



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

Learners display curiosity and initiative by:

- I.A.1. Formulating questions about a personal interest or a curricular topic.
- I.A.2. Recalling prior and background knowledge as context for new meaning.

Learners engage with new knowledge by following a process that includes:

- I.B.1. Using evidence to investigate questions.
- I.B.2. Devising and implementing a plan to fill knowledge gaps.
- I.B.3. Generating products that illustrate learning.

Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

- I.C.1. Interacting with content presented by others.
- I.C.2. Providing constructive feedback.
- I.C.3. Acting on feedback to improve.
- I.C.4. Sharing products with an authentic audience.

Learners participate in an ongoing inquiry-based process by:

- I.D.1. Continually seeking knowledge.
- I.D.2. Engaging in sustained inquiry.
- I.D.3. Enacting new understanding through real-world connections.
- I.D.4. Using reflection to guide informed decisions.

School librarians teach learners to display curiosity and initiative when seeking information by:

- I.A.1. Encouraging learners to formulate questions about a personal interest or a curricular topic.
- I.A.2. Activating learners' prior and background knowledge as context for constructing new meaning.

School librarians promote new knowledge generation by:

- I.B.1. Ensuring that learners probe possible answers to questions.
- I.B.2. Devising and implementing a plan to fill knowledge gaps.
- I.B.3. Facilitating the development of products that illustrate learning.

School librarians guide learners to maintain focus throughout the inquiry process by:

- I.C.1. Assisting in assessing the inquiry-based research process.
- I.C.2. Providing opportunities for learners to share learning products and reflect on the learning process with others.

School librarians implement and model an inquiry-based process by:

- I.D.1. Leading learners and staff through the research process.
- I.D.2. Constructing tasks focused on learners' individual areas of interest.
- I.D.3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.

The school library enables curiosity and initiative by:

- I.A.1. Embedding the inquiry process within grade bands and within disciplines.
- I.A.2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.

The school library enables generation of new knowledge by:

- I.B.1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community.
- I.B.2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.

The school library provides learners opportunities to maintain focus throughout the inquiry process by:

- I.C.1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning.
- I.C.2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments.
- I.C.3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.

The school library ensures an inquiry-based process for learners by:

- I.D.1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners.
- I.D.2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.

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

Learners contribute a balanced perspective when participating in a learning community by:

- II.A.1. Articulating an awareness of the contributions of a range of learners.
- II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
- II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

Learners adjust their awareness of the global learning community by:

- II.B.1. Interacting with learners who reflect a range of perspectives.
- II.B.2. Evaluating a variety of perspectives during learning activities.

Learners exhibit empathy with and tolerance for diverse ideas by:

- II.C.1. Engaging in informed conversation and active debate.
- II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

Learners demonstrate empathy and equity in knowledge building within the global learning community by:

- II.D.1. Seeking interactions with a range of learners.
- II.D.2. Demonstrating interest in other perspectives during learning activities.
- II.D.3. Reflecting on their own place within the global learning community.

School librarians direct learners to contribute a balanced perspective when participating in a learning community by:

- II.A.1. Engaging learners to articulate an awareness of the contributions of a range of learners.
- II.A.2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.
- II.A.3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.

School librarians establish opportunities for learners to adjust their awareness of the global learning community by:

- II.B.1. Providing opportunities for learners to interact with others who reflect a range of perspectives.
- II.B.2. Devising learning activities that require learners to evaluate and demonstrate a variety of perspectives and ideas.

School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by:

- II.C.1. Giving learners opportunities to engage in informed conversation and active debate.
- II.C.2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.

School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by:

- II.D.1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated.
- II.D.2. Initiating opportunities that allow learners to demonstrate interest in other perspectives.
- II.D.3. Showcasing learners' reflections on their place within the global learning community.

The school library supports balanced perspectives through resources and learning opportunities by:

- II.A.1. Providing challenging and authentic opportunities that address the needs of the broad range of learners.
- II.A.2. Offering diverse learning experiences that allow for individual differences in learners.
- II.A.3. Providing a comprehensive variety of resources.

The school library represents all members and their place in a global learning community by:

- II.B.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
- II.B.2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.
- II.B.3. Featuring learning opportunities that include diverse viewpoints.

