction.....	6
What’s in This Guide?	8
Learners	10
Think.....	10
Scenario: Exploring Career Opportunities	10
Activity #1: Interest Survey.....	11
Activity #2: Career Portfolio.....	12
Activity #3: Career Alphabet Book.....	12
Create.....	13
Scenario: Developing a Graphic Novel.....	13
Activity #1: Peer-to-Peer Graphic Novel Workshop	14
Activity #2: Connecting with Authors	15
Activity #3: Moving Beyond the Page	15
Share	16
Scenario: Cultivating an Informed Learning Community.....	16
Activity #1: Seek Insight from Professionals	17
Activity #2: Creating a Teen Conference	18
Activity #3: Engage Readership through Social Media	19
Grow	20
Scenario: The Science Fair Challenge.....	20
Activity #1: Responding to Peer Evaluation.....	21
Activity #2: Engineering Design versus the Scientific Method.....	22
Activity #3: Community Problem Solving.....	23
School Librarians	24
Think.....	24
Scenario: Critical Thinking in a Post-Truth World	24
Activity #1: Evaluating Online Sources.....	25



Activity #2: Finding and Using Evidence to Investigate Questions.....	26
Activity #3: Take a Stance: Debate against the Opposing Viewpoint.....	27
Create.....	28
Scenario: The Reading Adventure Continues.....	28
Activity #1: Promoting Collaboration with Other Educators.....	29
Activity #2: Library Scavenger Hunt Makers.....	30
Activity #3: Scavenger Improvement Lab.....	31
Share.....	31
Scenario: Let Your Voice Be Heard!: Cultivating Civic Engagement.....	32
Activity #1: Organize a Group-Think Committee.....	33
Activity #2: Record Intergenerational Oral Histories.....	34
Activity #3: Public Speaking/Speech Writing Workshop.....	35
Grow.....	36
Scenario: Open up to Feedback!.....	37
Activity #1: Defining Constructive Feedback.....	38
Activity #2: Modeling and Practicing Feedback.....	39
Activity #3: Create a Rubric.....	41
School Libraries.....	44
Think.....	44
Scenario: Exploring with an Inquiry Approach.....	44
Activity #1: Get to Know Your Learners.....	45
Activity #2: Exploring Multiple Formats for Collection Development.....	46
Activity #3: Inquiry Models and Tools for Explorers.....	48
Create.....	49
Scenario: Effectively Growing a Makerspace.....	49
Activity #1: Technology Petting Zoo.....	50
Activity #2: Professional Development Scavenger Hunt.....	51
Activity #3: Assessment of Physical and Virtual Resources.....	52
Share.....	53
Scenario: Book Drives as Networking Opportunities.....	54
Activity #1: Organizing a Book Drive Seeking Multilingual Educational Materials.....	55
Activity #2: Promoting Professional Networks to Strengthen Competencies.....	56
Activity #3: Celebrating Cultural Diversity with Your Local Community.....	58
Grow.....	59



Scenario: Professional Learning Communities and Networks.....59

Activity #1: Lunch-and-Learn.....60

Activity #2: Twitter and Tweet Chats.....61

Activity #3 Develop a Growth Mindset62

Works Cited 64

Resources 65

 Articles/Videos.....65

 Educator Resources (Activities, Lesson Plans, etc.).....65

 Google Tools65

 Organizations66

 Websites.....66

Appendix 67

 A. AASL Standards Framework Applied with Developing Reflective Explorers and Innovators.....67

 B. Case Closed: Studies in Developing Reflective Explorers and Innovators Poster.....67

Foreword

School libraries invite learners to fall in love with learning on their own terms. As libraries have evolved from storehouses of knowledge to centers of knowledge creation, school librarians grow their practice to instill in learners the capacity to direct their own learning. School librarians champion the learner’s right to choose topics and information of personal interest. They foster resilience and persistence in learners as they design innovative, open-ended learning projects. Our goal is for learners to ignite their own personal passion to drive life-long learning and innovation.

When engaged in experiences grounded in the *National School Library Standards* and the Shared Foundation Explore, learners and school librarians express the Key Commitment to “Discover and Innovate in a growth mindset developed through experience and reflection” (AASL 2018, 104). These experiences begin with a sense of wonder and “what-if” questioning; move into broad reading and exploration of information resources; extend into problem solving, iterative design, and innovation; and culminate in a disposition for life-long learning.

A growth mindset doesn’t just happen, and this learning guide is an excellent tool to guide school librarians in their own professional growth journey. The authors have crafted scenarios and learning exercises to foster our own professional growth as school librarians who aim to transform teaching and learning. The learning is situated in scenarios and activities that might be found in any school, with school librarians and other educators expanding access to resources within and beyond the school library, learners engaged in creative works as well as social justice projects to improve their communities, and educators providing support to families as well as to learners. A quick look at the table of contents will inspire the reader to dip in; the engaging scenarios and reflection questions will bring the reader back again and again. The authors round out the guide with additional resources - articles, videos, websites, educator tools – to help the explorer and innovator on their learning journey.

I want to especially thank the 2020 Emerging Leaders Team A for taking on this project. This diverse group of leaders has richly imagined a broad range of scenarios involving relatable people, settings, and problems. Thanks also to Devona Pendergrass, who served as the AASL Member Guide; AASL staff for managing the logistics of the project, and Stephanie Book, for shepherding the project through its design and layout. I’m confident that this amazing work will inspire you, the reader, to imagine and achieve new levels of personal and professional growth as you use and reflect on the scenarios and activities in this guide.

Mary Keeling
AASL President, 2019-2020



Introduction

“I was made for the library, not the classroom. The classroom was a jail of other people’s interests. The library was open, unending, free.”

- Ta-Nehisi Coates, *Between the World and Me*¹

Imagine a world where learners are taught only to remember and regurgitate information. They are not encouraged to explore new knowledge or information, but are taught to rely on what society has already come to understand. In what type of world would we be living? Possibly it would be eerily similar to dystopian novels like *Brave New World* and *Fahrenheit 451*, where knowledge stagnation leads to the destruction of society. As a son of a former librarian at Howard University’s Moorland Spingarn Library, Ta-Nehisi Coates understands the importance of people developing an explorer mindset, especially K-12 learners (Coates 2015). School librarians should share the same sentiment!

For Coates, the library was the place where he slowly discovered himself. School librarians want to help learners do the same and more. School libraries are places of knowledge creation. They help learners discover, innovate, and experiment through hands-on activities. The school library can provide learners the opportunity to explore personal and academic interests, expressing voice and choice in their pursuits. It is where learners practice and apply new knowledge, helping authenticate and deepen their learning. As learners prepare for college, career, and life, it is imperative school librarians continue to develop learners’ skills as explorers. Cultivating learners’ curiosity, creativity, collaboration, and critical thinking allows learners to persist through and demonstrate problem solving. Under the direction of a certified school librarian, school libraries are instrumental in fostering literacy and teaching inquiry skills to support lifelong learners and explorers.

The American Association of School Librarians (AASL) tasked the 2020 ALA Emerging Leaders Team A with developing a guide of explorative activities, resources, and professional development opportunities based on the Explore Shared Foundation in the *National School Library Standards* to guide school librarians in their work of preparing future generations of explorers. Designed to illustrate challenges school librarians may face when helping learners develop the necessary skills to become effective explorers, this guide offers a comprehensive range of scenarios and activities organized by the AASL Standards four Domains—Think, Create, Share, and Grow—shaped for learners, school librarians, and school libraries.

¹ Coates, Ta-Nehisi. 2015. *Between the World and Me*. First edition. New York: Spiegel & Grau.

Social sensitivity and civic activism are among the common themes promoted in these scenarios. Inspired by thought-provoking autobiographies, Raven, a high school student, decides to pursue a career focusing on people with disabilities. Another high-schooler, Lamar, gets involved in a school newspaper to influence his fellow learners and change their casual attitude toward social inequalities and injustice. Kanden, an immigrant fifth-grader, attempts to apply scientific methodology that she learns for her science fair project to help solve her local community problems. Inez, a school librarian,

mobilizes her school community to provide necessary educational resources for non-English learners. While Nondee, another school librarian, organizes a community speak-out event to provide a platform for members of a marginalized community to be heard, recognized, and validated.

*If you want to explore fast,
go alone, but if you want
to go far, explore together!*



Another dominant theme highlighted in the scenarios is the importance of digital proficiency and critical thinking. In the guide you will find learners doing extensive research, evaluating information sources, fact-checking, balancing opposing views, and seeking out experts' opinions. In addition, you will see school librarians and other educators employing these critical thinking strategies in class discussions on current events, in collection development, and in creating an environment conducive to developing critical explorers. Also, you will see examples of school librarians creating makerspaces to help you imagine similar spaces for your school library. All activities accompanying scenarios include numerous links to online tools and resources that support mastering critical skills in digital literacy.

Along the same lines, all scenarios emphasize active learning that typically involves close collaboration with peers, professionals, and community members. Whether it is aiding learners in developing graphic novels, nurturing learners' imagination through science fairs, or teaching learners how to provide constructive feedback to peers, it is essential for learners to share their experiences with others to foster an environment for future explorers.

We invite you to engage with our guide following a slightly paraphrased African proverb: If you want to explore fast, go alone, but if you want to go far, explore together! ²

² Quotespedia, African proverbs, "If you want to go fast, go alone, if you want to go far, go together."
<https://www.quotespedia.org/authors/a/african-proverbs/if-you-want-to-go-fast-go-alone-if-you-want-to-go-far-go-together-african-proverb>

What's in This Guide?

This activity guide is hosted on the AASL Standards Web portal and is available to all professionals. The guide includes:

- Scenarios for learners, school librarians, and school libraries for each of the four Domains (Think, Create, Share, and Grow).
- A collection of activities and Web resources, organized by Domain, to support professional development and instruction around the themes inherent in the Explore Shared Foundation. Activities encourage learners and school librarians to develop personal curiosity, tinker and make, collaboratively solve problems, and iteratively respond to challenges in a growth mindset.
- A poster highlighting case studies in exploration to raise awareness of the work school librarians do to support knowledge creation by developing curious, innovative, collaborative, and reflective learners. Each case study connects to relevant scenarios and activities featured in the activity guide.

This collection of scenarios and activities is not meant to be an exhaustive guide to exploration in school libraries. Instead, the ALA 2020 Emerging Leaders Team A hopes this guide will spark conversation and discussion around the importance of developing personal curiosity, tinkering and making, collaboratively solving problems, and iteratively respond to challenges in a growth mindset. Table 1 outlines the primary purpose and questions or objectives for each section of the guide. These scenarios and activities are meant to be scalable to a variety of school library environments, with the goal of providing tools and resources for the school librarian to help foster a growth mindset within learners.

[AASL Standards Framework Applied with Developing Reflective Explorers and Innovators](#)

Explore this activity guide using the AASL Standards Framework as an alternate table of contents. Navigate to relevant scenarios, activities, and resources for reflection and instruction to support building competency in the Shared Foundation of Explore.





Table 1: Understanding Explore through the AASL Standards Frameworks

Framework	Purpose	Questions
 Learners	<p>Facilitate and guide learners' curiosity and exploration</p>	<p>How can learners' natural curiosity be cultivated?</p> <p>How can community partnerships be formed to add authenticity and to enrich the explorations of learners?</p> <p>In what ways can learners develop skills and tenacity for problem solving?</p> <p>How can peer collaboration and peer review enhance learners' exploration and help as learners approach challenges?</p>
 School Librarians	<p>Grow yourself or other school librarians</p>	<p>How can school librarians encourage learners to explore and create new knowledge for both personal and academic interests?</p> <p>In what ways do school librarian and educator collaborations also help learners co-construct ways to explore problems and develop solutions?</p> <p>How can school librarians facilitate an inquiry approach to engage learners' curiosity and challenge their assumptions and possible misconceptions?</p> <p>How can school librarians scaffold learning and motivate learners to identify problems and persist in the reflective design process?</p>
 School Libraries	<p>Provide a venue for learners to explore personal and academic interests, expressing voice and choice in their pursuits</p>	<p>What resources can the school library provide that meet the needs of all learners and encourage their exploration?</p> <p>How can the school library provide unique professional development opportunities to school library staff and other educators?</p> <p>How can school librarians create unconventional learning activities that help learners co-construct ideas and solutions to topics driven by learners' curiosity?</p> <p>How can the incorporation of technology into the curriculum and the school library strengthen innovation?</p> <p>How do hands-on activities in the school library allow learners to practice and apply new knowledge?</p>



Learners

The traditional classroom setting is constantly changing. Gone are the days where an educator sat in front of a classroom and lectured for hours on end to learners. Now, learners can take more charge of their education, paving the way for them to reflect on what and how they are learning. They get to construct new knowledge in ways that help them best understand and disseminate information. The skills learners cultivate can be transferred from the classroom and into the community and allow them to respond to challenges that extend outside of an educational setting. The activities in this section provide opportunities for learners to develop their own sense for learning outside the pages of a textbook.



Think

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Think Domain for learners and the following Competencies (AASL 2018, 104):

- A. Think: Learners develop and satisfy personal curiosity by:
1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
 2. Reflecting and questioning assumptions and possible misconceptions.
 3. Engaging in inquiry-based processes for personal growth.

Scenario: Exploring Career Opportunities

Raven is a sophomore in high school. She attends a well-funded suburban school district, and the district offers a wide variety of courses. Like many learners her age, Raven is starting to think about the future, including college and careers.

During her English language arts class, her classroom educator assigns the class to read autobiographies and memoirs about people with various disabilities as a way to start understanding other peoples' perspectives. After reading her book choice, Raven wants to learn more about careers working with people with disabilities, especially the deaf or hard of hearing. Raven speaks with one of the special education teachers at her school and is even more inspired to research these disabilities.

Raven decides to go to her school librarian, Erin. Erin is an experienced school librarian and has a lot of different career resources for learners. However, there are relatively few resources that focus on special education or relate to deafness.

