The Model Curriculum for Learners in School Library Programs
Overview

The Model Curriculum for Learners in Pennsylvania School Libraries is an update and expansion of Stage 1 of *The Model Curriculum for PA School Library Programs* (2012) published by the Office of Commonwealth Libraries, Pennsylvania Department of Education.

The Model Curriculum for Learners in Pennsylvania School Libraries provides a curriculum in information and digital literacy that school librarians can use to partner with educators to help learners learn and meet PA Academic Standards. The Committee reviewed the following Pennsylvania Academic Standards and identified 43 Standards for which school librarians can take primary teaching responsibility and 14 standards that school librarians can partner with teachers to support:

- English Language Arts
- Reading and Writing in Science and Technology/Technical Subjects
- Reading and Writing in History and Social Studies
- Career Education and Work
- Business, Computer, and Information Technology
- Pennsylvania Career Ready Skills Continuum.

Two sets of these PA Academic Standards are new since 2014: *Career Education and Work* and *the Pennsylvania Career Ready Skills Continuum*, that set out competencies and career-ready skills that learners should possess as they prepare for their post-secondary careers.

The International Society of Technology in Education (ISTE) Standards for Students (2016) and the American Association of School Librarians (AASL) *National School Library Standards for Learners, School Librarians, and School Libraries* (2017) support and reinforce the PA Academic Standards and identify the information and digital competencies that learners need to develop to demonstrate their mastery of the PA Academic Standards.

Long-Term Transfer Goals for Learners
In Stage 1 Desired Results, the Committee established four long-term transfer goals, based on the four domains of the Framework for Learners. These long-term goals identify the fundamental understandings, knowledge, and skills learners should develop and what learners should be able to do when they confront new challenges—both in and outside of school.

Learners will be able to use their learning independently to

- **Explore** various perspectives, gain knowledge, and satisfy personal curiosity as readers and critical thinkers. **(Think)**
- **Engage** in an inquiry process to draw conclusions, make informed decisions, and create new knowledge. **(Create)**
- **Collaborate**, share knowledge, and participate ethically and productively as responsible citizens. **(Share)**
- **Pursue** personal growth and enjoyment through seeking knowledge and reflection **(Grow)**

Based on the Domains: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries.* Chicago: ALA Editions.

Big Ideas for Learners

To help learners achieve these four long-term transfer goals, the Committee identified six big ideas, which are based on the AASL Shared Foundations of the Framework for Learners. Each of the six big ideas expresses the deep understandings that learners should develop as they progress from Pre-Kindergarten through grade 12.

I. **Inquire:** Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

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

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

IV. **Curate:** Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.

V. **Explore:** Learners read, discover and innovate with a growth mindset developed through experience and reflection.

VI. **Engage**: Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Based on the Shared Foundations: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries.* Chicago: ALA Editions.

Essential Questions for Learners

For each of these six big ideas, the Committee formulated three-to-five related essential questions to prompt learners to think critically and deeply and to pursue inquiry-based learning. School librarians can use these probing questions as the basis of their instruction in information literacy to encourage learners to delve into different aspects of the big ideas. School librarians can then build upon these broad questions to develop learning plans at each of the grade-band levels to help learners inquire, include, collaborate, curate, explore, and engage.

Library Information Concepts for Learners

From these big ideas and essential questions, the Committee named thirty key library and information concepts that express core knowledge learners should know and understand about library and information literacy. Each of the six big ideas relates to specific library and information concepts. For example, the Big Idea "Inquire: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems" embodies eight library and information concepts ranging from "Constructing Questions for Research and Inquiry" to "Integrating Diverse Media."

Learner Competencies

Building on these four Long-Term Transfer Goals, six Big Ideas and their related essential questions, and thirty related library and information concepts, the Committee formulated competencies for learners that express key skills and what learners should be able to do at each grade band. Each of the Big Ideas and related library information Concepts has specific competencies for learners in a grade band. The PA Academic Standards are differentiated by grade level, making it clear which competencies should be demonstrated by learners at each grade band or level. Both the *AASL Framework for Learners* and the ISTE Standards for Students do not differentiate competencies by grade bands or grade levels. Thus, school librarians must decide how to decide which of these competencies are most appropriate for learners in their schools and adapt the competencies to what learners in those grade bands or levels are capable of demonstrating.

Learners in Grade-Band Pre-K-2 should be able demonstrate 57 competencies representing the six Big Ideas by the completion of grade 2. Learners in Grade-Band 3-5 should be able to demonstrate 50 competencies by the completion of grade 5; Learners in Grade-Band 6-8 should be able to demonstrate 42 competencies by the completion of grade 8. Learners in Grade-Band 9-12 should be able to demonstrate 43 competencies by graduation.

The library and information concepts and the learner competencies spiral upward in complexity as learners progress through the grade bands. The emphasis of *The Model Curriculum* is on the vertical articulation of concepts and competencies from Pre-Kindergarten through grade 12. This emphasis on vertical articulation is evident in the presentation of the student competencies across the grade bands.

