

*The Model
Curriculum for
PA School
Library
Programs:
How You Can
Use It*



Funding

- o The development of *The Model Curriculum* was made possible by a three-year grant from Commonwealth Libraries, Pennsylvania Department of Education, funded from the **Library Services and Technology Act**.

Training

This presentation has been developed by:

- o Mary K. Biagini, Project Director, *The Model Curriculum for PA School Library Programs*
- o Eileen Kern, Past President, Pennsylvania School Librarians Association

PSLA Training Sessions Coordinated by:

- o Professional Development Committee

Agenda for “How You Can”

- o *How The Model Curriculum is structured using Understanding by Design as its framework to help students understand information literacy concepts and develop information literacy competencies*

Agenda for “How You Can”

- o How you can use *The Model Curriculum* as a way to partner with your teachers to implement *PA Core Standards*



Compass Check

- o Have you attended a training session before?
- o What is your situation?
 - o Number of schools served
 - o Enrollment(s)
 - o Type of community

The Road to *The Model Curriculum*

1998

Information Power published by AASL

2000, 2003

Tool Kit for Implementing Information Literacy in Schools developed and implemented by Commonwealth Libraries (Aligned PA Academic Standards & Information Power Information Literacy Standards for Student Learning)

2007

- *Standards for the 21st-Century Learner* published by AASL
- *Iste.nets.s* (National Educational Technology Standards for Students) published by ISTE

The Impetus for the Common Core State Standards

- o **2009**: Race for the Top—4.3 billion funding from the U.S. Dept. of Education
- o **2010**: For a state to compete for Race for the Top funding, the state had to adopt the Common Core State Standards. 44 states, including PA, originally adopted CCSS
- o **2013**: PA begins to implement the *PA Core Standards*

The PA Impetus for *The Model Curriculum*

- o **2011:** *PA School Library Study* (PA State Board of Education) Recommendation:
“Develop a model information literacy curriculum for school library programs to help align the 2007 *Standards for the 21st-Century Learner* with the new PA Core Standards.”

Common Core: The Push-Back

- o **Conservatives:** establishing a national curriculum; taking away state/local autonomy
- o **Some parents, teachers, & administrators:** opposing an emphasis on standardized testing , the amount of testing ,teaching to the test, and the cost of testing;
- o **Teacher unions/teachers:** pointing out a lack of training for teachers and curriculum redesign and objecting to teacher assessments tied to student scores on standardized tests

PA Implementation Status: PA is Not “Common”

- o Name changed by PDE: **PA Core Standards**
- o Approved by State Board of Education in 2013
- o Districts implementing standards

PA Core Standards:

Emphasis on Reading & Writing

- o English Language Arts, Grades PreK-5
- o English Language Arts, Grades 6-12
- o Reading for Science and Technology Subjects, Grades 6-12
- o Writing for Science and Technology Subjects, Grades 6-12
- o Reading for History and Social Studies, Grades 6-12
- o Writing for History and Social Studies, Grades 6-12

Available on SAS portal:

<http://pdesas.org/CurriculumFramework/PAC/>

PA Core Standards

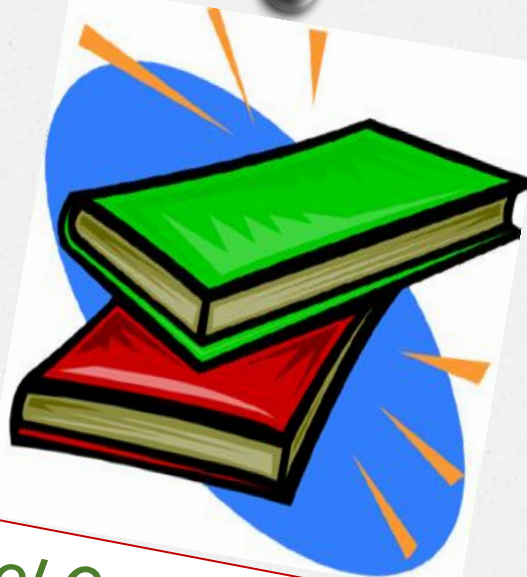
Standards	PK-2	3-5	6-8	9-12
ELA	55	56	54	54
RW Science & Technical Subjects	0	0	19	19
RW History & Social Studies	0	0	19	19
Math	16	17	17	46
TOTAL	71	73	109	138