Questions for Further Discussion

- What clubs, groups, or organizations within the school or community can the school librarian connect Raven with to learn more about special education careers?
- Is there a state school for deaf and blind nearby that might provide information or possibly offer Raven job-shadowing or internship opportunities?
- How can the school librarian work with different members of the library community to find additional resources about working with learners who have special needs and specifically the deaf community?
- How can the school librarian help Raven reflect on what she knows about the deaf or hard-of-hearing population and what biases Raven might have?
- What strategies can the school librarian and English language arts educator use to help learners identify and question their assumptions or misconceptions about various disabilities to lead their inquiry?

Activity #1: Interest Survey

Objective: Learners explore interests for future careers.

Learners begin to think and plan about their future careers in high school, and even middle school for some. They are starting to plan the courses they will take; look at colleges, universities, or trade schools that may interest them; and look at life after high school. However, many other learners do not have a clue what they might want to do for a future career or know what they could do with their interests.

With a guidance or career counselor at your school, plan a time to give learners a career interest survey. You might select a specific grade level, such as eighth grade, where a career interest survey could assist direct course selection. Advance CTE, a national non-profit that represents State CTE Directors and state leaders responsible for secondary, postsecondary and adult Career Technical Education, has a free [interest survey](#) that could be given, or the counselor may use another career interest survey that their state department of education may endorse.

After the survey is given, help learners assess what they found from their interest survey and help them explore career opportunities. Continue to follow up with them yearly, and send a follow-up survey at the beginning of their senior year to gauge how helpful the interest survey and career exploration was.

Activity #2: Career Portfolio

Objective: Learners will create a digital portfolio.

Digital portfolios are a great way of highlighting a learners' achievements and accomplishments. Portfolios can be used in many ways: as a way to collect news articles and other highlights about a sports achievement, academic accolades for seniors looking to earn a prestigious scholarship, exhibit work for an internship, or possibly art portfolios to demonstrate growth and proficiency in various media.

One way to present how to create digital portfolios is with a lunch and learn for students. Before learners come to the school library, have a few basic examples created, if possible. Some potential websites you could use for digital portfolios include [Wakelet](#), [Book Creator](#), [Bulb](#), or [Google Sites](#).

Whether physical or digital, portfolios are a living collection of works that need ongoing maintenance by the learner to remain current and to showcase the present story of growth and accomplishment the learner wants to tell. It is never too soon to teach learners about the lifelong practice of curating their works for this purpose.

Activity #3: Career Alphabet Book

Objective: Learners will create a book based on careers.

In this activity, elementary school-age learners will explore a variety of careers. In collaboration with the classroom teacher, assign learners a career based on a letter of the alphabet. This can either be assigned at random or learners can choose a career/letter. The goal is to have the as much of the alphabet covered as possible, depending on the number of learners in the class.

Learners will then use a database such as [World Book](#) or [Encyclopedia Britannica](#), or another website or database of your choice, to research the career. Learners should have information about what someone does in the career field, a picture of someone in the career field if possible (using creative commons licensing), and other information as outlined by the classroom educator.

From there, set up a new book file on a site such as [Bookcreator.com](#) (free to use). [Google Slides](#) or another alternative can also be used. Each learner should be given a page or two within the book where they can put their information, picture, and anything else they want to add (drawing, other information they found, quote, etc.)

Encourage learners to be creative with their page! Once complete, the book can be shared out with the class, other classrooms, administrators, and parents.



Create

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Create Domain for learners and the following Competencies (AASL 2018, 104):

B. Create: Learners construct new knowledge by:

1. Problem solving through cycles of design, implementation, and reflection.
2. Persisting through self-directed pursuits by tinkering and making.

Scenario: Developing a Graphic Novel

Auri is an eighth grader. She's an avid reader, and when she finds a story she loves, she looks for fan fiction (fan-written versions of the original story) to read about her favorite characters. She often draws characters from the books and fan fiction she reads because she's a visual learner. Auri is passionate about art and has won several art competitions for some of her work.

Her art class is currently working on a unit on comic books. The learners have been tasked with creating their own unique characters and storylines. They've been encouraged by the educator to visit the school library to see how different graphic novels are structured. When the learners complete their comic books, they will have the opportunity to show them off during the school's open house.

Auri had drawn some characters before the project started and is interested in creating a storyline for them. However, many of the graphic novels she gravitates to don't include much dialogue. A lot of the art in her comic book is finished, but she's having trouble with the dialogue. Several other learners are having the same problem and are worried they might not be able to finish their comic books on time.

Questions for Further Discussion

- What variety of graphic novels and styles can the school librarian share to help learners understand story structure and dialogue?
- What groups or organizations (example: comic book stores, public libraries, or art museums) outside the school can the school librarian use to connect the learners to graphic novel resources?

- Where might the school librarian find an expert to share advice about creating dialogue? (example: graphic novel artists or authors)
- How can the school librarian and the art educator collaborate to design a peer review activity around dialogue where learners can experiment with cycles of design, implementation, and reflection?
- What physical and digital presentation options can the school librarian help facilitate for learners during the school's open house?

Activity #1: Peer-to-Peer Graphic Novel Workshop

Objective: Learners provide constructive insight to peers for developing dialogue in graphic novels.

Constructive criticism, especially from peers, can help improve one's work. Getting insight into new ideas or providing potential solutions that can be incorporated in areas where a learner is stuck encourages learners to develop their own solutions. In this activity, learners will help each other with questions or problems with their comic book drafts.

To save time and encourage new peer connections, learners can be assigned to critique groups. This activity should happen in two phases. In the first phase, the learner groups should select their favorite graphic novels and compare the narratives and dialogues in the novels. Model with the classroom educator what constructive criticism looks like to encourage learners to promote positive interaction, before honing-in on negative comments or places of improvement.

In the second phase, learners should share their own work with the group and follow the same critique pattern as the first phase, comparing their dialogues and art with positive criticism before moving on to areas of improvement. Encourage learners to discuss what they liked and how they would choose to continue a story if a learner is experiencing writer's block. Groups could also practice the art of writing dialogue together for illustrations or images selected by the educator and school librarian in advance of the activity.

Helpful articles about guiding constructive feedback:

- ["Peer Critique: Two Strategies for Getting Students to Give Feedback"](#) is an article from the site Faculty Focus, that is aimed at providing higher education teaching strategies to educators. This article gives advice about what might make peer critique easier in the classroom.
- ["Using Peer Critique to Promote Learning"](#) is an article from the New Horizons in Adult Education & Human Resource Development journal. Although this is

geared for older students, the handout example in the article can be used as a template to create a constructive feedback form for learners to use in the classroom.

Activity #2: Connecting with Authors

Objective: Learners solve issues with their dialogue by connecting with an author.

Making meaningful connections with someone who shares a similar experience can give learners the motivation and inspiration they need to continue their explorative journey. In this activity learners will actively seek ways to connect with professional comic book authors to learn more about the craft.

This activity can be conducted over the course of the comic book project. Invite an author to the school library to do a workshop with the learners. This workshop can be done in person or online via video-conferencing. Before the workshop, encourage learners to write to the author with any questions that they have about comics and their own projects.

Additionally or alternately, assign learners to write to a graphic novel author of their choice and ask them questions about their craft or the comic book industry.

Resources for connecting with comic book artists:

- [Comics Connector](#) is a site that connects educators and librarians to professionals in the graphic novel industry. It is broken down by state, providing information about the professional and what content they have worked with and any costs associated with visiting the school online or in person.
- [Lunch Doodles With Mo Willems](#) is an online video series by Kennedy Art Center Artist-in-Residence Mo Willems where he creates doodles or talks about aspects of his studio and work. Mo Willems' art style is very similar to comic books, using speech bubbles and sometimes panels to create his stories.

Activity #3: Moving Beyond the Page

Objective: Learners share their work and experiences outside of the classroom.

When the learners have completed their comic books, it's time to challenge the learners to find ways to share their work outside of the classroom. This could be done via an online platform or in conjunction to a previously planned parent night. The most

important part of this activity is that the learner is encouraged to figure out the best way to move forward. Inform the class that they will be sharing their comic books with a larger audience. It will be up to the class to decide how their work will be shared and how broad the audience (the school, the district, parents and the larger community, etc.). If an in-person event is not an option, help learners by using the school's available digital tools, such as Canvas, Google Classroom, Zoom and others, to facilitate sharing their work.

If you are looking for digital tools for learners to use in creating their comic books, the site [Pixton](#) is an excellent free resource that educators and learners can use to create comic books online. No previous experience using this program is required and can be used as a class or individually. Alternatively, [Book Creator](#) (AASL Best Website, 2018) has a lot of useful features that make publishing and creating books and content less complicated. It has both free and paid components.



Share

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Share Domain for learners and the following Competencies (AASL 2018, 104):

C. Share: Learners engage with the learning community by:

1. Expressing curiosity about a topic of personal interest or curricular relevance.
2. Co-constructing innovative means of investigation.
3. Collaboratively identifying innovative solutions to a challenge or problem.

Scenario: Cultivating an Informed Learning Community

Lamar, a high school learner in a suburban city of a northeastern metropolitan area, is worried about the future of society and humanity. As a son of community activists in a working-class community, Lamar was taught and encouraged from a young age to stay informed about what's going on in the world. Because of his parents' work, Lamar has developed a knack for understanding the complexities of society and seeks to share his understanding with his peers.

Lamar believed working on the school's newspaper would be a great way for him to share information with his peers. But unfortunately, Lamar learned as the newspaper's editor that his peers and staff are more interested in gaining popularity through social

media than learning the government’s plans for changing infrastructures like education, transportation, and healthcare. Lamar shares his concerns with his fellow learners on the student newspaper and the faculty advisor to the newspaper and school librarian, Avery.

Questions for Further Discussion

- What resources can Avery introduce Lamar and the school newspaper team to on news media best practices?
- As advisor to the student newspaper, how can Avery guide editor Lamar and the other learners on the newspaper staff in developing a collaborative culture?
- How can Lamar lead his newspaper peers in collaboratively developing a list of best practices for social media use in promoting the school newspaper?
- How can the learners make larger societal issues meaningful to their peers in their reporting?

Activity #1: Seek Insight from Professionals

Objective: Learners comprehend best practices in journalism from field experts.

Although school librarians regularly read and curate news and information, for many, teaching learners to be journalists can pose a new challenge. Consider seeking help from a professional journalist, one who is willing to facilitate a workshop teaching journalism best practices. But where can one find a professional journalist? Look at your local newspaper. Normally a journalist’s email address, social media account, and phone number are included in article bylines. A newspaper editor’s contact information is often available on the outlet’s website. Reach out to your district’s communication department, which may have contacts at the local news outlet.

If you are still having trouble locating a journalist willing to help, contact professional journalism associations or organizations. For instance, the [Pulitzer Center](#), an [AASL Best Website for Teaching and Learning \(2019\)](#), has an initiative to set up a video conference with expert journalists to engage with learners. Educators, after school coordinators, school librarians and many other youth service professionals can request a conference call for learners through this organization. The Pulitzer Center is a nonprofit journalism organization that focuses on bringing awareness to global issues to the public through innovative means (Pulitzer Center, n.d.). The organization provides [educational resources](#) for educators to further the center’s cause of raising awareness on under-represented issues in the media.

Prior to the journalist's in-person or video-conference workshop, connect learners with the guest journalist so learners can share some of their concerns, conflicts, and questions. This can help the journalist better prepare workshops or activities that best address the group's needs. This activity can assist the learners in producing a newspaper that their peers will find worthwhile reading. Furthermore, interacting with trained professionals can help learners to further develop their media literacy skills as the journalist shares best practices, ethical practices, and strategies to decipher factual information and false narratives in news outlets. This activity can also provide learners interested in a journalism career with the opportunity to make connections with possible mentors, increasing learners' chances in attaining their aspirational goals.

Links to professional journalism organizations that may be of some assistance:

- [Society of Professional Journalists](#), a national professional organization for journalists.
- [American Society of Journalists and Authors](#), the nation's largest professional organization of independent nonfiction writers.

Other educational resources for media literacy include [NewseumED](#) and [AllSides for School](#).

Activity #2: Creating a Teen Conference

Objective: Learners identify and express curiosity on societal issues by hosting a conference.

Organizing a teen conference around societal issues, both local and global, is a great activity for high school learners to explore many different subjects. This activity prompts learners to collaborate with a broad scope of peers. Encourage learners from different student organizations to help organize and hold a conference.

Although this idea sounds exciting, make no mistake, executing an activity like this can be an arduous task for anyone. There are a lot of details to take into consideration. Have learners assemble a list of objectives to address in their planning. Consider the following:

- Where will the event be hosted? Your first choice may be the school library, but what if your school library is not available or large enough to host such a grand event? What other locations in the school may be accessible?
- Will any fundraising be required to hold the event?
- Is the conference going to have a keynote speaker?
- What local or global issues should be featured at the conference?

- Will the learners invite other schools or community organizations to participate?
- Will food or refreshments be offered?

Organizing the conference can be time-consuming, but a rewarding experience for learners. This event can include panel discussions, informational presentations, open-mic sessions, and community socials, which can galvanize the organizing learners and attendees to be heavily invested in staying informed about the world. The school's newspaper team also can attend each session and write articles about them for the newspaper. This can draw in a wider audience to the paper. This type of activity presents endless possibilities and opportunities!

Helpful resources to aid learners in organizing a conference:

- [University of Michigan's Conference Checklist](#) is a checklist created by the University of Michigan from years of professional conference experiences.
- Event management tools like [Sched](#) and [Doodle](#) can help learners understand the importance of planning out large events like a conference and staying on schedule with conference deadlines.

Activity #3: Engage Readership through Social Media

Objective: Learners operate social media platforms to generate a following for the school newspaper.

It is time for school librarians and all educators, if they haven't already, to fully embrace social media as an avenue to educationally engage with learners. Learners are enthralled with social media and their interest with these platforms is growing. Start viewing these platforms as opportunities, not obstacles, to educationally engage learners. Meet learners in their comfort spaces by teaching social media best practices within the school environment. School librarians can have a positive impact on how learners engage with social media and guide the learning community in safe and productive uses of these applications.

