

Library Curriculum

West Essex Elementary Consortium

Preschool – 6

North Caldwell, NJ

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<http://www.state.nj.us/education/aps/ccss/lal/>
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MISSION STATEMENT

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information.

This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information ideas.
- Collaborating with other educators to design learning strategies to meet the needs of individual students.
- Teaching students to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.
- Supporting the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and stressing critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.
- Supporting the current Common Core State Standards for Technology.

PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The broad goal of the library media center—and, therefore, the foundation of the curriculum—is to be a place where students, teachers and parents can, with the guidance of the certified library media specialist, access information and pursue ideas. The Core Curriculum Standards consider the library media center to be the hub of all information resources, be they print or electronic in format. These goals are realized through a sequentially developed curriculum of literature enrichment, information literacy skills, and technology. The students and members of the educational community have access to the school library media center.

In the twenty-first century, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of curriculum and the challenges of the future.

A library media program does not exist in isolation. The school library media specialist works in collaborative partnership with students, teachers, administrators, Board of Education members, and the school community. Through collaboration, the library media program also incorporates the goals and objectives of the *New Jersey Student Learning Standards (NJSLS)* and the *National School Library Standards for Learners, School Librarians, and School Libraries*, as prepared by the American Association of School Librarians (AASL).

Common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

Responsibility

The library media specialist is responsible for the evaluation and selection of material in consultation with the building principal. Final authority for distribution of funds rests with the building principal under the direction of the superintendent. Suggestions for purchases are encouraged from all sources including teachers, department coordinators, curriculum supervisors, administrators, students and members of the public.

Principles of Evaluation and Selection

- I. Library media specialists should select materials having these elements of quality:
 - A. Permanent or timely value
 - B. Accuracy
 - C. Authority
 - D. Clear presentation, readability, and popular appeal
 - E. Format - - substantial binding and paper, clear print, clean graphics
- II. Factors influencing selection are:
 - A. Curriculum
 - B. Reading interests and abilities of students
 - C. Background and maturity of students
 - D. Need to develop a balanced collection
 - E. Literary value
 - F. Size of the budget
 - G. Need for multiple copies
- III. Books and other materials should appear with a favorable designation in one or more of the recognized reviewing tools unless it is possible to examine and evaluate them carefully before purchase. Examples of reviewing tools are *Booklist*, *School Library Journal*, and *Follett Titlewave*.
- IV. Materials selected should be free of sexual bias and accurately reflect all religious, social, political, and ethnic groups and their contributions to the American heritage, as well as a knowledge and appreciation of global history and culture.
- V. The library media center welcomes gifts of books and other materials provided that:
 - A. they meet the same standards of selection as those applied to original purchases
 - B. they can be integrated into the general library media collection
 - C. the library media center may offer the gift to another library or institution
 - D. the library media center may dispose of the gift at its discretion
- VI. Worn or missing standard items should be disposed of in accordance with District Policy and should be replaced if the items continue to meet the selection guidelines.
- VII. No longer useful materials should be withdrawn from the collection. Materials will be examined on a continuous basis for the purpose of identifying items to be withdrawn. Factors influencing the decision to withdraw include: curricular needs, age, condition, accuracy of information, circulation history, suitability to student population served.

SCOPE AND SEQUENCE

COURSE OUTLINE

Key: I=Introduce

R=Reinforce

A=Apply

N=Not applicable

The students in grades Preschool – 6 will be able to:

I. ORIENTATION

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
A. Demonstrate appropriate media center behavior.	I	I	R	R	R	R	R	R
B. Utilize circulation procedures efficiently and effectively	I	I	R	R	R	A	A	A
C. Demonstrate care of materials.	I	I	I	R	R	A	A	A
D. Identify, locate, select, and understand purpose of materials.								
1. Easy/Picture books (alphabetical order)	I	I	R	R	A	N	N	N
2. Fiction (alphabetical order by author)				I	I	R	R	A
3. Nonfiction (numerical order)			I	I	R	R	R	R
4. Biography (alphabetical order by subject)			I	I	R	R	R	R
5. Periodicals: Print			I	I	R	R	R	R
6. Periodicals: Electronic						I	R	R

SCOPE AND SEQUENCE

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The students in grades Preschool – 6 will be able to:

II. BOOKS

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Identify, locate, utilize parts of a book.								
1. Cover / Dust jacket		I	R	R	A	A	A	A
2. Title		I	R	A	A	A	A	A
3. Author (s) and Illustrator (s)		I	R	R	A	A	A	A
4. Spine, label, Call Number		I	R	R	A	A	A	A
5. Title page		I	I	R	R	R	A	A
6. Publisher/Place of Publication/Copyright date and page		I	I	I	I	R	A	A
7. Dedication			I	I	R	R	A	A
8. Preface/Forward/Intro/Afterword					I	I	R	R
9. Table of Contents; Index			I	I	R	R	A	A
10. Glossary			I	I	R	R	A	A
11. Appendix			I	I	I	R	R	A
12. Bibliography			I	I	I	I	R	R
B. Understand that fiction and nonfiction books can be used as resources for recreational reading.	I	I	I	R	R	A	A	A
C. Understand that all libraries provide a diverse collection of information presenting many viewpoints.						I	I	I

SCOPE AND SEQUENCE

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The students in grades Preschool – 6 will be able to:

N=Not applicable

III. TECHNOLOGICAL RESOURCES

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Understand and utilize the Online Public Access Catalog (OPAC) operations.								
1. Basic search				I	R	R	R	R
a. By author, title, subject, keyword				I	R	R	A	A
2. Advanced Search--Boolean							I	I
3. Assessment of search technique								
a. Selection of Record				I	I	I	R	R
b. Interpretation of record				I	I	I	R	R
B Classification Systems								
1. Dewey Decimal System (DDC)								
a. Locates materials using DDC				I	R	R	R	R
b. Purpose of the system			I	I	R	A	A	A
C. Understand and utilize the internet								
Develop a common evaluation tool.								
1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively). Evaluate bias, point of view.							I	I
2. Search Strategies					I	I	I	R

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COURSE OUTLINE

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N=Not applicable

The students in grades Preschool – 6 will be able to:

IV. LITERATURE APPRECIATION

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Genre (Fiction, graphic lit, short stories, Mystery etc.)		I	I	I	R	R	A	A
B. Literary Awards		I	I	R	R	A	A	A
C. Story Elements (characters, plot, setting, etc.)	I	I	I	R	R	A	A	A
D. Author Study (purpose, style, background)		I	I	I	R	R	A	A
E. Interpretation			I	I	R	R	A	A
F. Recognize point of view								
1. First person				I	I	R	A	A
2. Third Person					I	I	R	R
G. Respond to Literature Creatively (through movement, art, music, presentations, and drama).	I	I	I	R	R	A	A	A
H. Respond to Literature through Discussion	I	I	R	R	R	R	A	A
1. Retelling (fiction, non-fiction, multimedia)	I	I	R	R	R	R	A	A
I. Figurative Language				I	I	I	R	R
J. Poetry	I	I	I	R	R	A	A	A
K. Inferences					I	I	I	R
1. Text to Self Connections	I	I	I	R	R	A	A	A
2. Text to Text Connections		I	I	I	R	R	R	A
3. Text to World Connections				I	I	R	R	R
L. Critical Reading/Thinking (cause/effect, compare/contrast, predictions) in fiction, non-fiction, and media	I	I	I	R	R	R	R	R

SCOPE AND SEQUENCE

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 The students in grades Preschool – 6 will be able to:

V. INQUIRY & RESEARCH

Course Outline/Scope Sequence	PreK	K	1	2	3	4	5	6
A. Inquiry Process								

1. Introduction to Non-fiction		I	I	I	R	R	A	A
a. Central Idea and Details		I	I	I	I	I	I	I
b. Point of view & bias in informational text					I	I	I	I
c. Fact vs. Opinion					I	I	I	R
d. Summary and Critique						I	I	I
2. Ask and explore questions related to a topic.	I	I	I	I	R	R	R	A
3. Draw conclusions from information and data gathered from multiple sources			I	I	R	R	R	A
4. Demonstrate familiarity with a variety of resources for information			I	I	R	R	R	A
5. Understand, identify, and apply steps in research process (note-taking, outlining, etc.)					I	I	R	R
B. Online Databases, Nonprint reference				I	I	I	R	R
C. Reference: Identify, locate, select, and utilize dictionaries, almanacs, atlases, encyclopedias				I	R	R	A	A

SCOPE AND SEQUENCE

COURSE OUTLINE

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N=Not applicable

The students in grades Preschool – 6 will be able to:

VI. INTELLECTUAL PROPERTY

Course Outline/Scope Sequence	Pre-K	K	1	2	3	4	5	6
1. Guidelines for all media and print						I	I	I
2. Bibliography and citations					I	I	R	R