The Model Curriculum is available in two formats

The Model Curriculum on the SAS Portal

<http://pdesas.org/module/cm/>

The Model Curriculum appears in a different format on the SAS Portal to conform with English Language Arts, Math, & Personal Finance curricula



The Model Curriculum on the PSLA website

<http://www.psla.org/professional-development/model-curriculum/>

PA Core Standards Aligned

**The Model Curriculum for Pennsylvania School Library Programs
Alignment with PA Core Standards**

**PA Core Standards: English Language Arts
(Grades PreK-12)**

CC.1.1 Foundational Skills	Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
CC Standard	Strand	Grade Levels
CC.1.1.A	Book Handling	PreK-K
CC.1.2 Reading Informational Text	Students read, understand and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	Strand	Grade Levels
CC.1.2.D	Craft and Structure: Point of View	3–12
CC.1.2.E	Craft and Structure: Text Structure	PreK–3
CC.1.2.G	Integration of Knowledge and Ideas: Diverse Media	PreK–12
CC.1.2.H	Integration of Knowledge and Ideas: Evaluating Arguments	K–12
CC.1.2.L	Range of Reading	PreK–12
CC.1.3 Reading Literature	Students read, understand and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	Strand	Grade Levels
CC.1.3.D	Craft and Structure: Text Structure	PreK–K
CC.1.3.E	Craft and Structure: Text Structure	PreK–1
CC.1.3.G	Integration of Knowledge and Ideas: Sources of Information	PreK–2
CC.1.3.H	Integration of Knowledge and Ideas: Text Analysis	PreK–2
CC.1.3.K	Range of Reading	PreK–12

PA CS
ELA

19

of 59

PA CS
RWST

8

of 19

“Librarian
Owned”
Standards

44

of 134

PA CS
RWHSS

8

of 19

PA AS
BCIT

9

of 37

“Adopt or Adapt”

o Am I required to use
The Model Curriculum?



What's happening now in your district?

In your foursome, discuss:

- o What 's your district's current status in implementing *PA Core Standards*?
- o How are you using *The Model Curriculum* with teachers?
- o What needs to happen to increase your comfort level in using *The Model Curriculum* with teachers?

Framework of The Model Curriculum

Understanding By Design (UbD)