School librarians mentoring the student-run newspaper, television, or radio station can help learners understand how to use social media to expand their reach and engage with and inform their peers of local and global events. Furthermore, school librarians can guide all learners to improve their news and media literacy skills on these apps, especially by extracting factual information from memes. *School Library Journal* recently published an [article](#) pointing to the necessity of children having information literacy skills while looking at memes. Learners are becoming more reliant on social media for their news and need to know how to decipher credible information coming

from posts and memes. Embed activities within lesson plans teaching learners' to take ownership of their digital lives. These lessons and activities may cover subjects like balancing life and social media use, cyber bullying, and protecting your digital footprint and identity. There are a variety of educational resources available online to help you integrate social media in the classroom environment. [Common Sense Media's](#) educator website provides a slew of research information, activities, and lesson plans to help educators prepare learners for a more expansive digital future. For instance, have learners assess their relationship with technology in a fun and engaging way. Provide them a handout to fill out with questions like:

- What do you post and share online? When does sharing through social media make you feel good? When does it make you feel bad?
- Who do you connect with through social media? When does connecting with friends and family make you feel good? When does it make you feel bad?
- Which of your interests do you explore online? When does exploring these interests make you feel good? When does it make you feel bad?

Have learners describe their relationship with technology in a poem and give learners the opportunity to share their poems with their peers. No longer should school librarians, other educators, and administrators see social media as the arch nemesis of education. Instead, learn to use it to help learners deepen their learning.



Grow

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Grow Domain for learners and the following Competencies (AASL 2018, 104):

D. Grow: Learners develop through experience and reflection by:

1. Iteratively responding to challenges.
2. Recognizing capabilities and skills that can be developed, improved, and expanded.
3. Open-mindedly accepting feedback for positive and constructive growth.

Scenario: The Science Fair Challenge

Kaden is a fifth grader. Her elementary school is in a low-income area of an urban city. Kaden's family immigrated to the area from Central America a couple of years ago. Kaden's mom Patty is the primary caregiver and is still adjusting to the area and trying

her best to learn English. Since Patty's English is limited, the school has tried to accommodate by providing translated flyers about school information, but unfortunately was not able to provide any translated paperwork about the upcoming science fair. Kaden has helped translate what she can, but she has trouble translating some of the content.

The entire fifth-grade class is currently working on their science fair projects. Kaden wants to explore how bacteria grow on certain foods. The learners are using their school library to conduct their research, and Gabrielle, the school librarian, will be acting as a science fair judge. The learners are encouraged to choose topics covered in the science class. While Kaden's science fair project isn't a topic that was covered much in class, she is confident she will be able to show the proper use of the scientific method.

Kaden has been working with her mom Patty outside of school, and Patty has noticed that Kaden has re-worked her hypothesis several times. Kaden has mentioned to her mom that she is having a difficult time finding books in the school library with information on the topic she's chosen and is having trouble finding online resources that she can understand because everything she has found so far is for highschool or college level learners. Unfortunately, Patty isn't sure how she can help, because her English is limited, but she has reached out to the school librarian and Kaden's science teacher for assistance.

Questions for Further Discussion

- How can the school librarian help Kaden locate and evaluate the quality of online resources for her science fair project?
- What types of resources might the school librarian look for to help Kaden with her science fair project?
- Who else can the school librarian reach out to in order to locate additional resources for Kaden?
- How can the school librarian and science educator help Kaden develop and reflect on the skills she needs to successfully perform the scientific experiment?
- How can the school librarian and science educator establish a science fair that is welcoming for bilingual families?
- How can the school librarian curate science fair resources for learners that align with topics covered in class?

Activity #1: Responding to Peer Evaluation

Objective: Learners gain feedback from peers to improve their science experiments.

Peer evaluation can be a valuable tool for learners because it allows them to think critically and scientifically about their projects and those of other learners.

This activity, adapted from the [Science Buddies](#) website, can be done in advance of the science fair to allow learners time to change or improve upon their experiments before presenting them to the science fair judges. Divide learners into teams of two and ask them to evaluate their own projects before evaluating their assigned partner's project. Afterward, the learner pairs can meet to discuss what improvements their assigned partner suggested and how those suggestions compare to their own evaluation. Learners can then make adjustments to their projects if desired prior to judging.

Links to Science Buddies resources:

- [Peer Review Activity](#)-This link is for educators that are looking for materials or an activity to conduct a peer review. It contains explanations for how to conduct this activity during a science fair or within the classroom.
- [Peer Evaluation Form](#)-This is a link to the form that can be used alongside the peer review activity. While this form cannot be modified, it can be a useful base model for educators who are looking to create their own version of a peer evaluation form.

Activity #2: Engineering Design versus the Scientific Method

Objective: Learners approach their science projects using two different methods.

Review the steps in the [engineering design process](#) and the [scientific method](#). Ask learners to evaluate their own projects and decide whether the engineering design process or the scientific method aligns best with their project. Ask them to find out if the results of their experiments change based on the method they use.

To expand this activity, collaborate with an engineering or science educator to provide more guidance on the learners' science fair projects based on the process or method learners have chosen to pursue. Learners could also present their projects at a family night prior to the science fair, allowing learners to update their presentations based on family night feedback before making their final presentations.

Activity #3: Community Problem Solving

Objective: Learners use STEM concepts to solve community problems.

This activity should be considered during the planning phase for the science fair. Learners often can feel overwhelmed when asked to come up with a science fair project on their own, but if they're allowed to collaborate with one or more classmates on a project that benefits the community, they may display some of their best work. In addition to working as a team, the opportunity for real-world application of their project can be gratifying and motivational.

The science fair is a perfect opportunity for educators to diversify how subject matter is presented, because learners are encouraged to think creatively when approaching problems. Technology is an added advantage to science fairs; it allows learners to seek out alternative methods of presenting information. This activity is based around the [eCYBERMISSION](#) yearly competition that encourages teams of learners to think of innovative solutions to community problems.

Learners may enter the competition alone or as part of a team. Teams are able to construct projects around specific mission challenges that include alternative sources of energy; the environment; food; health and fitness; national security and safety; robotics, and technology. Alternatively, the overarching theme of the science fair can be decided by a classroom or school vote using the six mission challenges provided by the eCYBERMISSION website. Allowing the class or school to vote builds community engagement when the time comes for the science fair.

This activity can also be done without using eCYBERMISSION. Instead the learners can reach out to local community organizations or leaders with suggestions to improve community resources or even attempt to provide a solution to a current community problem. Provide a space for the learners and community members to meet during school time. This is an activity that could take place throughout the year, with the science fair as the platform to present solutions.



School Librarians

School librarians play an essential role in fostering learners' curiosity and guiding their exploration through collaboration and partnership with educators and the wider community. School librarians challenge learners to construct new knowledge, reflect on prior assumptions and misconceptions through an inquiry-based approach and growth mindset, and share new understandings. The following scenarios and corresponding activities outline ways school librarians can help their learners explore how to Think, Create, Share, and Grow.



Think

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Think Domain for school librarians and the following Competencies (AASL 2018, 1O4):

A. Think: School librarians foster learners' personal curiosity by:

1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes.
2. Challenging learners to reflect and question assumptions and possible misconceptions.
3. Enabling learners by helping them develop inquiry-based processes for personal growth.

Scenario: Critical Thinking in a Post-Truth World

Mike, a new high school social studies educator in a small, rural public school district, has been assigning his learners short, weekly current events reports in which learners write summaries of the content in newspaper articles on current events. When reviewing his learners' most recent submissions, he notices three learners wrote about the same story but shared conflicting information. When doing his own fact-checking, he discovers that one of his learners used a source known for sharing disinformation. Another learner used a source that shared incomplete information before all the facts were available. Mike recognizes that his learners need to learn to think critically when selecting news sources and when evaluating the accuracy of information.

Mike decides to reach out to his school librarian, Isla, who he has heard is a great collaborator. Mike asks Isla to help him design some lessons to help his learners understand how to determine source credibility and accuracy, focusing on analyzing whether content is misinformation or disinformation. Mike knows there is a lot to cover and shares that he would be interested in having Isla teach regular lessons in his classes on the topic of news literacy. In the meantime, Mike asks Isla if she has any ideas for resources that he can read to learn more about how to teach the critical thinking skills needed to analyze information sources.

Questions for Further Discussion

- What resources might Isla direct Mike to that will help him learn about teaching the critical thinking skills needed to evaluate sources and information?
- How can Isla incorporate the inquiry process into lessons addressing media literacy?
- What activities can Isla and Mike collaborate on to challenge learners to question their assumptions and misconceptions about topics?
- How can Isla incorporate print and non-print formats into learners' exploration of credible sources and information accuracy?

Activity #1: Evaluating Online Sources

Objective: Develop learners' understanding of bias, credibility, and accuracy in media through the evaluation of online sources.

With the preponderance of fake news, learning how to evaluate an online source's credibility and accuracy is a necessary skill for all learners. To begin the conversation surrounding fake news, school librarians may want to assess their learners' skills in evaluating information and online sources. In their book [Fact vs. Fiction: Teaching Critical Thinking Skills in the Age of Fake News \(2018\)](#), authors Jennifer LaGarde and Darren Hudgins created a [Fake News Self-Assessment](#) using Google Forms, which is available at no cost. The authors note that research indicates an increasingly large percentage of young people use mobile devices (and social media) to access the news. The self-assessment simulations, available both in print in the book and digitally in the Google Form, replicate scenarios that learners might encounter on social media platforms. In their book LaGarde and Hudgins also point to other free tools and recommendations, such as [Factitious](#) and Penguin Books' ["Can You Spot Fake News?" quiz](#), along with definitions of different kinds of fake news.

When helping learners identify fake news, it is essential to teach them about bias, which can impact credibility. A great place to start is the freely-accessible ["Interactive Media Bias Chart 5.0"](#) created by Vanessa Otero and available at Ad Fontes Media, a media

watchdog organization. This interactive chart ranks news organizations' reliability and political leanings/bias. It also explains the assessment of each news organization. For practical application, learners could explore the "[Ad Fontes Weekly Rated Articles](#)." This free resource assesses the reliability and bias of six different news articles covering the same event to demonstrate how one event can be portrayed in different ways depending on the individual or organization who is sharing the story. Using the information found in the "Media Bias Chart," school librarians might consider guiding learners in setting up their mobile devices and receiving push notifications from credible and accurate sources.

The [Stanford History Education Group's Civic Online Reasoning Curriculum](#), a 2018 AASL Best Website for Teaching and Learning, provides a host of information to help school librarians and educators as they guide learners in understanding bias, credibility, and accuracy of online sources, including images. Central to Stanford's curriculum is the concept of "reading laterally," or opening tabs in a browser to research who is behind the information being presented in any given article. The curriculum relies on three questions fact-checkers typically ask themselves:

1. Who is behind the information?
2. What is the evidence?
3. What do other sources say?

A multitude of lessons, assessments, and other resources are available to help school librarians and educators as they help their learners ask and answer these questions. This resource is also available at no cost, but it does require school librarians and educators to register for a personal account.

Activity #2: Finding and Using Evidence to Investigate Questions

Objective: Guide learners as they find and use credible and accurate evidence to investigate questions surrounding current social or political issues of personal interest.

As learners begin to understand how to evaluate online sources (Activity #1), school librarians should collaborate with other educators to further incorporate practicing this skill of source evaluation into other inquiry projects in their classes. If educators regularly assign weekly current events reports, learners will be exposed to many different current political and social issues, providing learners with background information on many topics. Consider using the materials found in [AllSidesforSchools.org](#), a 2018 AASL Best Website for Teaching and Learning. The site

not only provides lesson plans on many of the topics likely to be researched, but it also has lesson plans to facilitate reflective conversations.

To begin the inquiry, which could be done independently or in small groups, learners select a current political or social issue about which they wonder and develop questions and thesis statements surrounding their chosen topic. As learners begin the “Investigate” stage of the inquiry process, direct them to the freely accessible websites like Britannica’s ProCon.org, the American Civil Liberties Union’s ACLU.org, and the Human Rights Watch’s HRW.org, along with reputable news sources learners discovered in Activity #1.

In addition to websites, consider utilizing print sources and some of the following subscription databases, many of which include text, audio, and video resources:

- [ABC-CLIO’s “Issues: Understanding Controversy and Society”](#)
- [“Gale In Context: Opposing Viewpoints”](#)
- [ProQuest’s “SIRS Issues Researcher”](#)
- [ProQuest’s “Global Newsstream”](#)
- [SAGE Publishing’s CQ Researcher](#)

To add a connection to the real world, connect learners with representatives from local organizations that address the issue or local politicians who advocate solutions to address the issue. Learners could interview representatives from the organization or the politician’s office to learn more about how these issues impact people in their communities and what is being done to address the issues locally.

To guide learners’ thinking as they work through the inquiry process, consider using the subscription research platform [NoodleTools](#). This platform, which has Google Single Sign On (SSO), provides a means for learners to collaborate with one another and get feedback from school librarians and educators as they cite sources and create digital notecards. The notecard feature allows learners to cite evidence that supports their claims, paraphrase the evidence, and add their own ideas. NoodleTools also allows users to integrate notecards into an outline and export it to a Google Doc.

Activity #3: Take a Stance: Debate against the Opposing Viewpoint

Objective: Host a debate in which learners must take a stance on a social or political issue, provide evidence for their stance, and argue against the opposing viewpoint.

As learners begin to form beliefs based on evidence found during the inquiry process (Activity #2), it is crucial that they consider opposing viewpoints. For this activity, organize an after-school debate using the [“policy debate” format](#) in which learners practice the skills learned in Activities #1 and #2 by debating teams holding an opposing viewpoint.

After learners have gathered evidence in support of their claim in Activity #2, instruct learners in ways to identify information frequently used in opposition to their stance. When learners investigate the claims made by the opposing side, they will have the opportunity to reflect and question assumptions and possible misconceptions. By having a better understanding of the opposing viewpoints, learners will be better able to prepare possible rebuttals.

For the debate, invite the principal and community members, such as representatives from the local Democratic and Republican parties, local journalists, and professors from local universities, to judge the event.

If this event is something that generates learner interest, suggest learners consider membership in the [National Speech and Debate Association](#) or the [National Model United Nations](#).



Create

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Create Domain for school librarians and the following Competencies (AASL 2018, 1O4):

- B. Create: School librarians stimulate learners to construct new knowledge by:
1. Teaching problem solving through cycles of design, implementation, and reflection.
 2. Providing opportunities for tinkering and making.
 3. Modeling persistence through self-directed tinkering and making.