The school library facilitates opportunities to experience diverse ideas by:

- II.C.1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services.
- II.C.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.
- II.C.3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.

The school library builds empathy and equity within the global learning community by:

- II.D.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.
- II.D.2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success.
- II.D.3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.

III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

Learners identify collaborative opportunities by:

- III.A.1. Demonstrating their desire to broaden and deepen understandings.
- III.A.2. Developing new understandings through engagement in a learning group.
- III.A.3. Deciding to solve problems informed by group interaction.

Learners participate in personal, social, and intellectual networks by:

- III.B.1. Using a variety of communication tools and resources.
- III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

Learners work productively with others to solve problems by:

- III.C.1. Soliciting and responding to feedback from others.
- III.C.2. Involving diverse perspectives in their own inquiry processes.

Learners actively participate with others in learning situations by:

- III.D.1. Actively contributing to group discussions.
- III.D.2. Recognizing learning as a social responsibility.

School librarians facilitate collaborative opportunities by:

- III.A.1. Challenging learners to work with others to broaden and deepen understandings.
- III.A.2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group.
- III.A.3. Organizing learner groups for decision making and problem solving.

School librarians demonstrate the importance of personal, social, and intellectual networks by:

- III.B.1. Modeling the use of a variety of communication tools and resources.
- III.B.2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.

School librarians promote working productively with others to solve problems by:

- III.C.1. Demonstrating how to solicit and respond to feedback from others.
- III.C.2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.

School librarians foster active participation in learning situations by:

- III.D.1. Stimulating learners to actively contribute to group discussions.
- III.D.2. Creating a learning environment in which learners understand that learning is a social responsibility.

The school library facilitates opportunities to integrate collaborative and shared learning by:

- III.A.1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.
- III.A.2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.

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:

- III.B.1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's and LEA's mission.
- III.B.2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis.
- III.B.3. Including the school community in the development of school library policies and procedures.

The school library provides opportunities for school librarians to connect and work with the learning community by:

- III.C.1. Facilitating diverse social and intellectual learner networks.
- III.C.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.
- III.C.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.

The school library supports active learner participation by:

- III.D.1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community.
- III.D.2. Demonstrating and reinforcing the idea that information is a shared resource.

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

Learners act on an information need by:

- IV.A.1. Determining the need to gather information.
- IV.A.2. Identifying possible sources of information.
- IV.A.3. Making critical choices about information sources to use.

Learners gather information appropriate to the task by:

- IV.B.1. Seeking a variety of sources.
- IV.B.2. Collecting information representing diverse perspectives.
- IV.B.3. Systematically questioning and assessing the validity and accuracy of information.
- IV.B.4. Organizing information by priority, topic, or other systematic scheme.

Learners exchange information resources within and beyond their learning community by:

- IV.C.1. Accessing and evaluating collaboratively constructed information sites.
- IV.C.2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
- IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

Learners select and organize information for a variety of audiences by:

- IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
- IV.D.3. Openly communicating curation processes for others to use, interpret, and validate.

School librarians challenge learners to act on an information need by:

- IV.A.1. Modeling the response to a need to gather and organize information.
- IV.A.2. Designing opportunities for learners to explore possible information sources.
- IV.A.3. Guiding learners to make critical choices about information sources to use.

School librarians promote information gathering appropriate to the task by:

- IV.B.1. Sharing a variety of sources.
- IV.B.2. Encouraging the use of information representing diverse perspectives.
- IV.B.3. Fostering the questioning and assessing of validity and accuracy of information.
- IV.B.4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.

School librarians contribute to and guide information resource exchange within and beyond the school learning community by:

- IV.C.1. Facilitating opportunities to access and evaluate collaboratively constructed information sites.
- IV.C.2. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work.
- IV.C.3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.

School librarians show learners how to select and organize information for a variety of audiences by:

- IV.D.1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- IV.D.2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources.
- IV.D.3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.

The school library provides problem-based learning experiences and environments by:

- IV.A.1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress.
- IV.A.2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge.
- IV.A.3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.

The school library promotes selection of appropriate resources and tools for information use by:

- IV.B.1. Demonstrating and documenting how resources and technology are used to address information needs.
- IV.B.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.
- IV.B.3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection.

IV.B.4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges.

IV.B.5. Designing and providing adequate, appropriate space for library resources, services and activities.