NATIONAL SCHOOL LIBRARY STANDARDS FOR LEARNERS, SCHOOL LIBRARIANS, AND SCHOOL LIBRARIES




National School Library Standards *crosswalk with* Future Ready Librarians

SHARED FOUNDATION I:



Inquire

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
A. THINK 	LEARNER Competencies Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	
	SCHOOL LIBRARIAN Competencies School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners' prior and background knowledge as context for constructing new meaning.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.
	SCHOOL LIBRARY Alignments The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).
B. CREATE 	LEARNER Competencies Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	
	SCHOOL LIBRARIAN Competencies School librarians promote new knowledge generation by: 1. Ensuring that learners probe possible answers to questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Facilitating the development of products that illustrate learning.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.
	SCHOOL LIBRARY Alignments The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
C. SHARE 	LEARNER Competencies Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	
	SCHOOL LIBRARIAN Competencies School librarians guide learners to maintain focus throughout the inquiry process by: 1. Assisting in assessing the inquiry-based research process. 2. Providing opportunities for learners to share learning products and reflect on the learning process with others.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
	SCHOOL LIBRARY Alignments The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments. 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

National School Library Standards *crosswalk with* Future Ready Librarians



**NATIONAL
SCHOOL
LIBRARY
STANDARDS**

SHARED FOUNDATION I.







Inquire

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
D. GROW 	LEARNER Competencies Learners participate in an ongoing inquiry-based process by: <ol style="list-style-type: none"> 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. 	
	SCHOOL LIBRARIAN Competencies School librarians implement and model an inquiry-based process by: <ol style="list-style-type: none"> 1. Leading learners and staff through the research process. 2. Constructing tasks focused on learners' individual areas of interest. 3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Builds Instructional Partnerships Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
	SCHOOL LIBRARY Alignment The school library ensures an inquiry-based process for learners by: <ol style="list-style-type: none"> 1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners. 2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

National School Library Standards *crosswalk with* Future Ready Librarians

SHARED FOUNDATION II.  Include		KEY COMMITMENT: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
A. THINK 	LEARNER Competencies Learners contribute a balanced perspective when participating in a learning community by: <ol style="list-style-type: none"> 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community. 	
	SCHOOL LIBRARIAN Competencies School librarians direct learners to contribute a balanced perspective when participating in a learning community by: <ol style="list-style-type: none"> 1. Engaging learners to articulate an awareness of the contributions of a range of learners. 2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.
	SCHOOL LIBRARY Alignments The school library supports balanced perspectives through resources and learning opportunities by: <ol style="list-style-type: none"> 1. Providing challenging and authentic opportunities that address the needs of the broad range of learners. 2. Offering diverse learning experiences that allow for individual differences in learners. 3. Providing a comprehensive variety of resources. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
B. CREATE 	LEARNER Competencies Learners adjust their awareness of the global learning community by: <ol style="list-style-type: none"> 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities. 	
	SCHOOL LIBRARIAN Competencies School librarians establish opportunities for learners to adjust their awareness of the global learning community by: <ol style="list-style-type: none"> 1. Providing opportunities for learners to interact with others who reflect a range of perspectives. 2. Designing learning activities that require learners to evaluate a variety of perspectives. 3. Designing opportunities that help learners to illustrate diverse viewpoints. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
C. SHARE 	SCHOOL LIBRARY Alignments The school library represents all members and their place in a global learning community by: <ol style="list-style-type: none"> 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners. 3. Featuring learning opportunities that include diverse viewpoints. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision. USE OF SPACE AND TIME: Designs Collaborative Spaces Provides flexible spaces that promote inquiry, creativity, collaboration, and community.
	LEARNER Competencies Learners exhibit empathy with and tolerance for diverse ideas by: <ol style="list-style-type: none"> 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. 	
	SCHOOL LIBRARIAN Competencies School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by: <ol style="list-style-type: none"> 1. Giving learners opportunities to engage in informed conversation and active debate. 2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers. COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.
	SCHOOL LIBRARY Alignments The school library facilitates opportunities to experience diverse ideas by: <ol style="list-style-type: none"> 1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services. 2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities. 3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision. USE OF SPACE AND TIME: Designs Collaborative Spaces Provides flexible spaces that promote inquiry, creativity, collaboration, and community.