Scenario: The Reading Adventure Continues

Emmett, a middle school librarian, is struggling with how to get his learners to read more and find material they enjoy. Emmett knows the choose-your-own-adventure book genre offers a book for everyone. He has heard some of his more reluctant

readers say that choose-your-own-adventure books are like a video game in a book. Emmett has a school library full of learners, and his goal is to take them on an adventure (scavenger hunt) where they can create the ending they want and then go home with a choose-your-own-adventure book of their choice.

Emmett does some research on how other school librarians have constructed such activities so that he can better engage his learners in reading material they enjoy. He struggles at first with creating a scavenger hunt because it was a little outside of his comfort zone, but luckily he found many great resources to help him get started in the planning of his learners choose-your-own-adventure scavenger hunt. Emmett picked a choose-your-own-adventure book he thought everyone would enjoy participating in and created a scavenger hunt throughout the library/school that included pages and clues from the chosen book. His hope is that the scavenger hunt will encourage learners to exercise the mind and body, teamwork, problem solving, and other valuable skills. Most of all the scavenger hunt allows the learners to see how fun reading can be and what it can open up for the mind.

Questions for Further Discussion

- How can the choose-your-own-adventure book model benefit for learners with problem solving and persistence?
- What strategies can the school librarian use in his design of the scavenger hunt to walk learners through cycles of design, implementation, and reflection?
- How can the school librarian involve other educators and content-area curriculums in development of the scavenger hunt?
- How can the school librarian scaffold the scavenger hunt activity to be used with different grade levels in the school?

Activity #1: Promoting Collaboration with Other Educators

Objective: Model creativity and persistence to other educators by presenting your ideas for collaboration during a school in-service or webinar.

Share your ideas for creating a scavenger hunt based on choose-your-own-adventure books with other educators in a school in-service, grade-level meeting, or school library webinar series. Elicit their participation and creativity and share some of your own ideas for connecting the activity to content areas and curriculum. Discuss how the scavenger hunt activity builds learners' Competencies as detailed in the *National School Library Standards*, and detail how the activity aligns with other national and content-area teaching and learning standards. Use the [AASL Standards Crosswalks](#) to make these connections and build bridges for collaboration. As educators, we are all in

this together and we should share ideas and resources that support our fellow educators and learners. School librarians can be leaders, making sure that all educators are working together and modeling the mentality that we expect our learners to obtain. We can show this by brainstorming, sharing, and engaging in each other's work.

Activity #2: Library Scavenger Hunt Makers

Objective: Promote opportunities for learners to use makerspace tools in the school library through scavenger hunts.

Scavenger hunts can be adapted to suit a variety of educator needs, especially when trying to encourage learner exploration and discovery. They could include self-guided activities where learners use their time in the school library to learn a new makerspace tool, or they can be centered around learners using makerspace tools to bring characters in a popular book series to life (e.g., using Minecraft to create the learner's version of Hogwarts). Scavenger hunts can also be used to introduce parents and caregivers to the school library as part of an open house or during parent-teacher conference time.

Scavenger hunts can be further expanded by allowing the entire school to participate in their creation. Learners and other educators could create their own scavenger hunts, which can be shared on a school library webpage. Consider presenting the maker scavenger hunt activity as a school-wide contest, incentivizing classes to develop literary scavenger hunts connected to their learning curriculum.

Online scavenger hunt creators:

- [Scavr](#): School librarians and learners can use the free version of this app to create scavenger hunts with photo/password components.
- [Actionbound](#): This website allows users to create a personal account, but schools and libraries must pay a license fee. However, it could be a useful tool to allow learners to explore creating their own scavenger hunts.
- [Quickhunts](#): This is a very easy and quick site to use for simple scavenger hunts and learn the basics of scavenger hunts.
- [Goose Chase](#): This website is another excellent online scavenger hunt tool. The educator basic account is free, but the paid options offer educators more features.

Scavenger hunt examples:

- "Bandersnatch Your Teen Program: Or As the Kids Call It [Choose-Your-Own-Adventure](#)": This example could be adapted to a younger audience using a different choose-your-own-adventure book, or getting creative with another

existing series (e.g., adapting Harry Potter into a choose-your-own-adventure style game).

- [Library Challenge Scavenger Hunt](#): This is an example of another way school librarians could create a scavenger hunt and incorporate different activities, and it is printable.

Create multiple scavenger hunts based on different choose-your-own-adventure books appropriate for your learners' grade level and interest. Moving forward, expand to books outside of the choose-your-own-adventure genre that are of interest to your learners. Higher grade levels may also create scavenger hunts for lower grade levels as an activity.

Activity #3: Scavenger Improvement Lab

Objective: Challenge learners to find ways to improve the scavenger hunt using technology.

For this activity, create a survey for learners to complete to assess the scavenger hunt's successes and areas that might need improvement. An exit survey is a fun way to engage learners in thinking about what they might have done differently if they were designing the activity.

Ask learners to complete a survey describing what they liked about the scavenger hunt and what they might change. Add a space on the survey where learners can illustrate a change they might implement using technology available in the school library (e.g., using 3-D pens in one of the challenges, or using QR codes to incorporate an online challenge). Afterward, engage learners in a discussion of what they would change, and then have the learners pick a partner and go through the scavenger hunt again, implementing the changes they suggested.



Share

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Share Domain for school librarians and the following Competencies (AASL 2018, 104):

C. Share: School librarians prepare learners to engage with the learning community by:

1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.
2. Assisting learners to co-construct innovative means of investigation.
3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.

Scenario: Let Your Voice Be Heard!: Cultivating Civic Engagement

Nondee, a high school librarian from a major urban city, overhears her learners discussing concerns about the changing landscape of their neighborhood. For generations the school's neighborhood demographic was predominantly Afro Diasporic working-class. But in recent years multi-million-dollar real estate developers have realized the potential economic value of the neighborhood and decided to invest millions of dollars in it. The real estate developers' new-found interest in the area has driven property values up, forcing homeowners and tenants who cannot afford the precipitous rise of property taxes scrambling to sustain a comfortable livelihood. But despite their efforts, many homeowners and renters find themselves facing the bleak reality of displacement due to gentrification.

In a span of five years, long-time neighborhood residents have witnessed the area change drastically. In addition to learners' worries of being displaced, there are rumors of city officials possibly redistricting school lines to accommodate the neighborhood's affluent newcomers. Learners shared their concerns with each other and the school librarian about the possibility of being transferred to a different school. Learners and their families are filled with a mix of emotions and do not know what, if anything, they can do.

After learning about these issues, Nondee feels compelled to help her high school learning community. Nondee contacts other school librarians in the district and organizes a community speak-out event in the school library for learners, families, and other educators in the school district to congregate, express concerns, and learn about resources available to them, both for information and activism.

Questions for Further Discussion

- How might Nondee and the school librarians approach district administration to get support to host this event?
- What resources might Nondee and the other school librarians need to curate to prepare for the community speak-out event?
- What community organizations might Nondee and the other school librarians collaborate with for the speak-out event?

- How could Nondee inform families about the event and encourage attendance or even get civically involved?
- How can school librarians help their learners understand gentrification and school redistricting? In addition, how can school librarians help the learners cope with these issues?
- How can the school librarians help learners and their families organize to advocate against gentrification?

Activity #1: Organize a Group-Think Committee

Objective: Organize a committee of learners to brainstorm innovative solutions, topics of interest, and opportunities for an event.

One strategy for planning a speak-out event is to involve your learners and members of the community in putting the event together. Facilitating and promoting an event can be a cumbersome task. Before assembling your committee, consider independently brainstorming answers to the following questions as a foundation for your committee to consider and provide solutions:

- What will this event entail?
- How can I draw a vast audience to attend the event?
- What should I focus on to indicate the success of the event?

Planning a large event can be a gargantuan ordeal, but it's not an impossible task. Large events must be logistically well thought out and planned. To ensure learners are key contributors to such an event, organize an event committee. The committee should include adults (educators, community members, stakeholders, etc.) and learners. Elicit learners to share their ideas within the committee about event details such as structure or speakers and topics of interest to build their confidence as organizers. Provide and schedule time and space for the committee to meet. Ask committee members thought-provoking questions to help them explore the details of the event. Questions like:

- Where and when should the event be held to be most impactful?
- How many speakers should talk, and who should they be?
- How should committee members promote the event?
- Are there any community organizations (stakeholders) interested in contributing and participating?
- How can learners encourage their peers to get involved?
- How can the committee encourage community members to take part in the event?
- Should the committee contact local, regional, and/or national media to cover the event?
- How can the committee bring awareness to the issues within your community?

This exercise develops learners' ability to collaborate and identify innovative solutions to issues of civic importance. It helps learners understand the importance of civic engagement, providing them opportunities to serve the public.

Links to resources helpful for a speak-out event:

- "[Know Your Rights for Public Speaking](#)" by the American Civil Liberties Union (ACLU)

Obtain logistical ideas from non-profit organizations centered in youth civic engagement like [Youth Engaged 4 Change](#) and the [National Youth Leadership Council](#).

Activity #2: Record Intergenerational Oral Histories

Objective: Cultivate learners' curiosity and understanding of community issues through interviews with community elders.

Recording intergenerational oral histories is more than just another conversation, especially when contextualizing a community's history. Civic engagement often starts in the community you are a part of at home. Conversing with community elders can benefit learners on multiple levels. It provides an opportunity for the youth and elders to cultivate community solidarity, a necessity to overcome community issues. Depending on how well the oral histories are recorded, processed, and distributed, this activity can serve as a catalyst for community members to band together, especially in the face of discrimination (as illustrated in the School Librarian/Share scenario titled [Let Your Voice Be Heard!: Cultivating Civic Engagement](#)). Whether fighting discrimination or simply learning the history of a neighborhood, this activity can give a voice to community members who may have felt silenced, neglected, and/or marginalized. If done properly, recording and sharing intergenerational oral histories has infinite potential.

There are many examples of organizations and institutions using oral histories as educational tools for learners. Researching how other institutions conducted their oral history projects can guide educators in making decisions that will benefit learners and their community. Contact an organization that specializes in oral history recording and inquire about oral history training workshops. [StoryCorps](#), a leading organization in oral history, offers such services, as do many others. In response to the 2020 COVID-19 pandemic, StoryCorps launched [StoryCorps Connect](#), a free platform that allows Americans to record oral histories remotely. The [Oral History Association](#) is another organization that provides resources for educators to figure out how they can engage

learners in this type of work. The association hosts an online [Educator's Resource](#) page. In addition, it has a guide for [Principles and Best Practices](#) to best prepare educators interested in teaching oral histories.

It takes training, equipment, and experience to produce an organic, in-person oral history interview. Accessing oral history workshops and acquiring the equipment for oral histories (microphones, audio recorders, etc.) can become pricey. Consider ways to attain funding to offset expenses. Apply for a grant. Partner with a community organization, academic institution, or other entity that may be interested in your project. Collaborating with a local college or university can be a beneficial joint venture by exposing learners to a college environment, which can encourage learners to contemplate education after high school. Furthermore, college and university libraries are likely equipped with the necessary resources to process and distribute oral histories to a larger audience. For instance, Washington University's (St. Louis) [Divided City Initiative](#) partnered with local activists who mobilized the Ferguson protests and collected their oral histories in 2014. These oral histories gave a platform for local grassroots leaders to voice their concerns for human rights issues in the St. Louis region.

If you are not able to access adequate funding for equipment, do not be discouraged. There are other resources that would be a lot lighter on the pockets. [Groundswell: Oral History For Social Change](#) provides a [free resource list](#) on its website to promote ways to circumvent obstacles that may prohibit oral historians from producing and disseminating content. It highlights sites that can help people build their tech skills, free audio sharing platforms, fundraising ideas to acquire equipment and many more.

Obtaining funding, equipment, and training for oral histories can be difficult. But if you are innovative and imaginative, you can find ways to circumvent challenges to make this activity a reality. Recording, processing, and distributing intergenerational oral history accounts can help learners develop a deeper understanding of community issues and cultivate a yearning to be civically engaged with society.

Activity #3: Public Speaking/Speech Writing Workshop

Objective: Provide oratorical writing strategies for learners to effectively express their concerns about current issues.

A mouth without a voice is like a brain without thought. Educators agree it is essential for learners to develop critical thinking skills in school. But what about public speaking skills? Learners who cannot confidently articulate their thoughts risk being muzzled due to their inability to convey their ideas. Developing learners' oral communication

skills is just as important as developing their critical thinking skills. Without these skills, learners' futures will be limited. It's imperative educators help equip learners with the ability to eloquently voice their opinions.

How can school librarians take on this challenge? Creating public speaking lesson plans and speech writing workshops are a couple of places to start. Develop a speech-writing activity for learners to analyze past speeches by powerful and influential leaders. Advocate learners collaborate in groups to identify crucial literary elements within the writings that made them effective and inspirational. After recognizing these speech-writing strategies, learners can draft up a speech of their own to recite in the classroom or at a rally/protest. Learners can practice delivering their speeches in front of a small crowd of their peers. Or learners can record themselves delivering the speech on an electronic device and assess the effectiveness of their delivery. Regardless of the circumstances, public speaking exercises can develop learners' confidence in themselves as knowledgeable and intellectual beings.

There are many organizations that provide resources for educators to address these skills. The [National Council of Teachers of English](#) provides more than 150 lesson plans focused on oral communication on its website. Toastmasters International, a non profit organization that educates people with public speaking skills, also has a slew of free [resources](#) for people to strengthen their oral communication and leadership skills, including a [resource library](#).



Grow

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Grow Domain for school librarians and the following Competencies (AASL 2018, 104):

- D. Grow: School librarians help learners develop through experience and reflection by:
1. Scaffolding iterative challenge-response processes.
 2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded.
 3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.

Scenario: Open up to Feedback!

Inez works as an elementary school librarian. For the past two years she has worked with the fifth-graders to develop storyboards. After a big creative writing project, Inez wants to have her learners assess each other's work. She knows some students struggle with constructive feedback and wants to teach learners how to approach giving and receiving feedback. Inez plans her lesson around Halloween and encourages the learners to create their own scary stories. The learners share their storyboards in pairs before the final editing and presentations to the class. Inez plans on continuing to use the lesson for future classes because it helps her learners understand the structure of stories and allows them to be creative in multiple ways, including using digital tools.