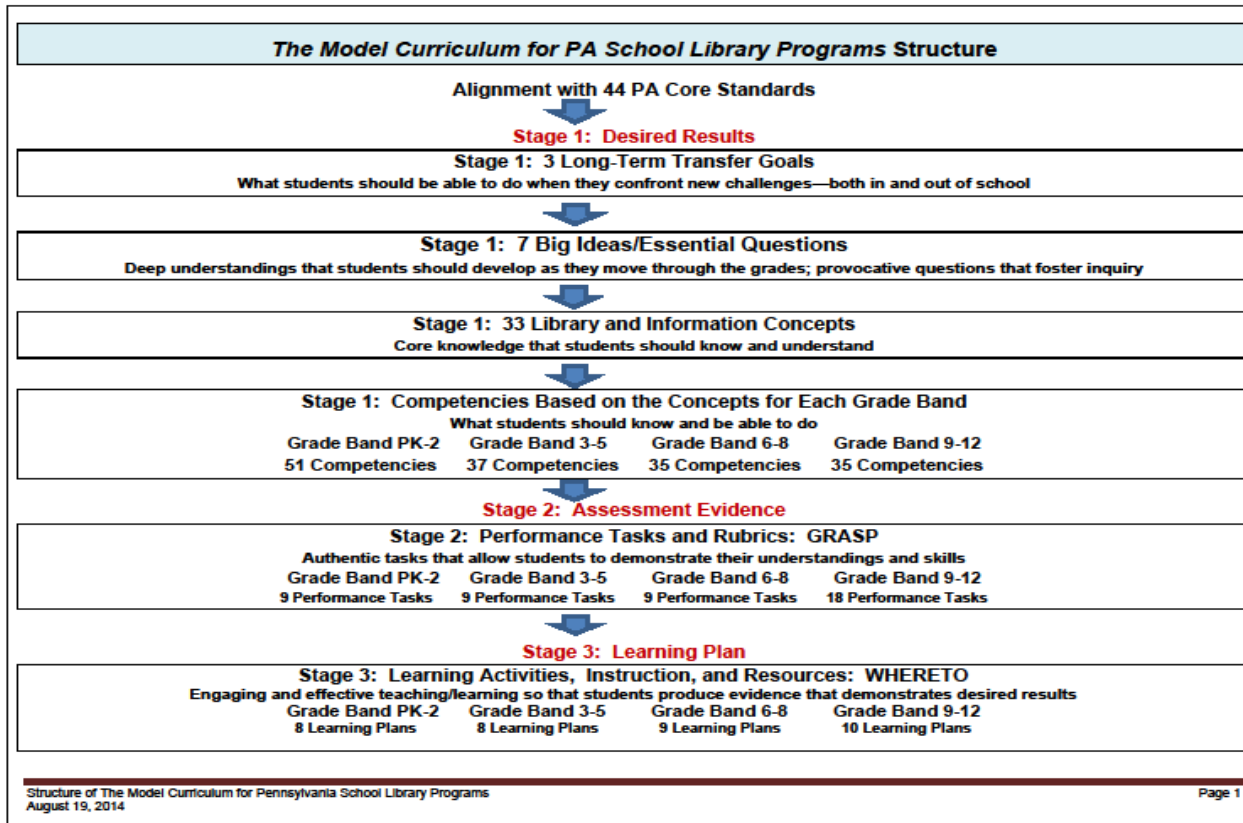
Why is Understanding by Design used as the framework for *The Model Curriculum*?

- To follow PDE curriculum development for other subject areas on the SAS portal

What is UbD? (Understanding by Design)

- o Framework for the design of curriculum, assessment, and instruction developed by Grant Wiggins and Jay McTighe
- o “Backward” design:
 - o **Stage 1** Desired Results
 - o **Stage 2** Assessment Evidence
 - o **Stage 3:** Learning Plan

Model Curriculum Structure



Long-Term Transfer Goals

A Model Curriculum for Pennsylvania School Library Programs Long-Term Transfer Goals

(Long-Term Transfer Goals highlight the effective use understanding, knowledge and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges—both in and outside of school)

Students will be able to independently use their learning to:

1. **Read and evaluate text in all formats for learning, personal and aesthetic growth and enjoyment.**
2. **Research, analyze, synthesize and evaluate information as critical consumers to draw conclusions and make informed decisions.**
3. **Create, apply and share knowledge effectively using a variety of media formats in an ethical manner to communicate a coherent message.**

(Based on Standards for the 21st-Century Learner, American Association of School Librarians, 2007.)

Big Ideas	Essential Questions
Effective readers use appropriate strategies to construct meaning.	<ul style="list-style-type: none"> ▪ How do strategic readers create meaning from informational and literary text? ▪ What is this text really about? ▪ How do readers know what to believe? ▪ How does what readers read influence how they should read it? ▪ How does a reader's purpose influence how text should be read?
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.	<ul style="list-style-type: none"> ▪ How do readers know what to believe in what they read, hear, and view? ▪ How does interaction with text provoke thinking and response?
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	<ul style="list-style-type: none"> ▪ What do good listeners do? ▪ How do active listeners make meaning? ▪ How do active listeners know what to believe in what they hear?
Effective speakers prepare and communicate messages to address the audience and purpose.	<ul style="list-style-type: none"> ▪ How do task, purpose, and audience influence how speakers craft and deliver a message? ▪ How do speakers employ language and utilize resources to effectively communicate a message?
Effective research requires the use of varied resources to gain or expand knowledge.	<ul style="list-style-type: none"> ▪ What does a reader look for and how can s/he find it? ▪ How does a reader know a source can be trusted? ▪ How does one organize and synthesize information from various sources? ▪ How does one best present findings?
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	<ul style="list-style-type: none"> ▪ What makes clear and effective writing? ▪ Why do writers write? What is the purpose? ▪ Who is the audience? What will work best for the audience?
Responsible citizens use information ethically and productively in a global society.	<ul style="list-style-type: none"> ▪ How do responsible citizens use information ethically? ▪ How do responsible citizens use information productively in a global society?

