Model Action Example

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Grade: Adult

Library Context:
- Fixed
- Flexible
- Combination
- Individualized Instruction

- Stand-alone lesson
- Lesson in a unit
- Multiple lessons in a unit

Collaboration Continuum:
- None
- Limited
- Moderate
- Intensive

Content Topic: Implementing the new AASL Standards

Estimated Lesson time: 3 hours

Standards for the 21st-Century Learner Goals

Standard 3: Share knowledge and participate ethically and productively as members of a democratic society

Skills Indicator(s):
3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

Benchmark(s):
- Ask questions of others in a group to elicit their information and opinions.
- Seek ideas and opinions from others
- Help to organize and integrate contributions of all group members into products
- Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences.

Dispositions Indicator(s):
2.2.4 Demonstrate personal productivity by completing products to express learning.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3 Demonstrate teamwork by working productively with others.

Responsibilities Indicator(s):
1.3.4 Contribute to the exchange of ideas within the learning community.
3.3.4 Create products that apply to authentic, real-world contexts.
4.3.1 Participate in the social exchange of ideas, both electronically and in person.

**Self-Assessment Strategies Indicator(s):**
1.4.2 Use interactions with and feedback from teachers and peers to guide own inquiry process.
1.4.3 See appropriate help when it is needed.
2.4.4 Develop direction for future investigations.

**Scenario:**
AASL wants to introduce members to the new AASL Learning Standards for school libraries, Standards for the 21st Century Learner. They approach the affiliates and ask for implementation coordinators from each affiliate. The implementation coordinators from CT and NESLA meet and plan a workshop devoted to introducing the new Standards, as well as ways for school library media specialists to incorporate the new standards at the district level and within library media lesson plans.

**Connection to local or state standards**

CT Information and Technology Literacy Framework, PreK-12 (approved January 2006)
Content standard 1- Definition and Identification of Information Needs - Students will define their information needs and identify effective courses of action to conduct research and solve problems. (Will be able to define the changes in the AASL Standards and Guidelines, and consider how the changes will impact their local school library program).
Content standard 2 - Information Strategies - Students will understand and demonstrate information skills and strategies to locate and effectively use print and non-print resources to solve problems and conduct research (Use the CASL Ning to connect to resources that will assist Library Media professionals in incorporating the new AASL Standards and Guidelines into their work within their schools and districts).

**Overview:**
School librarians will be guided through the process of building a curriculum-integrated library lesson that incorporates learning skills, dispositions in action, responsibilities, and student self-assessment strategies from the new AASL Standards for the 21st Century Learner.

**Final Product:**
Participants will share their library lessons as “action examples”, modeled after those in Standards for the 21st Century Learner in Action, on a wiki that can be linked to the web sites of their states’ professional school library organizations.
Library lesson(s):
Participants will use a planning grid and action example template to develop a library lesson (action example) that incorporates dispositions in action, responsibilities, and student self-assessment strategies with the teaching of learning skills that are integrated with classroom curriculum.

Assessment

• Product
The facilitator and participants will examine the completed planning grids and action examples to see if the various elements for the Standards have been applied appropriately.

• Process
The facilitator will read participants’ written reflections on the questions listed below under student self-questioning to determine their level of understanding of how they can infuse the new Standards in their teaching. Participants will also share these reflections with each other.

• Student self-questioning
• When working with my group, did I contribute ideas and ask questions?
• What new understandings did I gain from this experience?
• What frustrations or barriers did I encounter in this session?
• What questions or concerns do I still have about implementing the Standards?
• What do I plan to do next?

Instructional plan

• Resources students will use:
  o Online subscription database(s)
  o Web sites
  o Books
  o Reference
  o Nonprint
  o Periodicals/newspapers
  o Other (list): Facilitator’s handouts and PowerPoint presentation, and resources on CASL Ning.

• Instruction/activities
  ◦ Direct instruction: The facilitators will present a brief overview of the Standards for the 21st Century Learner in Action, focusing on the four strands of each Standard (Skills, Dispositions in Action, Responsibilities, and Self-Assessment Strategies) and how the indicators for each strand can be incorporated into library lessons that are integrated with classroom curriculum.
- **Modeling and guided practice:** The facilitators will first demonstrate how to record the indicators and other information about the context of the lesson on the planning grid and action example template, and then in stages, guide the participants in identifying indicators that could be incorporated into one of their existing library lessons.

- **Independent practice:** Participants and their table-mates will complete planning grids for their lessons.

- **Sharing and reflecting:** Participants will respond in writing to questions about today’s learning experience. Some participants will be selected to share their answers with the whole group.