Inez is looking to improve the lesson before introducing it to her learners this year. One thing she has observed the past two years, is that the learners struggle to provide constructive feedback to their partners. Some learners provide only positive comments to avoid conflict, while others make critical remarks that tend to be hurtful. Inez believes that peer feedback is an important part of the lesson. It teaches young learners necessary communication and social skills, and makes them aware of the impact they make with their word choices.

Inez decides to schedule a meeting with the fifth-grade classroom educator to discuss effective strategies for the learners to assess one another's work.

Questions for Further Discussion

- How could a partnership with the classroom educator help Inez gain a greater understanding of the class culture and the learners' prior experience with providing feedback?
- How can Inez and the classroom educator scaffold the lesson to help learners recognize their capabilities or areas for improvement as a product of constructive peer feedback?
- What input can Inez seek on her lesson?
- How can Inez approach teaching learners to provide constructive feedback with their peers?
- How can the school librarian ensure learners understand how to deliver and receive constructive feedback?

Activity #1: Defining Constructive Feedback

Objective: Create a survey asking learners to define constructive feedback and use the results to establish classroom norms, creating a safe space for peer reviews.

Providing feedback to a peer on a project might be difficult, especially if the project has creative elements that could be harshly judged. Creating a classroom culture where it's safe to share peer feedback will reduce learners' anxiety. To provide this safe environment, it is important to engage with the learners and discuss the purpose of sharing feedback as well as the steps that are involved in the process. Getting learners' input will increase their investment and understanding about the objective of peer feedback.

For this activity, create a survey about peer feedback using a Google Form or a similar tool. The survey will be short and designed to focus on the key areas of providing feedback. Asking for short responses allows the learners to elaborate on their answers.

Example survey questions:

- Through what medium (annotations, a discussion, etc.) do you prefer to share your feedback?
- What parts of the project would you like feedback on?
- What kind of language should be used to give feedback?
- Why do writers ask for comments on their work?
- Who would you want to provide feedback on your project?
- Do you value the opinions of your peers?

Potential online survey tools:

- [Google Forms](#)
- [SurveyMonkey](#)
- [Typeform](#)
- [Survicate](#)

Once the learners have completed the survey, share the results of the survey with the class. As a class, go over the results to establish agreed classroom norms for peer feedback.

Example classroom norms:

- Respect your peers and their work.
- Read the whole story. Don't skim. Focus. Take notes.
- Ask questions that may help develop new ideas and inspire the author.
- Ask for clarification when needed.

- Avoid nitpicking.
- Thank authors for sharing their ideas.

With the classroom norms established, it is important to remind learners they should reference these norms as needed, because feedback is an ongoing process. The survey was intended to help create the norms for ongoing use throughout the lessons, not to be used once. Just as manufacturers survey their customers and develop better products with each update, learners will take the peer feedback they receive and make improvements multiple times.

Useful resources on creating posters to display the classroom norms:

- [Adobe Spark](#)
- [Canva](#)
- [Visme](#)
- [Stencil](#)
- [PosterMyWall](#)

Activity #2: Modeling and Practicing Feedback

Objective: Provide learners with and model use of a feedback worksheet to help guide peer review activities.

It is easy for learners to forget what points they were trying to make and what changes they would like to suggest when providing feedback to classmates on different topics. For this activity, develop and model the use of a worksheet to guide learners working in peer review circles.

The feedback worksheet should include questions on the different topics and objectives of the class project and provide space for learners to make notes. Worksheets for peer review can be developed and customized around any project or activity to guide feedback. Learners can be paired or can select their own partners. Appropriate time should be given for learners to review their partners' project and to fill out the worksheet. Before learners begin, model what their worksheet responses should look like. Go through the questions on the worksheet, giving example answers to each question and modeling and discussing appropriate language to use when sharing feedback. Table 2 provides an example peer review worksheet adapted and inspired by a writing checklist for fourth- and fifth-graders from Studenttreasures Publishing.

Table 2. Peer Feedback Writing Worksheet

Question	Yes	No	Explanation/Notes
Does the story grab the reader's attention?			
Is there a clear storyline?			
Do presented details support the storyline effectively?			
Is the setting of the story well-described?			
Who is telling the story?			
Does the narrator's story flow? Are there any gaps in the story that do not make sense?			
Can you clearly identify the characters?			
Can you relate to characters' experiences?			
Does the story have a strong conclusion?			
Are readers' expectations fulfilled?			
Are there grammatical errors?			

Source: "A Closer Look." Worksheet development adapted and inspired by <https://studenttreasures.com/wp-content/uploads/2016/04/Grades-4-5-Writing-Checklist-L.4.2-W.4.4-W.4.5-L.5.2-W.5.4-W.5.5.pdf>.

Give the learners time to work with their partners. After both partners have shared feedback with each other, give the learners additional time to make edits to their project. Then ask them to join with another group and form a peer review circle. This time ask learners to share their work with the new group members and explain the changes they made based on the first round of feedback. Then each learner should receive feedback from their new group members. After the second round of feedback, the learners should be given an opportunity to make additional changes to their projects.

[Canva](#) is a great tool to use to design a worksheet for use in class. It provides aesthetically pleasing templates, both paid and free. [Padlet](#) and [Flipgrid](#) are great tools for engaging learners online. Flipgrid allows learners to create recordings to share with their class, and Padlet uses discussion boards. All three tools have been recognized as [AASL Best Websites or Apps for Teaching and Learning](#).

Useful resources:

- [Creative Writing Resources for Teachers \(K-12\)](#) at TeacherVision website.
- ["Free Worksheets and Printables for Kids"](#) at Education.com website.
- ["Free Lesson Plans and Worksheets for Teachers"](#) at Student Treasure Publishing website.

Activity #3: Create a Rubric

Objective: Develop a rubric that provides clear instruction and guidelines for learners to provide feedback to classmates.

A rubric is a great way to scaffold peer feedback. Providing a rubric helps learners clearly identify if their classmate meets the lesson's desired goals and objectives and offers appropriate language for the reviewer. Having preset categories helps learners share the reasoning for their feedback with their partner.

The learners can also give each other the rubric they completed, so that they can use the rubric as a guide for self-reflection. They can use the feedback on the rubric to plan their changes. It is important to give the learners time to make edits based on the completed rubrics. Use the same rubric for the final grade on the project to make sure that the peer feedback and edits are based on the same standards.

There are great online tools for creating rubrics such as [Orange Slice](#), which is an extension for creating rubrics within GoogleDocs. For lessons involving creating storyboards, [StoryboardThat](#) (a 2015 AASL Best Website for Teaching and Learning) not only offers a way for learners to create a storyboard, it also provides [templates](#) for creating rubrics (figure 1). Another free tool for creating rubrics is [Rubric Maker](#) (figure 2).

Table 3. Storyboarding Peer Feedback Rubric

Developed as an example rubric for peer feedback on a storyboarding activity.

STORYBOARDING PEER FEEDBACK	Needs Improving	Developing	Proficient-Advanced
Art	No panels have art, or many panels are missing art	Missing a panel	All panels are completed
Storyline	Plot was difficult to understand	Plot was confusing at times	Plot was clear and easy to follow
Character Development	No characters, or difficult to understand the characters' purposes	Characters had clear purposes	The characters have clear personalities and purposes

Figure 1. Storyboard Rubric Template

This is one example of a rubric provided by [Storyboard That](https://www.storyboardthat.com/storyboards/worksheets/rubric-template---standard/copy) to be paired with a storyboard project.

Name _____ Date _____

TITLE:

Directions:

Rubric Category:	Rubric Category:	Rubric Category:	Rubric Category:
Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>
Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>
Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>	Enter Text Here: <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">point s</div>

www.storyboardthat.com StoryboardThat

Create your own at Storyboard That

Source: <https://www.storyboardthat.com/storyboards/worksheets/rubric-template---standard/copy>

Figure 2. Play Production Rubric

Following is an example of a rubric for a play production activity developed by [Tech4Learning](http://Tech4Learning.com) and published through Rubric-maker.com.

Play Production Rubric

Name: _____

	Distinguished	Proficient	Apprentice	Novice
Planning-Vision: Clear concept of finished project	Vision contained many details about the project. Included enough information to paint a clear picture of the finished project. Vision included details that will help during planning or development.	Vision contained many details about the project. Included enough information to provide a general idea of the finished project.	Vision contained some details about the project. Did not include enough information to provide a general idea of the finished project.	Vision was vague. Provided little information explaining the final project.
Script Writing: Interesting, informative details	All details were unique, interesting, and related to and supported the main idea. Writing included information based on personal experience.	Writing had many interesting details which supported the main idea. Writing included information based on personal experience.	Writing had three or more details that supported the main idea.	Writing had few details.
Script Writing: Gives reader a sense of author's opinions	Used personal style and feeling to engage the reader and communicate a message. Opinion was clear.	Used emotion and feeling to communicate a message. Opinion was clear.	Conveyed very little feeling or emotion in the piece. Opinion was hard to determine or writer seemed ambivalent.	Conveyed no feeling or emotion in the piece. No opinion was apparent.
Teamwork-Cooperation: Listens, shares ideas and work, supports team	Always listened to, shared ideas with, and supported others. Worked consistently for the good of the team.	Listened to, shared ideas with, and supported the efforts of others. Did not disrupt the group.	Did not consistently listen to, share ideas with, or support the efforts of others. Made some effort to be a team player.	Rarely listened to, shared ideas with, or helped other team members. Was not a team player.
Teamwork-Self-Assessment: Evaluated work completed and progress toward goals	Constantly monitored progress. Changed project scope or task assignments to meet goals and deadlines. Made sure every member completed work assigned. Reviewed each member's work for accuracy.	Made several attempts to evaluate progress. Changed project scope or task assignments to meet goals and deadlines. Reviewed each member's work for accuracy and completeness.	Made one attempt to evaluate progress toward goals or deadlines. Reviewed each team member's work for accuracy and completeness.	Did not keep track of progress toward goals or deadlines. Did not review work for accuracy or completeness.
Performance of Play: Engage and interact with audience	Complete familiarity with their lines in the play. Mastery of props.	Lines in play memorized but not mastered. Used props successfully.	Relied on notes. Could not repeat their lines smoothly. Had difficulty using the props.	Did not successfully deliver lines. Did not use props successfully.
Performance of Play: Engage and interact with audience	Moderated speaking style based on audience feedback. Engaged audience for the duration of the presentation.	Adjusted volume, pace, and enthusiasm several times. Presenter adjusted enthusiasm or pace to hold audience attention.	Presenter was clearly uncomfortable. Presenter attempted to adjust enthusiasm or pace to hold audience attention.	Did not adjust speaking style based on audience reaction. Presenter made no visible effort to hold audience interest.

MyT4L Rubric
www.tech4learning.com
©2004 Tech4Learning, Inc.

Source: "Play Production Rubric." https://rubric-maker.com/samples/play_production_sec.pdf.



School Libraries

The school library should be an environment that encourages personal creativity and innovation through active and participatory learning, resource-based instructional practices supported by emerging technologies, and collaboration and connections with other educators and the wider community. In this section, the scenarios and associated activities explore ways that school libraries can achieve such an environment.



Think

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Think Domain for school libraries and the following Competencies (AASL 2018, 105):

A. Think: The school library supports learners' personal curiosity by:

1. Providing resources and strategies for inquiry-based processes.
2. Fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology.

Scenario: Exploring with an Inquiry Approach

Jennifer, a second-year middle school librarian, recently was approached by a sixth-grade English language arts educator, Tony, who wants his learners to complete a biography research project. From her training, Jennifer knows that curating facts is not a true inquiry project. She wants to work with Tony to develop the project into one that requires more critical thinking. When Jennifer asks Tony his thoughts about adjusting the project's focus, Tony is open to Jennifer's ideas but notes he has a strict timeline, wants to keep the focus on biographies, and wants to learn more about the benefits of using an inquiry model.

Prior to meeting, Jennifer considers how she and Tony can maintain the focus on biographies while incorporating inquiry-based processes and fostering opportunities for learners to demonstrate curiosity. In addition, Jennifer reviews the information provided in the student information system about the learners in the class. Jennifer is particularly interested in learning about the diverse learners in the class of 25 students. There is one learner, Michaela, with an individualized education plan (IEP) who has difficulty with reading fluency and word recognition. In recent years, a number of

refugees from Somalia and the Democratic Republic of Congo have moved into the town where Jennifer and Tony teach. With three English language learners in the class and a learner with an IEP, Jennifer knows she will need to provide different types of resources and additional scaffolding for learners. Jennifer also wants to bring in the learners' interests and decides to ask Tony if they can work together to develop a way to guide learners in their exploration of potential people to research.

Questions for Further Discussion

- How can the project's requirements and resources be differentiated to meet the needs of all learners?
- How can Jennifer and Tony ensure learners have voice and choice during this project?
- How can Jennifer and Tony collaborate to incorporate an inquiry approach while maintaining Tony's time frame?
- How can technology resources be used to make the project relevant for learners?

Activity #1: Get to Know Your Learners

Objective: Consider learners' needs and personal interests when selecting books and other materials for the school library collection.

When selecting materials for the school library, school librarians should get to know learners' needs and interests. In her book [*Inquiry and Research: A Relational Approach in the Classroom \(2019\)*](#), Michelle Reale points out that having a school library collection that reflects learner needs and interests is especially important when learners approach inquiry, as learners often are asked to explore topics and questions for which they have little interest. Learner needs and interests should be considered when developing the collection, as having materials that reflect these needs and interests will lead to more engaged, motivated learners. This is reflected in AASL's [*National School Library Standards for Learners, School Librarians, and School Libraries*](#), which recommends that, "The school library provides access to resources that allow the school librarian to structure inquiry-driven authentic activities in response to learner choice" (2018, 108). For more information on guidelines for building collections that reflect learners' interests and promote use and engagement, review the selection criterion section in [*ALA's "Selection and Reconsideration Policy Toolkit \(2018\)*](#).