The school library facilitates the contribution and exchange of information within and among learning communities by:

IV.C.1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed.

IV.C.2. Including and tracking collection materials in a system that uses standardized approaches to description and location.

IV.C.3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day.

IV.C.4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.

The school library engages the learning community in exploring resources by:

IV.D.1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications.

IV.D.2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies.

IV.D.3. Supporting access through a schedule that allows use by learners and staff at time of need.

IV.D.4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.

V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

Learners develop and satisfy personal curiosity by:

V.A.1. Reading widely and deeply in multiple formats and writing and creating for a variety of purposes.

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

Learners construct new knowledge by:

V.B.1. Problem solving through cycles of design, implementation, and reflection.

V.B.2. Persisting through self-directed pursuits by tinkering and making.

Learners engage with the learning community by:

V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.

V.C.2. Co-constructing innovative means of investigation.

V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.

Learners develop through experience and reflection by:

V.D.1. Iteratively responding to challenges.

V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.

V.D.3. Open-mindedly accepting feedback for positive and constructive growth.

School librarians foster learners' personal curiosity by:

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

School librarians stimulate learners to construct new knowledge by:

- V.B.1. Teaching problem solving through cycles of design, implementation, and reflection.
- V.B.2. Providing opportunities for tinkering and making.
- V.B.3. Modeling persistence through self-directed tinkering and making.

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

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

School librarians help learners develop through experiences and reflection by:

- V.D.1. Scaffolding iterative challenge-response processes.
- V.D.2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded.
- V.D.3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.

The school library supports learners' personal curiosity by:

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

The school library facilitates construction of new knowledge by:

- V.B.1. Implementing technology as a tool or resource for learning.
- V.B.2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.
- V.B.3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving.

The school library prepares learners to engage with a larger learning community by:

- V.C.1. Modeling and promoting the use of personal and professional learning networks.
- V.C.2. Encouraging families and other members of the community to participate in school library activities.
- V.C.3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.

The school library assists in the growth and development of learners by:

- V.D.1. Leading other educators and learners to embrace a growth mindset through lifelong learning.
- V.D.2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based practices.
- V.D.3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.

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

Learners follow ethical and legal guidelines for gathering and using information by:

- VI.A.1. Responsibly applying information, technology, and media to learning.
- VI.A.2. Understanding the ethical use of information, technology, and media.
- VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

- VI.B.1. Ethically using and reproducing others' work.
- VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
- VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately.

Learners responsibly, ethically, and legally share new information with a global community by:

- VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.
- VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

Learners engage with information to extend personal learning by:

- VI.D.1. Personalizing their use of information and information technologies.
- VI.D.2. Reflecting on the process of ethical creation of new knowledge.
- VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

School librarians promote ethical and legal guidelines for gathering and using information by:

- VI.A.1. Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use.
- VI.A.2. Modeling the understanding of ethical use of information, technology, and media.
- VI.A.3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.

School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

- VI.B.1. Showing a variety of strategies to ethically use and reproduce others' work and modeling this ethical use.
- VI.B.2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others.
- VI.B.3. Promoting the inclusion of elements in personal-knowledge products that allow others to credit content appropriately.

School librarians promote the responsible, ethical, and legal sharing of new information with a global community by:

- VI.C.1. Imparting strategies for sharing information resources in accordance with modification, reuse, and remix policies.
- VI.C.2. Guiding the dissemination of new knowledge through means appropriate for the intended audience.

School librarians support learners' engagement with information to extend personal learning by:

- VI.D.1. Structuring a learning environment for innovative use of information and information technologies.
- VI.D.2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on the process.
- VI.D.3. Championing and modeling safe, responsible, ethical, and legal information behaviors.

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:

- VI.A.1. Educating the school community on the ethical use of information and the intellectual property of others.
- VI.A.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.
- VI.A.3. Embedding legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking processes.

The school library supports ethical processes for information seeking and use by:

- VI.B.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.
- VI.B.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.

The school library encourages participation in a diverse learning community to create and share information by:

- VI.C.1. Providing both online and physical spaces for the sharing and dissemination of ideas and information.
- VI.C.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.

The school library supports individual responsibility for information use by:

- VI.D.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.
- VI.D.2. Providing an engaging learning environment that supports innovative and ethical use of information and information technologies.