A Roadmap for Using The Model Curriculum for Learners in Pennsylvania School Libraries
How you as a school librarian will be able to make the most effective use of *The Model Curriculum for Learners in Pennsylvania School Libraries* in your school and your school district depends on whether your district has developed an information literacy curriculum to align with PA Academic Standards since the AASL National School Library Standards and the ISTE Standards for Students were published in 2018 and 2016 respectively.

Individually in your school or collectively with other school librarians in your district, you can determine what parts of *The Model Curriculum* will help you develop your district's information literacy curriculum for learners in grades PK to 12. If you already have an information literacy curriculum, you can update your curriculum to include the new PA Academic Standards and/or the AASL National School Library Standards for Learners and/or the ISTE Standards for Students. Including both the AASL Standards and the ISTE Standards provides the widest range of learner competencies and provides comprehensive coverage for the broad range of PA Academic Standards. The ISTE Standards focus on learner competencies for using technology, and supplement the learner competencies of the AASL Standards for Learners.

The *Model Curriculum for Learners in Pennsylvania School Libraries* is not mandated by the PA Department of Education. Rather it is offered as a model for a vertically-articulated information literacy curriculum anchored by the *AASL Standards for Learners* and the *ISTE Standards for Students* to help learners across the grades pre-kindergarten through twelve build the competencies identified in the PA Academic Standards.

You can adopt *The Model Curriculum* or adapt any part of it to benefit your educators and your learners.

History and Development of the *Model Curriculum for Learners in School Libraries*

The Genesis of *The Model Curriculum for Pennsylvania School Library Programs, 2012-14*
The original *Model Curriculum* of 2012-14 was developed as a result of a recommendation made by the Pennsylvania State Board of Education in its *Pennsylvania School Library Study: Findings and Recommendations,* which the Board adopted in October 2011:

> Spearhead a working committee of Pennsylvania Department of Education staff, school librarians, and officers of state professional associations to develop a model information literacy curriculum for school library programs to align the 2007 *Standards for the 21st-Century Learner* of the American Association of School Librarians with the 2010 PA *Core Standards.* (p. 29)

As the PA Core Standards were developed, approved, and implemented in 2010 and 2011, teams of teachers developed curriculum to support these Standards. In the spirit of collaboration, school librarians developed an information literacy curriculum to align with the PA Core Standards, as these standards were then named.

To accomplish the recommendation of the State Board of Education and to develop curriculum that supported the PA Core Standards areas, a committee, the Office of Commonwealth Libraries of the Pennsylvania Department of Education and the Pennsylvania School Librarians Association (PSLA) appointed a project director and committee to develop *The Model Curriculum for Pennsylvania School Library Programs,* with funding provided through a Library Services and Technology Act grant.

Understanding by Design as the Framework for *The Model Curriculum*
Using the Understanding by Design (UbD) conceptual framework*, the Committee* developed *The Model Curriculum* in three stages: Stage 1 Desired Results in 2012; Stage 2 Assessment Evidence in 2013; and Stage 3 Learning Plan in 2014. The UbD curricular model is used by the Standards Aligned System (SAS) Quality Review Team of the Pennsylvania Department of Education. The UbD framework supports curriculum development, instruction, and student assessment and was first designed for the Association of Supervision and Curriculum Development (ASCD) by Grant Wiggins and Jay McTighe.

The Model Curriculum was constructed following the Understanding by Design (UbD) model that emphasizes learners achieving deep understandings of content and provides a plan for educators to identify what learners should know and be able to do. To implement the UbD model, educators begin by formulating what the desired results should be for learners—what should they understand and be able to do. Understanding by Design is sometimes called "backward design" because in the first stage educators identify the desired results they want their learners to achieve. For the second stage, educators determine what assessment evidence is necessary for the learners to produce to demonstrate that they have achieved the desired results. Only when educators identify the desired results and determine the assessment evidence do they develop the learning plan, Stage 3. (Wiggins and McTighe, 2005, 17-18)

Updating the Model Curriculum

To update and expand Stage 1 of the Model Curriculum to include AASL and ISTE standards, the Model Curriculum Update Committee reviewed the *PA Academic Stan*dards, including the new *Career Education and Work Standards* and the *PA Career Ready Skills Continuum* to determine which of these Academic Standards school librarians could take primary responsibility for teaching and which school librarians could partner with educators to teach. Following the UbD framework, the Committee formulated four long-term transfer goals for learners based on the four domains of Think, Create, Share, and Grow of the *Framework for Learners* of the National School Library Standards. From these long-term transfer goals, the Committee used the six Shared Foundations of the *Framework for Learners* to establish priorities for what is most important for learners to learn, what big ideas the learners should grapple with, what essential questions help learners explore these big ideas, what library and information concepts flow from these big ideas, and what competencies learners should build (i.e., what key skills they should demonstrate and what they should be able to do).