One way to get to know your learners' needs is by looking at data. In her book [*An Introduction to Collection Development for School Librarians*](#), Mona Kerby suggests focusing on finding easily accessible data (such as census records and test scores) that

can provide a snapshot of information about learners (2019). This data can help school librarians gain an understanding of the types of needs that learners might have. Review any learner IEP or 504 plans, and consider reaching out to classroom educators, special educators, or ELL educators who work with these learners.

Just as important, but sometimes less accessible than the data about learner needs, is data about learner interests. One way to understand more about learner interests is to review circulation records indicating the popularity of different titles or topics. However, it is difficult to assess interests for books or topics that are not available in the school library's collection. Also review the materials and topics learners requested through interlibrary loan.

To gain a clearer understanding of learners' interests, ask learners themselves. This could be done formally through surveys designed with free online survey tools, such as [Google Forms](#). Google Forms, which is free with a Google account, allows for unlimited surveys and unlimited respondents, along with a host of other features. Surveys could include questions regarding hobbies and other extracurricular activities, things that make learners curious, favorite public figures, and favorite material formats. Other questions could include favorite authors and genres, and even open-ended questions allowing requests for specific books or other materials. Another more formalized approach may involve developing a school library advisory board or focus group representing a cross-section of learners who can share their interests with you. Lastly, having informal conversations with learners can provide anecdotal evidence of learner interests. These relationship-building conversations are essential to our work.

Activity #2: Exploring Multiple Formats for Collection Development

Objective: Explore multiple formats for resources to develop a school library collection that meets the needs and interests of all.

After getting to know your community's needs and interests (Activity #1), consider how to incorporate this knowledge as you review, develop, and update your collection. Ask yourself, "How can I use the evidence I've collected to inform my selection of materials?" Use this data as you explore multiple material formats. AASL's [National School Library Standards for Learners, School Librarians, and School Libraries](#) notes that, "The school library makes resources accessible in a variety of formats that represent learners' interests and developmental levels" (2018, 108).

School librarians should look for formats and tools that meet a range of learner needs, including those who could benefit from listening to audiobooks. Audiobooks have long

been recommended to support struggling readers, learners with disabilities, and English language learners. Rather than using compact discs, explore purchasing [Playaways](#) and [Playaway Bookpacks](#), as they do not require learners have additional equipment, other than headphones. For digital audiobooks, explore purchasing [OverDrive](#)'s audiobooks, which can be accessed on the Sora app ([iOS](#) and [Android](#), a 2019 AASL Best App for Teaching and Learning), and [read-along titles](#), which can be accessed in a web browser. [OverDrive's accessibility features](#), including [dyslexic font](#), can increase accessibility for learners, as well. Those serving elementary-age learners might consider highlighting [Storyline Online](#), a 2019 AASL Best Website for Teaching and Learning, which includes videos of famous actors reading picture books, along with corresponding educator activities.

Explore digital resources for those whose primary language is not English. For those working with learners from preschool through second grade, [Unite for Literacy](#), a 2019 AASL Best Website for Teaching and Learning, offers text written in both English and Spanish, and has more than 40 different language narrations (including American Sign Language) to go along with the texts. Unite for Literacy is also available as a mobile app for both [iOS](#) and [Android](#). Another digital resource, [Signed Stories](#), a 2018 AASL Best App for Teaching and Learning, features sign language performers sharing picture books with viewers. [Apps using the iOS](#) app format, such as Signed Stories, are available for school librarians to purchase through [OverDrive](#) for seamless integration with digital collections.

Regardless of the grades you serve, purchase graphic novels and graphic nonfiction. In the article "[Teaching with Graphic Novels](#)," Brigid Alverson explains the many benefits of incorporating this popular format into instruction and programming, noting its usefulness in teaching "new vocabulary, visual literacy, and reading skills" (2014). These ideas are explained further in the article, "[Using Graphic Novels to Engage English Language Learners](#)," when Joellen Maples, Maria Cianca, and Michael Maloy (2016) refer to the work of Ruth Sims [Bishop \(1990\)](#), suggesting that, "The use of graphic novels to include immigration narratives in the classroom is an innovative way to reach English language learners (ELL) and address their unique needs. Such culturally relevant literature provides a mirror for ELL to see themselves and also become engaged through language and literacy strategies" (2016). In the *Knowledge Quest* blog post "[English Language Learners + Graphic Novels](#)," Sara Stevenson expands on the idea that graphic novels can benefit learners. She writes, "Graphic novels are perfect for English language learners because they are high interest, and the images can fill in, giving clues when they don't know a word. Rather than stopping to look up the meanings of every few words, they can intuit meaning" (2017). Graphic novels can benefit struggling readers in similar ways. For more information on graphic novels and how to advocate for the use of graphic novels with learners, explore the [AASL Learning Library's resources on graphic novels](#).

Activity #3: Inquiry Models and Tools for Explorers

Objective: Promote tools and models for teaching inquiry-based processes and guiding learners' research strategies.

After finding materials that meet learners' needs and interests, make sure learners have a solid understanding of the inquiry models that work best with your collaborating educator's instructional or curricular needs. In the book [Teaching for Inquiry: Engaging the Learner Within](#), Ruth Small, Marilyn Arnone, Barbara Stripling, and Pam Berger explain that "Inquiry is a process for learning that involves connecting to personal interests and a desire to know, gaining background knowledge, asking questions that probe beyond simple fact gathering, investigating answers to gather evidence from multiple perspectives and sources, constructing the new ideas through a variety of formats, and reflecting metacognitively on both the process and product of learning" (2012, 3).

While there are many approaches to inquiry, take note of those that recognize inquiry's cyclical and recursive nature. Here are a couple to explore:

- Pathways to Knowledge Model from [Pathways to Knowledge and Inquiry Learning](#) (Pappas and Tepe 2002)
- [Stripling Model of Inquiry](#) from [Curriculum Connections through the School Library](#) (Stripling and Hughes-Hassell 2003)

To support instruction and learners' independent explorations, consider creating video tutorials on the different phases of the inquiry process, providing guidance to learners pursuing their personal curiosities. Videos can be created with tools such as the free [iMovie](#) (iOS and macOS) and free [Adobe Spark](#) (Windows, Chromebook, MacOS, iOS, Android) and the subscription-based [Adobe Premiere Rush](#) (Windows, MacOS, iOS, Android). Consider uploading these videos to YouTube and using YouTube's features to [translate your video titles and descriptions](#) and to [add subtitles and closed captioning](#) to videos to accommodate your school community's needs. Better yet, partner with foreign language educators or local community members who can help with translation.



Create

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Create Domain for school libraries and the following Competencies (AASL 2018, 105):

- B. Create: The school library facilitates construction of new knowledge by:
1. Implementing technology as a tool or resource for learning.
 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.

Scenario: Effectively Growing a Makerspace

The school librarian wants to engage learners through technology. A school librarian wants to create a makerspace within the school library for learners to explore their creativity. A school librarian is considering using virtual reality (VR) technology to enhance learning experiences in the school library and classrooms.

Inez is a school librarian at a school that has seen an increase in requests for educational technology; the most recent request came from the biology educator, Maggie. Maggie and Inez have collaborated on biology projects involving technology throughout their time working together (e.g., teaching learners how to create their own website on conservation efforts). This time, Maggie wants learners from the ninth-grade biology class to experience a human anatomy lab through VR.

Inez has been considering creating a makerspace in the school library that includes a VR set-up, some crafting supplies, and a 3-D printer. She has the perfect area to create a makerspace with some planning. Also, other educators have reached out to Inez to collaborate on lessons that require a makerspace. Inez sees that the makerspace is needed and possible, but is still nervous about creating one. She wants to make sure that her makerspace serves the school and is not just trendy.

Questions for Further Discussion

- Does a makerspace fit the curricular goals of Inez's school? Who can Inez collaborate with to make this determination and ensure that the maker resources she collects support the curriculum?
- How should she advocate for the makerspace in a way that will gain the support of an administrator?

- How might she go about collecting free or inexpensive tools and materials while ensuring quality and ensure the materials support exploration in both physical and virtual spaces?
- What skills will Inez need to learn in order to support lessons, manage and maintain the makerspace?
- How can she get other educators interested in using the makerspace?

Activity #1: Technology Petting Zoo

Objective: Host a technology petting zoo, allowing learners and other educators to try out different technologies available in the school library.

Makerspaces are designed to give learners access to hands-on learning experiences. The best way to learn about the tools in a makerspace, is to use them. For some learners, using new tools can be intimidating. A technology petting zoo is a great way to get learners to discover what technology is available in the school library and how to use it. It also enables learners to see how technology can help in their personal lives by using and creating tools that have real world applications. An added benefit of a technology petting zoo is that it provides insight into what aspects of the makerspace the learners and classroom educators are most interested in, allowing you to leverage those areas in your collaborations and lesson development.

For this activity, provide structure around the use of the makerspace by creating stations. Every station can involve a different technology or tool that can be used in the makerspace. Each station should have a set of instructions that will spark an idea, but still allow the learner to be creative. Remember: the purpose of the technology petting zoo is for learners to experience what a makerspace offers. Give the learners ample time to work at each station, and rotate them through each station.

Visit the stations as the learners work to do an informal evaluation to get a sense of what they enjoy about the makerspace, what they enjoy about the projects, and what they would like to work on in the future. Take notes and ask questions as a part of your informal evaluation. Talk with the educators who visit the stations as well to gather feedback on what elements interest them as it pertains to their content areas and curriculum.

For makerspace project ideas, visit:

- [Makerspaces.com](https://makerspaces.com)
- [Science Buddies](https://sciencebuddies.org)
- [Demco](https://demco.com)
- [Teach.com](https://www.teach.com)

Activity #2: Professional Development Scavenger Hunt

Objective: Develop questions to guide research and professional development.

The purpose of professional development (PD) is to gain knowledge and improve skills. PD will help you be a better educator and improve the school library and your school. The challenge with professional development is knowing where to start. You must decide what to learn more about that is worth your time and resources. A PD scavenger hunt is a way to provide structure to your professional development research and help you decide the most valuable PD for you. Before developing the questions for yourself/team, it is a good idea to get suggestions for PD options from other educators in your organization. This activity will work with any PD topic you need to research. For this example, explore professional learning around building a makerspace or expanding upon your existing makerspace to facilitate physical and virtual learning. Reach out to the educators in your school to identify the technology or tools they think would help further the school curriculum and enhance the makerspace. Use their feedback to help develop the questions that will guide your professional research.

Example PD scavenger hunt questions for school librarians:

- What conferences focus on education technology?
- What PD resources are available?
- What are your instructional goals?
- What are your learning outcomes?
- What tools/materials can your school library/makerspace afford?
- What skills will you need to use these tools?
- How will you implement a makerspace?
- If a makerspace is implemented, how should you evaluate its success?

Use the results of the scavenger hunt to find professional development that fits your needs and means. Request a meeting with your administrator to share your findings. Also, provide a list of PD experiences, such as the [Future of Education Technology Conference](#), for your administrator to consider. One way to advocate for your chosen PD is to create a table of the different experiences and outline the cost of each. Then for each experience outline how you will be accountable (how will you report what you learn), what skills the PD will provide that align with your goals, and how the PD will give you an opportunity to network or learn from a community of experts (table 4).

Table 4. PD Advocacy Table

An example of a table for PD advocacy on makerspace development:

Experience/Cost	Accountability	Skills	Networking
ALA TechSource live webinar/Free	Take and share notes	Learn new ways to provide a makerspace	Meet instructors and panelists who are experts on implementing a makerspace
BER (Bureau of Education & Research) seminar/\$269	Bring back seminar materials with notes	Learn how to properly budget for a makerspace and get the community interested in using it	Meet other educators and gain access to an expert in makerspace development
ISTE Conference/\$750 plus travel	Create a 4-5 minute presentation to give to admin team	Learn about new lessons and ways to use technology in a school	Meet other educators and experts

Activity #3: Assessment of Physical and Virtual Resources

Objective: Evaluate the current physical/virtual resources and decide what is needed to improve the makerspace.

To start a makerspace, you don't need much. As long as you have some tables with seating and basics such as cardboard, glue, and markers, you have a makerspace. As your makerspace program expands, it is likely that you will need a dedicated space for maker projects and more unique tools and materials. To keep up with these needs, perform an assessment of your makerspace periodically. The assessment will help you evaluate your current maker offerings and determine where your makerspace is headed as well as detail any areas that need expanding or additional materials. The makerspace is a community space, so as a part of your assessment ask for input from other educators within your organization. They can help align your makerspace goals with the curriculum.

The first step in the assessment is collecting data. Data will help you assess the needs of your community and give you evidence to present to your administration. There are many ways to collect data: you can create an email survey, conduct interviews, or note your observations on how the space is being used. For observations and conversations, consider adapting and using the ["Teen Makerspace Daily Report"](#) from *School Library Journal*.

After collecting the data, analyze the results to determine what resources you need to purchase for your makerspace. To make your data easier for others to consume, including your administrator, consider making charts. A [Google Form](#) can create charts

based off of any multiple-choice question. This feature makes it easy to quickly identify what tools your community is most interested in.

Make a plan for what you plan to purchase and how to create a space to house your tools and materials. If you need help with the layout of the space, [Planner5D](#) is a great tool to help visualize what you can do with your space (figure 3). There are several other web-based softwares available for floor planning such as [Floorplanner](#) and [Room Sketcher](#). After you have made a plan for your physical space and have created a report on the data that you collected, present these to your administrator for budget approval.

Figure 3. Chittenango Middle School Library Redesign



Source: Floor plan developed for Chittenango Middle School by Jessica Regitano.

<https://planner5d.com/view/?key=e8eee4ee18de729685861c0fd9f49447>.



Share

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Share Domain for school libraries and the following Competencies (AASL 2018, 105):

C. Share: 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.
2. Encouraging families and other members of the community to participate in school library activities.
3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.

Scenario: Book Drives as Networking Opportunities

Susan is hired as the school librarian in an elementary school with many English language learners. When reviewing the collection before the school year begins, she realizes that most of the books are written in English for higher-level readers. There is little money in the budget to purchase books for non-English speakers and readers, but Susan knows she needs to advocate for these learners and provide necessary resources to facilitate their second language learning. Susan also wants learners to feel at home in the school library and would like to find learning materials in languages that are familiar to the students, including foreign books, posters, games, movies, art, and music.