National School Library Standards *crosswalk with* Future Ready Librarians



**NATIONAL
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STANDARDS**

SHARED FOUNDATION II.



Include

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
D. GROW 	LEARNER Competencies Learners demonstrate empathy and equity in knowledge building within the global learning community by: <ol style="list-style-type: none"> 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community. 	
	SCHOOL LIBRARIAN Competencies School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by: <ol style="list-style-type: none"> 1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated. 2. Initiating opportunities that allow learners to demonstrate interest in other perspectives. 3. Showcasing learners' reflections on their place within the global learning community. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers. USE OF SPACE AND TIME: Designs Collaborative Spaces Provides flexible spaces that promote inquiry, creativity, collaboration, and community.
	SCHOOL LIBRARY Alignments The school library builds empathy and equity within the global learning community by: <ol style="list-style-type: none"> 1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software. 2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success. 3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

National School Library Standards *crosswalk with* Future Ready Librarians



**NATIONAL
SCHOOL
LIBRARY
STANDARDS**

SHARED FOUNDATION III.



Collaborate

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
A. THINK 	LEARNER Competencies Learners identify collaborative opportunities by: <ol style="list-style-type: none"> 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction. 	
	SCHOOL LIBRARIAN Competencies School librarians facilitate collaborative opportunities by: <ol style="list-style-type: none"> 1. Challenging learners to work with others to broaden and deepen understandings. 2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. 3. Organizing learner groups for decision making and problem solving. 	<p>LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Builds Instructional Partnerships Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</p> <p>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.</p> <p>COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.</p> <p>COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.</p>
	SCHOOL LIBRARY Alignments The school library facilitates opportunities to integrate collaborative and shared learning by: <ol style="list-style-type: none"> 1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding. 2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community. 	<p>LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p>PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).</p> <p>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.</p>
B. CREATE 	LEARNER Competencies Learners participate in personal, social, and intellectual networks by: <ol style="list-style-type: none"> 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. 	
	SCHOOL LIBRARIAN Competencies School librarians demonstrate the importance of personal, social, and intellectual networks by: <ol style="list-style-type: none"> 1. Modeling the use of a variety of communication tools and resources. 2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge. 	<p>LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</p> <p>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.</p> <p>COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.</p> <p>COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.</p>
	SCHOOL LIBRARY Alignments The school library policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by: <ol style="list-style-type: none"> 1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission. 2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis. 3. Including the school community in the development of school library policies and procedures. 	<p>LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p>PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).</p> <p>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.</p>

CONTINUED ON REVERSE



National School Library Standards *crosswalk with* Future Ready Librarians

SHARED FOUNDATION III.



Collaborate

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

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
C. SHARE 	LEARNER Competencies	Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	
	SCHOOL LIBRARIAN Competencies	School librarians promote working productively with others to solve problems by: 1. Demonstrating how to solicit and respond to feedback from others. 2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.
	SCHOOL LIBRARY Alignments	The school library provides opportunities for school librarians to connect and work with the learning community by: 1. Facilitating diverse social and intellectual learner networks. 2. Designing and leading professional development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness. 3. Promoting and modeling the importance of information-use skills by publicizing to learners, staff and the community available services and resources; serving on school and district-wide committees; and engaging in community and professional activities.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers. COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.
D. GROW 	LEARNER Competencies	Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	
	SCHOOL LIBRARIAN Competencies	School librarians foster active participation in learning situations by: 1. Stimulating learners to actively contribute to group discussions. 2. Creating a learning environment in which learners understand that learning is a social responsibility.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers. COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners. USE OF SPACE AND TIME: Designs Collaborative Spaces Provides flexible spaces that promote inquiry, creativity, collaboration, and community.
	SCHOOL LIBRARY Alignments	The school library supports active learner participation by: 1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community. 2. Demonstrating and reinforcing the idea that information is a shared resource.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).

National School Library Standards crosswalk with Future Ready Librarians

SHARED FOUNDATION IV.