What do we hope our students will be?

- o 1. Effective Readers
- o 2. Critical Thinkers
- o 3. Active Listeners
- o 4. Persuasive Speakers
- o 5. Savvy Researchers
- o 6. Coherent Writers
- o 7. Ethical Digital Citizens

Stage 1 Desired Results

- o **Established Goals:** *PA Core Standards*
- o **Understandings:** What will students understand? (Big ideas)
- o **Essential Questions:** What provocative questions will foster student inquiry?

Big Idea Essential Questions

- o What is this **text** really about?
- o How does interaction with text **provoke thinking** and response?
- o How do **active listeners** make meaning?
- o How do **task, purpose, and audience** influence how speakers craft and deliver a message?
- o How does a reader know a **source** can be trusted?
- o Who is the **audience**?
- o How do responsible citizens **use information ethically**?

Stage 1 Example

- o **Big Idea:** Effective readers use appropriate strategies to construct meaning.
- o **Essential Questions:**
 - o How do strategic readers create **meaning** from informational texts and literary text?
 - o How do readers know what to **believe**?

Library Information Concepts

- o Example for Big Idea: Effective Readers
- o Concept: **Identifying diverse media**

Concepts Arranged by Big Idea

Library Information Concepts Arranged by Big Idea

Effective Readers	Critical Thinkers	Active Listeners	Effective Speakers	Effective Research	Audience & Purpose	Responsible Citizens
Determining Author's Point of View (Perspective)	Evaluating Sources (See Also Effective Research Big Idea)	Evaluating, Analyzing and Integrating Information	Preparing Multimedia Presentations	Drawing Evidence From Text	Producing and Publishing with Technology	Using Information Ethically and Responsibly
Identifying Text Features	Integrating Diverse Media	Identifying Main Ideas		Research Process: Effective Inquiry		Demonstrating Technology Etiquette & Safety
Evaluating Diverse Media	Evaluating Arguments	Describing Key Ideas and Details		Research Process: Evaluating Sources (See Also Critical Thinkers Big Idea)		Behaving as a Digital Citizen
Evaluating Arguments	Synthesizing Information			Research Process: Note-Taking Strategies and Presenting Research Findings		Using Digital Media
Selecting Informational Texts & Literary Non-Fiction	Research Process: Developing Research Topic and Question(s)			Recalling Information		
Drawing Evidence: Primary & Secondary Sources	Research Process: Accessing, Identifying and Evaluating Resources			Book & eReader Handling Skills		
Identifying Author and Illustrator Roles	Research Process: Synthesizing Information					
Explaining Different Types of Text	Research Process: Note-Taking Strategies					
Identifying Literary Elements						
Selecting Literary Fiction						
All concepts are important for librarians to teach to students; concepts in BOLD are of first priority for librarians serving multiple buildings to teach to students.						

Library Information Concepts

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Essential Questions:

- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?