Susan discusses her concerns with the other educators, especially English and foreign language teachers. Together they decide to reach out to learners' families and the local community, specifically ethnic clubs and various cultural centers, to ask for their support in organizing two book drives—the first drive for families titled, "Share Your Favorite Book Written in a Foreign Language," and the second for community organizations titled "The Best Books for English Learners."

In her role as an elementary school librarian, Susan has befriended a few immigrant families whose children attend her school. She has learned that these families tend to have books written in their native languages that are used to teach their children heritage, language, and culture at home or at their community centers. These books (brought from native countries or sent over by family members) often circulate in an ethnic community and end up on the library shelves in local ethnic clubs or cultural centers. In addition, Susan has learned that immigrant families often keep their favorite English books that helped them advance their knowledge of the English language and culture. These families might be willing to share their favorite learning resources with other learners in need.

In a brief letter sent to learners' families and community leaders, Susan describes the school demographics, the school library collection and budget challenges, and the urgent need for diverse resources for readers at all reading levels. She also posts her request on the school's social media channels. In addition, Susan compiles a list of

open-source online resources for English learners, and shares it on the school library website, school social media, and school email list. The response from the community is overwhelming.

Questions for Further Discussion

- What local community organizations and educational institutions could Susan and the other educators reach out to for guidance or invite to participate in the book drives?
- How could Susan get learners involved in organizing and marketing the book drives?
- How can Susan recognize contributions from local donors to further foster collaboration between her school library and the community?
- Is the book drive for multilingual publications a good venue for Susan to foster understanding and appreciation for cultural differences at her school? How could she expand her plan with this goal in mind?
- How is the school book drive helping Susan raise public awareness about cultural and linguistic diversity within the local learning community?

Activity #1: Organizing a Book Drive Seeking Multilingual Educational Materials

Objective: Establish working relationships between your school library and local community organizations, educational institutions, and individuals that support cultural and linguistic diversity awareness.

Book drives provide many opportunities for school libraries, beyond developing collections and acquiring unique publications. Book drives are also a popular means to engage the local community and partner with different neighborhood organizations to address learners' educational needs. By getting involved in book drives organized by their school library, learners become active agents and assume joint responsibility for collecting and sharing educational resources.

Learners and their families have strong ties to different social networks that can be utilized to benefit individual students and the entire community. For this reason, learners may prove to be helpful in putting together a list of potential book donors and facilitating further communication with them, such as reaching out to individual contributors/benefactors, establishing connections, explaining the purpose of the specific book drive, communicating where books can be donated, writing thank-you notes, etc. Such a personal touch may go a long way in building working relationships with local community members. In addition, engaging learners in community projects can help develop their social skills and sense of civic responsibility.

The web resources provided below include basic steps to organize a successful book drive. Most of them conclude with some sort of donor appreciation event, during which contributors are publicly acknowledged and honored. For a book drive seeking multilingual learning resources, the project could conclude with “A Cultural Diversity Appreciation Evening.” In the course of such an evening, donors may share their favorite stories, written in English and other languages.

Useful resources for organizing a book drive:

- [“Book Donation Programs: Home.”](#) the American Library Association LibGuide.
- [“10 Awesome Book Charities That Help Kids All Over the World”](#) listed at the HuffPost website.
- [“Book Drive Tool Kit”](#) at the Read and Grow website.
- [“How to Run a Successful Bookdrive”](#) at the Books 4 Cause blog.

Activity #2: Promoting Professional Networks to Strengthen Competencies

Objective: Strengthen the professional network of educators in your school by sharing opportunities for professional development on diversity, equity, and inclusion.

School librarians are often the only librarian in their school’s learning community. Having no school library peers at their workplace with which to share their professional experiences, school librarians access and build professional networks through associations, conferences, webinars, and online meetings. These networks allow school librarians to connect with others who share their experience and to continue growing their knowledge and skills to support teaching and learning. School librarians can be leaders in modeling and promoting the value of the professional networks within their school communities. When educators share, support, and learn from each other, they bolster everyone as educators, collaborators, and community members. The closer and more open a network becomes, the more valuable the conversation can be and the greater the gains for all involved. The opportunity to develop a strong network of educators in a school, district, county, or even across state lines, can bring enormous benefits to the teaching and learning culture.

There are many ways for you and the other educators in your school or district to develop new professional skills, expand networks, and increase cultural competence. Below are some ideas that may help you bring your network of school educators together while building cultural competence.

- Based on survey examples provided below, create your own survey and assess cultural competence among school librarians and other educators in your school environment. Such assessment may give you an idea of how educators approach cultural differences in their daily practices. It may also help you cultivate a professional network in your school and develop a more culturally competent community.
 - ["Teacher Leadership Foundational Competencies—diversity, equity, and cultural competence,"](#) the National Education Association Resource Library.
 - ["Assessing Your Cultural Competence: A Checklist for Culturally Responsive Teachers"](#) at Teachaway website.
 - ["Five Competencies for Culturally Competent Teaching and Learning"](#) at the Faculty Focus website.
 - ["How Leaders Can Improve Their Schools' Cultural Competence"](#) at the Edutopia, George Lucas Educational Foundation website.
 - ["Strategies for Building Cultural Competency."](#) in the Hanover Research report,
 - ["Cultural Competence: An Important Skill Set for the 21st Century,"](#) at the NebGuide, Research Based Information that You can Use website.

- Become familiar with the resources provided by your professional association (ALA and AASL) and their special committees that promote cultural competence:
 - AASL ["Statement on Diversity in the Organization"](#)
 - ALA ["Equity, Diversity, and Inclusion"](#)
 - ALA ["Programming to Promote Diversity"](#)

- Contact your fellow school library professionals and ask them to share their experiences with promoting cultural diversity in their schools and communities. Invite them as guest speakers for a cultural competence workshop organized for your colleagues and other educators at your school. Bring school library, education, and other experts in and learn together from their experiences.

- Organize a special event to discuss globalization and cultural differences as experienced in schools and workplaces in your community. Invite a cultural anthropologist from your local university or community college who can address these issues. You may also present ["RACE: Are We So Different? - Learn and Teach,"](#) a project of the American Anthropological Association, including the association's interactive website ["Understanding Race."](#) After the presentation, open a discussion to all participants on how people approach racial and cultural differences.

- Collaborate with other educators and learners to contribute to [The Race Card Project](#) introduced by Michele Norris, a former NPR's special correspondent covering race and identity in America. The Race Card Project narratives seek to define the concept of race in a six-word sentence and be utilized to start conversation about race. The race narrative archive founded by Michele Norris has been acknowledged with a Peabody Award.

Activity #3: Celebrating Cultural Diversity with Your Local Community

Objective: Promote understanding and appreciation of different cultures by engaging community members in school library activities celebrating local diversity.

Building friendly relationships with people of diverse cultural backgrounds is the most direct way to learn cultural appreciation and gain a deeper understanding of cultural differences. The school library is well positioned to facilitate opportunities for the community to engage with cultural information, experiences, and members of the community to build cultural awareness and appreciation. In turn, facilitating these activities for learners, families, and community members can help build community support for the school library.

Encourage colleagues, learners, and families to participate in local multicultural events, such as art shows or dance and music festivals, by sharing information about upcoming events in your area. Then facilitate opportunities to gather to discuss their expectations, actual experiences, and impressions from these events. It is extremely valuable for communities to verbally process their experiences with others when learning about other cultures. You may find that we all share more commonalities than differences.

Organize a series of cultural events, such as a panel discussion about a foreign movie or foreign music and dance evening or an art exhibit in your school library and open it to the public. Reach out to local movie theaters, art galleries, music ensembles, or dance studios that might be interested in partnering on such a celebration of cultural diversity. Each evening in the series might include a potluck reception featuring diverse foods and snacks. Local cultural restaurants may be willing to contribute to the reception. Good food brings people together, fosters curiosity, and promotes cultural exchange.

Another way to promote cultural diversity within a local community is adding native, indigenous, minority, and foreign authors to school book festivals and fairs.

Useful resources for involving your community in school library activities promoting cultural diversity:

- ["The Importance of Diversity in Library Programs and Material Collections for Children,"](#) the Association for Library Service to Children (ALSC) website.
- ["Can Diverse Books Save Us? In a Divided World, Librarians Are on a Mission,"](#) the *School Library Journal* website.
- ["Diverse Students Need Diverse Resources,"](#) the National Association of Elementary Schools Principals (NAESP) website.
- ["News: Multiculturalism Happens: Targeting Multicultural Literacy in Libraries,"](#) Programming Librarian, a website of the American Library Association Public Programs Office.
- ["Creating a Diverse Classroom Library,"](#) the Edutopia, George Lucas Educational Foundation website.



Grow

The scenarios and activities in this section are built on the Explore Shared Foundation framework using the Grow Domain for school libraries and the following Competencies (AASL 2018, 105):

- D. Grow: 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.
 2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based best practices.
 3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.

Scenario: Professional Learning Communities and Networks

Randi, a middle school librarian, works in a small rural district. She is the only school librarian for her school and has a full time paraprofessional to assist her. Randi is active on Twitter, which she uses for her professional development. She attends numerous conferences each year to continue learning. She has also presented at several local and state conferences on a variety of topics including connecting with other professionals.

At Randi's school, educators work pretty well together within their disciplines, but rarely go out of their way to work with other disciplines in the school. Most other educators do not attend professional conferences locally or nationally. They depend solely on the professional development provided by the district.

Randi and her principal have been discussing professional learning communities and her involvement with them. Since Randi is becoming a well-known voice in the school library world, her principal wants her to share her knowledge and expertise of professional learning communities with her colleagues and encourage them to grow as professionals. Randi's principal asks her to lead a professional development day on professional learning communities for the staff. Randi recognizes that this opportunity will allow her to showcase how the school library can support innovation and collaboration in content areas. The presentation also gives her an opportunity to model and encourage professional learning communities and growth mindset across school/district educators.

Questions for Further Discussion

- What professional development opportunities could Randi recommend to her colleagues to encourage their development?
- How can Randi encourage a growth mindset among her fellow educators? How can she encourage educators to share their knowledge and experience in school and district professional learning communities and networks? How can she encourage further knowledge sharing with their peers at the state level?
- How could Randi partner with another educator in her school to demonstrate how collaborative planning can foster innovation and build educators' competencies and networks?
- What types of evidence-based strategies could Randi use to engage the educators in her school or district to get them interested in pursuing professional development for themselves?

Activity #1: Lunch-and-Learn

Objective: Organize a library lectures series that promotes sharing professional knowledge among school educators.

Educators are busy. Lunch-and-learns provide a way for educators to share information, discuss different ways to seek out professional learning, and explore professional learning communities without taking extended time away from their classrooms. Educators bring their lunches to the school library and eat while listening to colleagues share their knowledge and experiences. Getting educators into the school

library can be difficult due to educators' busy schedules; organizing lunch-and-learns opens up the possibility for ideas for collaboration and allows you to showcase how the school library can support their classrooms.

Lunch-and-learns could also be set up for learners. They enable learners to learn about a variety of topics that are of interest to them; lunch-and-learns also allow learners to see the school library's going-ons. A student library group can assist with planning and presenting lunch-and-learns.

Set up a schedule and topics for lunch-and-learn events designed for learners and other educators throughout the school year. Present mini professional development sessions on a variety of topics that will increase learners' and educators' knowledge of the school library, available resources, and research strategies. Invite learners and educators to be presenters and showcase their work or knowledge to their peers. Some topics you or another presenter could discuss:

- For learners
 - Managing your digital media footprint
 - What your social media says about you
 - E-mail etiquette
 - School library spaces (makerspace, feature books, etc.)

- For educators
 - Increasing your web presence with parents and students
 - Engaging in Facebook learning groups
 - Using Twitter to engage students
 - Using Twitter to develop your professional learning community and network
 - AASL Best Digital Tools

At the end of the session, provide an exit slip to those who attended the lunch-and-learn. The slip can be used to gauge the program's success by understanding what attendees knew before coming to the session and what they now know. Also, exit slips can be used to get ideas for future lunch-and-learn sessions.

Activity #2: Twitter and Tweet Chats

Objective: Promote professional development on Twitter with tweet chats.

Twitter and Twitter chats are a great way to communicate with like-minded professionals across the country and the world without having to travel to a state,

national, or international conference. Introduce [educators to using Twitter in education](#) with this video discussion on YouTube by Alec Couros of the Department of Education and Child Development in South Australia.

In a professional development meeting or after-school seminar in the school library, demonstrate how to use Twitter for those who have never used it before and show what a Twitter chat is. Then, explore some different chats relating to education or a specific subject. Showcase the “[Hashtag Bank](#)” on the [AASL Standards web portal](#) to help educators identify relevant hashtags and chats. A post on the International Society for Technology in Education (ISTE) blog also offers recommendations of [specific Twitter chat topics](#) that relate to education. Search out your own county/region/state chat, or establish your own hashtag and start a district chat. You may consider a variety of chat formats, including:

- Have educators communicate with each other in a small Twitter chat during a predetermined date and time around a specific topic.
- Coordinate a slow chat by posting a question a week and allowing the conversation to unfold over several days.

Collaborate with your administrator to consider how you might be able to use Twitter chats to facilitate professional development in your school or district.

Activity #3 Develop a Growth Mindset

Objective: Lead a seminar in understanding how a growth mindset affects lifelong learning.

Learners have many challenges today. Between rigorous academics, competitive sports, activities galore, and social pressures, learners often don’t have a chance to truly grow their mindset due to the pressures of their lives.

With the school counselor, offer a seminar for learners to understand and develop their growth mindset. First, provide learners with a sticky note and ask them to write down what they think they know about growth mindset. Have them place the note in front of them to refer to later.

Have learners watch the TED Talk [The Power of Believing You Can Improve](#) by growth mindset pioneer Carol Dweck. Then, in small groups of three to five, instruct learners to discuss the TED Talk. Ask groups to reflect on how developing a growth mindset could apply in their lives and how changing their thought process to “not yet” could affect their perspectives. Ask learners to share out from their discussions.