Curate

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
A. THINK 	LEARNER Competencies Learners act on an information need by: <ol style="list-style-type: none"> 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use. 	
	SCHOOL LIBRARIAN Competencies School librarians challenge learners to act on an information need by: <ol style="list-style-type: none"> 1. Modeling the response to a need to gather and organize information. 2. Designing opportunities for learners to explore possible information sources. 3. Guiding learners to make critical choices about information sources to use. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision. BUDGET AND RESOURCES: Invests Strategically in Digital Resources Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.
	SCHOOL LIBRARY Alignments The school library provides problem-based learning experiences and environments by: <ol style="list-style-type: none"> 1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress. 2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge. 3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
B. CREATE 	LEARNER Competencies Learners gather information appropriate to the task by: <ol style="list-style-type: none"> 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme. 	
	SCHOOL LIBRARIAN Competencies School librarians promote information gathering appropriate to the task by: <ol style="list-style-type: none"> 1. Sharing a variety of sources. 2. Encouraging the use of information representing diverse perspectives. 3. Fostering the questioning and assessing of validity and accuracy of information. 4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision. BUDGET AND RESOURCES: Invests Strategically in Digital Resources Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.
	SCHOOL LIBRARY Alignments The school library promotes selection of appropriate resources and tools for information use by: <ol style="list-style-type: none"> 1. Demonstrating and documenting how resources and technology are used to address information needs. 2. Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines. 3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection. 4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges. 5. Designing and providing adequate, appropriate space for library resources, services and activities. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

CONTINUED ON REVERSE



National School Library Standards crosswalk with Future Ready Librarians

SHARED FOUNDATION IV.



Curate

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
C-SHARE 	LEARNER Competencies Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	
	SCHOOL LIBRARIAN Competencies School librarians contribute to and guide information resource exchange within and beyond the school learning community by: 1. Facilitating opportunities to access and evaluate collaboratively constructed information sites. 2. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers. COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.
	SCHOOL LIBRARY Alignments The school library facilitates the contribution and exchange of information within and among learning communities by: 1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed. 2. Including and tracking collection materials in a system that uses standardized approaches to description and location. 3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day. 4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
D-GROW 	LEARNER Competencies Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	
	SCHOOL LIBRARIAN Competencies School librarians show learners how to select and organize information for a variety of audiences by: 1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources. 3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. BUDGET AND RESOURCES: Invests Strategically in Digital Resources Leverages an understanding of school and community needs to identify and invest in digital resources such as books and eBooks to support student learning.
	SCHOOL LIBRARY Alignments The school library engages the learning community in exploring resources by: 1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications. 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies. 3. Supporting access through a schedule that allows use by learners and staff at time of need. 4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.

National School Library Standards *crosswalk with* Future Ready Librarians



**NATIONAL
SCHOOL
LIBRARY
STANDARDS**

SHARED FOUNDATION V.



Explore

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
A. THINK 	LEARNER Competencies Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> 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. 	
	SCHOOL LIBRARIAN Competencies School librarians foster learners' personal curiosity by: <ol style="list-style-type: none"> 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. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
	SCHOOL LIBRARY Alignments The school library supports learners' personal curiosity by: <ol style="list-style-type: none"> 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. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
B. CREATE 	LEARNER Competencies Learners construct new knowledge by: <ol style="list-style-type: none"> 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making. 	
	SCHOOL LIBRARIAN Competencies School librarians stimulate learners to construct new knowledge by: <ol style="list-style-type: none"> 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. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision. USE OF SPACE AND TIME: Designs Collaborative Spaces Provides flexible spaces that promote inquiry, creativity, collaboration, and community.
	SCHOOL LIBRARY Alignments The school library facilitates construction of new knowledge by: <ol style="list-style-type: none"> 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. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

CONTINUED ON REVERSE

National School Library Standards *crosswalk with* Future Ready Librarians

SHARED FOUNDATION V.



Explore

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

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
C. SHARE	LEARNER Competencies	Learners engage with the learning community by: <ol style="list-style-type: none"> Expressing curiosity about a topic of personal interest or curricular relevance. Co-constructing innovative means of investigation. Collaboratively identifying innovative solutions to a challenge or problem. 	
	SCHOOL LIBRARIAN Competencies	School librarians prepare learners to engage with the learning community by: <ol style="list-style-type: none"> Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance. Assisting learners to co-construct innovative means of investigation. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.
	SCHOOL LIBRARY Alignments	The school library prepares learners to engage with a larger learning community by: <ol style="list-style-type: none"> Modeling and promoting the use of personal and professional learning networks. Encouraging families and other members of the community to participate in school library activities. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). COMMUNITY PARTNERSHIPS: Cultivates Community Partnerships Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers. COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.
D. GROW	LEARNER Competencies	Learners develop through experience and reflection by: <ol style="list-style-type: none"> Iteratively responding to challenges. Recognizing capabilities and skills that can be developed, improved, and expanded. Open-mindedly accepting feedback for positive and constructive growth. 	
	SCHOOL LIBRARIAN Competencies	School librarians help learners develop through experiences and reflection by: <ol style="list-style-type: none"> Scaffolding iterative challenge-response processes. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving. USE OF SPACE AND TIME: Designs Collaborative Spaces Provides flexible spaces that promote inquiry, creativity, collaboration, and community.
	SCHOOL LIBRARY Alignments	The school library assists in the growth and development of learners by: <ol style="list-style-type: none"> Leading other educators and learners to embrace a growth mindset through lifelong learning. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based practices. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation. 	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.