Library Information Concept	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Evaluating Sources (See Also Effective Research Big Idea)	CC.1.4.I (K-12) CC.1.4.W (9-12)	CC.3.6.G (6-12)	CC.8.6.G (6-12)	15.3.E (3-12) 15.4.L (PreK-8)
Integrating Diverse Media	CC.1.2.G (9-12)	CC.3.5.G (6-12)	CC.8.5.G (6-12)	15.3.E (9-12)
Evaluating Arguments	CC.1.2.D (6-12)	CC.3.5.H (6-12)	CC.8.5.H (6-12)	
Synthesizing Information	CC.1.2.G (9-12)	CC.3.6.H (6-12) CC.3.5.I (6-12)	CC.8.6.H (9-12) CC.8.5.I (6-12)	15.3.I (6-12)
Research Process: Developing Research Topic and Question(s)	CC.1.4.V (PreK-12)	CC.3.6.F (6-12)	CC.8.6.F (6-12)	15.3.C (9-12) 15.3.L (9-12)
Research Process: Accessing, Identifying and Evaluating Resources		CC.3.6.G (6-12)	CC.8.6.G (6-12)	15.3.I (6-12)
Research Process: Synthesizing Information	CC.1.4.S (6-12) CC.1.4.W (6-12)			15.4.L (9-12) 15.3.I (3-8)
Research Process: Note-Taking Strategies	CC.1.4.S (3-8) CC.1.4.W (3-8)			15.3.I (3-8) 15.4.L (9-12)

Student Competencies

- o What should the student be able to do?
- o **Example:** Identify information about author to explain point of view

Student Competencies

Big Idea: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?



Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1.___ (Band)	Science Standards 3.___ (Band)	SS & H Standards 8.___ (Band)	BCIT Standards 15.___ (Band)
Determining Author's Point of View (Perspective)	11-12	Evaluate author's credentials and background to determine point of view or purpose.	CC.1.2.D (9-12)			
	9-10	Identify author's credentials and background to determine point of view.	CC.1.2.D (9-12)			
	6-7-8	Determine author's point of view or purpose in text.	CC.1.2.D (6-8)			
	3-4-5	Identify information about author to explain point of view.	CC.1.2.D (3-5)			
Identifying Text Features	3	Use text features and search tools to locate and interpret information in print and digital sources.	CC.1.2.E (3-5)			
	2	Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.	CC.1.2.E (PreK-2)			
	1	Identify text features to locate key facts or information in text.	CC.1.2.E (PreK-2)			
	K	Identify parts of book (e.g., title, author) and parts of text (e.g., beginning, end, details).	CC.1.2.E (PreK-2)			
	PreK	Locate and identify parts of book.	CC.1.2.E (PreK-2)			

Stage 2 Example

- o **Big Idea:** Effective Readers Use Appropriate Strategies to Construct Meaning
- o **Concept:** Evaluating Diverse Media
- o **Student Competency, Grade 4:** Explain how information from various sources contributes to understanding text

Stage 2: Assessment Evidence of Competency

What **evidence** can students present that demonstrates they have achieved the desired results established in Stage 1?

Stage 2: “Cornerstone” or Performance Tasks

- o “Curriculum-embedded tasks that are intended to engage students in **applying their knowledge and skills** in an **authentic** context.”
- o Cornerstone tasks take **longer** in instructional time and are **more complex** and cumulative.
- o Compare to cornerstones of a building—
”anchoring the curriculum around the most important performances students should be able to do.”

Components of Stage 2: The Scenario

- o **“Real World”**: Represents authentic learning that is relatable to experiences of students
- o Designed for individual students, pairs or teams of students
- o **Engages students** in learning
- o Can be **differentiated** for students with different needs

Clustered Concepts

- Library information concepts were clustered to prepare performance tasks

Library Information Concepts with Developed Performance Tasks and Rubrics arranged by Big Idea

Effective Readers	Critical Thinkers	Active Listeners	Effective Speakers	Effective Research	Audience & Purpose	Responsible Citizens
Determining Author's Point of View (Perspective)	Evaluating Sources (See Also Effective Research) (PK-12)	Evaluating, Analyzing, and Integrating Information	Preparing Multimedia Presentations (PK-12)	Drawing Evidence From Text (3-12)	Producing and Publishing with Technology (PK-12)	Using Information Ethically and Responsibly (6-12)
Identifying Text Features	Integrating Diverse Media (6-8)	Identifying Main Ideas		Research Process: Effective Inquiry (PK-12)		Demonstrating Technology Etiquette & Safety (PK-12)
Evaluating Diverse Media (PK-12)	Evaluating Arguments	Describing Key Ideas and Details		Research Process: Evaluating Sources (See Also Critical Thinkers) (3-12)		Behaving as a Digital Citizen (PK-12)
Evaluating Arguments	Synthesizing Information (6-12)			Research Process: Note-Taking Strategies and		Using Digital Media (PK-12)