Utilizing scenarios from [Khan Academy's lessons on growth mindset](#), ask learners to discuss the scenarios and what they would do in each situation or what they believe should be done to keep the growth mindset. Instruct learners to go through at least three different scenarios and discuss why growth mindset is important.

As an exit slip, ask learners to write three things they learned on a sticky note. Have them compare their takeaways to the sticky note they wrote at the beginning of the seminar, showing how their thinking has grown. This seminar could be offered to other educators as professional development in understanding how growth mindset affects teaching and learning.

Works Cited

AASL American Association of School Librarians. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. American Library Association: Chicago.

Alverson, Brigid. "[Teaching with graphic novels](#)." *School Library Journal* 60, no. 9 (2014).

Bishop, Rudine Sims. "[Mirrors, windows, and sliding glass doors](#)." *Perspectives* 6, no. 3 (1990): ix-xi.

Coates, Ta-Nehisi. *Between the World and Me*. First edition. New York: Spiegel & Grau, 2015.

Maples, Joellen, Marie Cianca, and Michael Maloy. "[Using graphic novels to engage English language learners](#)." *Vanguard* 45, no. 1 (2016): 37.

Quotespedia, African proverbs, "If you want to go fast, go alone, if you want to go far, go together." <https://www.quotespedia.org/authors/a/african-proverbs/if-you-want-to-go-fast-go-alone-if-you-want-to-go-far-go-together-african-proverb/>

Stevenson, Sara. "[English Language Learners + Graphic Novels](#)." *Knowledge Quest*. AASL (2017).

The Pulitzer Center, "Our Mission and Model." <https://pulitzercenter.org/our-mission-and-model>.

Resources

Articles/Videos

[10 Awesome Book Charities That Help Kids All Over the World](#)

[40 education Twitter chats worth your time](#)

[AASL Standards Crosswalks](#)

[AASL "Statement on Diversity in the Organization"](#)

[ACLU - Know Your Rights for Public Speaking](#)

[ALA "Equity, Diversity, and Inclusion"](#)

[ALA "Programming to Promote Diversity"](#)

[ALSC The Importance of Diversity in Library Programs and Material Collections for Children,](#)

[Assessing Your Cultural Competence: A Checklist for Culturally Responsive Teachers](#)

[Can Diverse Books Save Us? In a Divided World, Librarians Are on a Mission](#)

[Creating a Diverse Classroom Library](#)

[Cultural Competence: An Important Skill Set for the 21st Century](#)

[Diverse Students Need Diverse Resources](#)

[How Leaders Can Improve Their Schools' Cultural Competence](#)

[Strategies for Building Cultural Competency](#)

[Using Twitter Effectively in Education - with Alec Couros](#)

[The Power of Believing That You Can Improve](#)

Educator Resources (Activities, Lesson Plans, etc.)

[AllSides for School](#)

[Book Drive Tool Kit](#)

[Book Donation Programs: Home](#)

[Career Clusters Interest Survey](#)

[Common Sense Media](#)

[Creative Writing Resources for Teachers \(K-12](#)

["Free Lesson Plans and Worksheets for Teachers"](#)

["Free Worksheets and Printables for Kids"](#)

[Groundswell: Oral History For Social Change - free resource list](#)

[Khan Academy Growth Mindset High School Activities](#)

[Oral History Association - Educator's Resource](#)

[Oral History Association - Principles and Best Practices](#)

[Pulitzer Center - Educational Resources](#)

[Science Buddies](#)

[Teach.com](#)

[Toastmasters - resources](#)

[Toastmasters - resource library](#)

Google Tools

[Google Forms](#)

[Orange Slice](#)

Organizations

[American Society of Journalists and Authors](#)
[National Council of Teachers of English](#)
[National Youth Leadership Council](#)
[NewseumED](#)
[Society of Professional Journalist - Tools for Educators](#)
[The Race Card Project](#)
[Understanding Race](#)
[Youth Engaged 4 Change](#)

Websites

[AASL Best Website for Teaching and Learning \(2019\)](#)
[Adobe Spark](#)
[Actionbound](#)
[Book Creator](#)
[Canva](#)
[Demco](#)
[Doodle](#)
[Flipgrid](#)
[Floorplanner](#)
[Goose Chase](#)
[Padlet](#)
[Pixton](#)
[Planner5D](#)
[PosterMyWall](#)
[Room Sketcher](#)
[Rubric Maker](#)
[Stencil](#)
[StoryCorps Connect](#)
[SurveyMonkey](#)
[Survicate](#)
[Tech4Learning](#)
[Typeform](#)
[Visme](#)

Appendix

- A. AASL Standards Framework Applied with Developing Reflective Explorers and Innovators
- B. Case Closed: Studies in Developing Reflective Explorers and Innovators Poster



AASL Standards Framework Applied to Developing Reflective Explorers and Innovators

Developing Reflective Explorers and Innovators, an activity guide developed by the 2020 ALA Emerging Leaders, uses the National School Library Standards and the Shared Foundation of Explore as a lens to support professional development and instruction around developing curious learners who tinker and make, collaboratively solve problems, and iteratively respond to challenges in a growth mindset. Use this framework application as a secondary table of contents to navigate to relevant scenarios, activities, and resources. To access the complete resource guide, visit standards.aasl.org/project/explorers.

NATIONAL
SCHOOL
LIBRARY
STANDARDS

Domain	LEARNER SCENARIOS AND ACTIVITIES	SCHOOL LIBRARIAN SCENARIOS AND ACTIVITIES	SCHOOL LIBRARY SCENARIOS AND ACTIVITIES	Domain
THINK	<p>Scenario: Exploring Career Opportunities</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Interest Survey: Learners explore interests for future careers. Career Portfolio: Learners will create a digital portfolio. Career Alphabet Book: Learners will create a book based on careers. 	<p>Scenario: Critical Thinking in a Post-Truth World</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Evaluating Online Sources: Develop learners' understanding of bias, credibility, and accuracy in media through the evaluation of online sources. Finding and Using Evidence to Investigate Questions: Guide learners as they find and use evidence to investigate questions surrounding current social or political issues of personal interest. Debate against the Opposing Viewpoint: Host a debate in which learners must take a stance on an issue, provide evidence for their stance, and argue against the opposing viewpoint. 	<p>Scenario: Exploring with an Inquiry Approach</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Get to Know Your Learners: Consider learners' needs and personal interests when selecting materials for the school library collection. Exploring Multiple Formats for Collection Development: Explore multiple formats for resources to develop a school library collection that meets the needs and interests of all. Inquiry Models and Tools for Explorers: Promote tools and models for teaching inquiry-based processes and guiding learners' research strategies. 	THINK
CREATE	<p>Scenario: Developing a Graphic Novel</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Peer-to-Peer Graphic Novel Workshop: Learners provide constructive insight to peers for developing dialogue in graphic novels. Connecting with Authors: Learners solve issues with their dialogue by connecting with an author. Moving Beyond the Page: Learners share their work and experiences outside of the classroom. 	<p>Scenario: The Reading Adventure Continues</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Promoting Collaboration with Other Educators: Model creativity and persistence to other educators by presenting your ideas for collaboration during a school in-service or webinar. Library Scavenger Hunt Makers: Promote opportunities for learners to use makerspace tools in the school library through scavenger hunts. Scavenger Improvement Lab: Challenge learners to find ways to improve the scavenger hunt using technology. 	<p>Scenario: Effectively Growing a Makerspace</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Technology Petting Zoo: Host a technology petting zoo, allowing learners and other educators to try out different technologies available in the school library. Professional Development Scavenger Hunt: Develop questions to guide research and professional development. Assessment of Physical and Virtual Resources: Evaluate the current resources and decide what is needed to improve the makerspace. 	CREATE
SHARE	<p>Scenario: Cultivating an Informed Learning Community</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Seek insight from Professionals: Learners comprehend best practices in journalism from field experts. Creating a Teen Conference: Learners identify and express curiosity on societal issues by hosting a conference. Engage Readership through Social Media: Learners operate social media platforms to generate a following for the school newspaper. 	<p>Scenario: Cultivating Civic Engagement</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Organize a Group-Think Committee: Organize a committee of learners to brainstorm innovative solutions, topics of interest, and opportunities for an event. Record Intergenerational Oral Histories: Cultivate learners' curiosity and understanding of community issues through interviews with community elders. Public Speaking/Speech Writing Workshop: Provide oratorical writing strategies for learners to effectively express their concerns about current issues. 	<p>Scenario: Book Drives as Networking Opportunities</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Organizing a Book Drive Seeking Multilingual Materials: Establish relationships with local organizations, educational institutions, and individuals that support cultural and linguistic diversity awareness. Promoting Professional Networks to Strengthen Competencies: Strengthen the PLN of educators in your school by sharing opportunities for PD on diversity, equity, and inclusion. Celebrating Cultural Diversity with Your Local Community: Engage community members in school library activities celebrating local diversity. 	SHARE
GROW	<p>Scenario: The Science Fair Challenge</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Responding to Peer Evaluation: Learners gain feedback from peers to improve their science experiments. Engineering Design versus The Scientific Method: Learners approach their science projects using two different methods. Community Problem Solving: Learners use STEM concepts to solve community problems. 	<p>Scenario: Open up to feedback!</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Defining Constructive Feedback: Create a survey asking learners to define constructive feedback and use the results to establish classroom norms, creating a safe space for peer reviews. Modeling and Practicing Feedback: Provide learners with and model use of a feedback worksheet to help guide peer review activities. Create a Rubric: Develop a rubric that provides clear instruction and guidelines for learners to provide feedback to classmates. 	<p>Scenario: Professional Learning Communities and Networks</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Lunch-and-Learn: Organize a library lectures series that promotes sharing professional knowledge among school educators. Twitter and Tweet Chats: Promote professional development on Twitter with tweet chats. Develop a Growth Mindset: Lead a seminar in understanding how a growth mindset affects lifelong learning. 	GROW

Case Closed: Studies in Developing Reflective Explorers and Innovators

Discover how school librarians support knowledge creation by developing curious, innovative, collaborative, and reflective learners. Each case study connects to relevant scenarios and activities contained in the *Developing Reflective Explorers and Innovators Activity Guide*. Visit standards.aasl.org/project/explorers.

Ponder and Wonder



SUMMARY

When learners are curious, they explore. This 2018 article, from *Science & Education*, provides a conceptual model for K–12 science educators on methods to promote learner curiosity in their instruction. By maximizing learners' natural curiosity, school librarians can engage them in authentic ways.

Lindholm, M. 2018. "Promoting Curiosity? Possibilities and Pitfalls in Science Education." *Science & Education* 27 (9–10): 998.

SUGGESTED ACTIVITIES

- Learner/Create Activity 3: Moving Beyond the Page
- Learner/Share Activity 2: Creating a Teen Conference
- Learner/Grow Scenario: The Science Fair

Lindholm said it best, **"Deep curiosity is an essential factor as a driving force for societal and scientific growth, and to maintain its development and wellbeing throughout childhood in science education is an urgent task."**

"Curiosity is a wonder of the human mind."

Uncover to Discover



SUMMARY

Inquiry-based approaches can help learners explore. This 2019 *District Administration* article explains that when instruction focuses on observation of natural phenomena, learners' curiosity is heightened. When taking on an inquiry approach, learners take the lead by asking questions and discovering the answers themselves.

Bendici, Ray. 2019. "Curiosity Drives Phenomena-Based Learning, Which Stresses Investigation, Collaboration and Discovery." *District Administration*. (Mar.)

SUGGESTED ACTIVITIES

- Learner/Think Scenario: Exploring Career Opportunities
- School Librarians/Think Activity 2: Finding and Using Evidence to Investigate Questions
- School Libraries/Think Activity 3: Inquiry Models and Tools For Explorers

"Educators know most students brim with natural curiosity and a desire to make sense of the world around them."

"I like to think of phenomena as breadcrumbs that teachers are going to use to guide students along learning paths," says Ted Willard, assistant director for science standards for the National Science Teachers Association. **"Unlike in a traditional teacher-led lesson, students lead by asking questions, collaborating, discovering connections, designing models, and ultimately, making sense of what they observe."**

Create to Innovate



SUMMARY

A school library's focus on providing student access to technology makes it a great place for learners to explore. This 2019 *Knowledge Quest* article details one school librarian's experience as she used the Shared Foundation of Explore to advocate for the inclusion of a 3-D printer in her school library for her learners.

Osborne, Amanda T. 2019. "Create in 3-D: Building a Maker Mindset One Print at a Time." *Knowledge Quest* 48 (1): 48–53.

SUGGESTED ACTIVITIES

- School Library/Create Scenario: Effectively Growing a Makerspace.
- School Library/Share Activity 2: Promoting Professional Networks to Strengthen Competencies
- School Librarian/Create Activity 3: Scavenger Improvement Lab

"Investing in technology for the school library ensures that all students, regardless of their achievement on standardized tests, will have access to innovative tools to learn digital skills necessary to thrive in 21st-century college and career environments."

"In a 2019 case study, a makerspace with a 3-D printer helped **bridge the digital divide and significantly improved students' ability to narrate their own story.**"

Free to Lead



SUMMARY

Learners who develop personal integrity, efficacy, and agency are empowered to explore. This 2017 *Knowledge Quest* article details how school librarians can enable learner agency through a variety of strategies and structures including providing reflective feedback, affirming learners' personal integrity, and encouraging choice in recreational reading.

Williams, P. 2017. "Student Agency for Powerful Learning." *Knowledge Quest* 45 (4): 8–15.

SUGGESTED ACTIVITIES

- School Librarian/Create Scenario: The Reading Adventure Continues
- School Librarian/Share Activity 1: Organize a Group-Think Committee
- School Library/Grow Activity 3: Develop a Growth Mindset

Through instructional design and their commitment to access for all students, school librarians play an essential role in encouraging their learners' curiosity and helping learners develop a sense of agency.

"Students with agency are POWERFUL LEARNERS who are prepared to engage with the world with sustained, COURAGEOUS CURIOSITY" (Claxton 2013).

"School libraries play a powerful role in enabling, informing, and sustaining student agency, and nothing engages and motivates students more deeply than enabling them to become the active agents in the process of learning."

"Our task as educators is not to tell [learners] what to think but to help reveal their thinking by reflecting back to them what we are observing and noticing, and naming their acts of problem solving."