National School Library Standards *crosswalk with* Future Ready Librarians

SHARED FOUNDATION VI.



Engage

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
A. THINK 	LEARNER Competencies Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	
	SCHOOL LIBRARIAN Competencies School librarians promote ethical and legal guidelines for gathering and using information by: 1. Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use. 2. Modeling the understanding of ethical use of information, technology, and media. 3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision. DATA AND PRIVACY: Advocates for Student Privacy Teaches and promotes student data and privacy through his or her instruction and role as an educational leader. COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.
	SCHOOL LIBRARY Alignments The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by: 1. Educating the school community on the ethical use of information and the intellectual property of others. 2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community. 3. Embedding legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking processes.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.
B. CREATE 	LEARNER Competencies Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.	
	SCHOOL LIBRARIAN Competencies School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Showing a variety of strategies to ethically use and reproduce others' work and modeling this ethical use. 2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. 3. Promoting the inclusion of elements in personal-knowledge products that allow others to credit content appropriately.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). DATA AND PRIVACY: Advocates for Student Privacy Teaches and promotes student data and privacy through his or her instruction and role as an educational leader.
	SCHOOL LIBRARY Alignments The school library supports ethical processes for information seeking and use by: 1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly stated use policies to guide acceptable and ethical use of information, technology, and media. 2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual-property policies developed by the school librarian in collaboration with all members of the school community.	LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology). ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

CONTINUED ON REVERSE 

National School Library Standards crosswalk with Future Ready Librarians

SHARED FOUNDATION VI.



Engage

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

DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	FUTURE READY LIBRARIANS
C-SHARE 	LEARNER Competencies Learners responsibly, ethically, and legally share new information with a global community by: <ol style="list-style-type: none"> 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience. 	
	SCHOOL LIBRARIAN Competencies School librarians promote the responsible, ethical, and legal sharing of new information with a global community by: <ol style="list-style-type: none"> 1. Imparting strategies for sharing information resources in accordance with modification, reuse, and remix policies. 2. Guiding the dissemination of new knowledge through means appropriate for the intended audience. 	<p>LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</p> <p>PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).</p> <p>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.</p> <p>COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.</p>
	SCHOOL LIBRARY Alignments The school library encourages participation in a diverse learning community to create and share information by: <ol style="list-style-type: none"> 1. Providing both online and physical spaces for the sharing and dissemination of ideas and information. 2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes. 	<p>LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</p> <p>PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).</p> <p>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.</p>
D-GROW 	LEARNER Competencies Learners engage with information to extend personal learning by: <ol style="list-style-type: none"> 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. 	
	SCHOOL LIBRARIAN Competencies School librarians support learners' engagement with information to extend personal learning by: <ol style="list-style-type: none"> 1. Structuring a learning environment for innovative use of information and information technologies. 2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process. 3. Championing and modeling safe, responsible, ethical, and legal information behaviors. 	<p>LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</p> <p>PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).</p> <p>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.</p> <p>DATA AND PRIVACY: Advocates for Student Privacy Teaches and promotes student data and privacy through his or her instruction and role as an educational leader.</p> <p>COLLABORATIVE LEADERSHIP: Leads Beyond the Library Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.</p> <p>USE OF SPACE AND TIME: Designs Collaborative Spaces Provides flexible spaces that promote inquiry, creativity, collaboration, and community.</p>
	SCHOOL LIBRARY Alignments The school library supports individual responsibility for information use by: <ol style="list-style-type: none"> 1. Providing an environment in which the school librarian can effectively develop, direct, and promote resources, services, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions. 2. Providing an engaging learning environment that supports innovative and ethical use of information and information technologies. 	<p>LITERACY: Inspires and supports the reading lives of both students and teachers Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</p> <p>PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).</p> <p>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.</p>