To develop Stage 1 Desired Results, the Committee first reviewed each of the individual standards in the *PA Academic Standards in English Language Arts, Reading*; *Reading and Writing in Science and Technology/Technical Subjects*; *Reading and Writing in History and Social Studies*; and the *Business, Computer, and Information Technology Standards*. The Committee identified 43 of the 157 Academic Standards for which school librarians--based on their expertise in information literacy--can assume primary instructional responsibility for teaching and assessing whether learners have demonstrated proficient levels of meeting the related competencies. The chart below displays the representation of these identified standards among the five groups of Academic Standards and the Pennsylvania Career Ready Skills Continuum. In addition, school librarians can partner with classroom teachers to support an additional 14 standards.

The Model Curriculum Aligns with the PA Academic Standards

PA Academic Standards English Language Arts 17 of 59 standards (29%)	Standards for Which School Librarians Can Take Prime Responsibility 43 of 157 Standards (27%) + 7 Career Ready Skills	PA Academic Standards Career Education and Work 4 of 23 standards (17%)
PA Academic Standards Reading & Writing in Science/Technology 6 of 19 standards (32%)		PA Academic Standards Business, Computer & Information Technology 9 of 37 standards (24%)
PA Academic Standards Reading & Writing in History/Social Studies 7 of 19 standards (37%)		Pennsylvania Career Ready Skills Continuum 7 of 11 skills (64%)

In November of 2017, the American Association of School Librarians (AASL) published the *National School Library Standards for Learners, School Librarians, and School Libraries.* With the publication of these two sets of standards from professional associations and the publication of two new sets of PA Academic Standards in the area of career education, it became necessary to update *The Model Curriculum* to align with these new standards and to determine the concepts learners should understand and the competencies learners should be able to demonstrate. The AASL and ISTE standards support and reinforce the PA Academic Standards and identify the information and digital competencies that learners need to develop to demonstrate their mastery of the PA Academic Standards.

2019 Model Curriculum Committee

Between May and September of 2019, the Model Curriculum Committee--composed of school librarians, educators of school librarians, and a school library supervisor--developed *The Model Curriculum for Learners in Pennsylvania School Libraries* as an update and expansion of Stage 1 of *The Model Curriculum for PA School Library Programs* published in 2012 by the Office of Commonwealth Libraries, Pennsylvania Department of Education*.*

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- **Allison Mackley**, MLIS, National Board Certified Teacher Librarian, K-12 Library Department Coordinator, and Instructional Technology Coach, Hershey High School, Derry Township School District
- **Rebecca Morris**, PhD, Editor, *School Library Connection*
- **Susan Pannebaker**, MLIS, Youth Services Adviser, Bureau of Library Development, Office of Commonwealth Libraries, Pennsylvania Department of Education

Elementary Grade Bands PK-2 and 3-5

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Middle Grade Band 6-8

- **Erin Bechdel**, MLIS, Beaver Area Middle School and Beaver Area High School, Beaver Area School District
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High School Grade Band 9-12

- **Leah Lindemann,** MLIS, Blackhawk High School, Blackhawk School District
- **Sandra Reilly,** MLIS, Pleasant Valley High School, Pleasant Valley School District
- **Rita Saylor,** MLIS, Wallenpaupack Area High School, Wallenpaupack Area School District

Consultant

- **Jean Dyszel**, EdD, Educational Consultant, Pennsylvania Department of Education

Resources

Pennsylvania Department of Education

Pennsylvania Academic Standards: http://www.pdesas.org/Standard/View#

SAS (Standards Aligned System) Portal: http://www.pdesas.org/default.aspx

American Association of School Librarians (AASL)

American Association of School Librarians. (2018) ***National School Library Standards for Learners, School Librarians and School Libraries.*** Chicago: ALA Editions.

Portal for the National Standards for School Libraries: https://standards.aasl.org/

AASL Standards Framework for Learners. 2018.
https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf

International Society for Technology in Education (ISTE)

International Society for Technology. ISTE Standards for Students. (2016)
https://www.iste.org/standards/for-students

Understanding by Design

Introduction: The Logic of Backward Design: Professional Development Workbook. http://www.ascd.org/ascd/pdf/books/mctighe2004_intro.pdf

McTighe & Associates Consulting. Resources. https://jaymctighe.com/resources/#1521225059545-3fe59c79-239c

McTighe, Jay and Grant Wiggins. *Understanding by Design: Professional Development Workbook.* Alexandria, VA: Association for Supervision and Curriculum Development, 2004.

Wiggins, Grant and Jay McTighe. *Schooling by Design: Mission, Action, and Achievement.* Alexandria, VA: Association for Supervision and Curriculum Development, 2007.

_____. *Understanding by Design, expanded second edition.* New York: Pearson Education, Merrill/Prentice Hall, 2005.