To Construct a Scenario

G.R.A.S.P.S. template identifies:

- o **Goal**
- o **Role**
- o **Audience**
- o **Situation**
- o **Product/Performance and Purpose**
- o **Standards and Criteria for Success**



Constructing a Scenario

- o In your foursome, use the Performance Task Scenario on the following slide to identify each element of the GRASPS template

Performance Task Scenario

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Evaluating Diverse Media (Grade4- 5)

Stage 1: Desired Outcome

Established Goals (English Language Arts Standards):

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Understandings (Students will understand that...):

Effective readers use appropriate strategies to construct meaning.

Competencies (Students will know/be able to):

Interpret information from a text feature.

Explain how information from various sources contributes to understanding text. (4)

Locate information from various print and digital sources to answer question or solve problem. (5)

What understandings/competencies will be assessed through this task?

Students will use multiple sources in various formats to solve a problem or answer a question.

Stage 2: Assessment Evidence

0

Performance Task: Planning a Field Trip to Washington, D.C.

As a travel agent in your community, you have been asked by the officers of the Parent Teacher Association (PTA) at the elementary school to design a two-day field trip for students in the fifth grade to Washington, D.C. The PTA will provide funding for the field trip, and the officers request that you develop a travel plan that includes an itinerary and an explanation of the educational value of the trip. You'll plan your field trip so that the students visit at least four sites that best illustrate the key historical, cultural, and nature features of Washington, D.C., and explain why you have chosen each of these sites.

You'll use multiple current and authoritative sources in several different media formats to create and present the itinerary for the trip, which should reflect the research you conducted to select sites based on the historical, cultural and nature features of Washington. You should include a clear rationale for why visiting these four sites will help the students understand these key features. You should include an accurate and current map from one of your sources on which you have traced the route for the tour and marked the sites to be visited.

[As an option, students may develop a budget with complete and accurate figures for transportation, lodging, admission fees and food.]

[As an alternative, students may choose a field trip to a different location from a list that the librarian and the teacher have compiled.]

G.R.A.S.P.S. (Grade 5)

- o **Goal/Task/Challenge:** Plan a field trip to Washington, D.C.
- o **Role:** Community travel agent
- o **Audience:** Officers of the School PTA
- o **Situation:** 2-day field trip funded by PTA
- o **Product:** Itinerary with rationale for why 4 sites should be visited, map with route, and budget
- o **Standards for Success:** Rubric



Construct a Scenario Using GRASPS

- o Think of a unit or project you have worked on with a teacher. Individually, construct a skeleton scenario using the GRASPS template.
- o Share your scenario with your foursome and debrief

Essential Question: Assessment

- o How will the student, you the librarian, and/or you and the teacher assess whether the student has demonstrated the competency through completion of the performance task and at what level of success?

Types of Assessment

- o **Informal** (often verbal)
- o **Formative** (during the process, often written or using symbols to denote progress/ways to improve)
- o **Summative** (when project or performance is completed)

Who Assesses Performance Tasks?

- o **Student:** Self- and Peer-Reflects on accomplishment, performance and/or performance as require by teacher and/or librarian
- o **Librarian:** Assesses **informally and formatively** throughout teaching and time students are using library. May assess **summatively** with teacher at end of project/performance
- o **Teacher:** Conducts **informal, formative, and summative** assessments from beginning to end of performance task

How Does the Librarian Assess?

Does the student performance demonstrates an understanding of a process and/or the content?

- o **Informal:** Provides immediate, verbal approval to move student to next step (e.g., exit ticket)
- o **Formative:** Uses rubric to provide feedback during the process to student so that student can improve performance and/or move to next step of process
- o **Summative:** Prepares final, written assessment (using a rubric) at end of project in partnership with teacher that results in a final grade for student

The Model Curriculum Focuses on Formative Assessment for Performance Tasks

Simple Rubric (3 levels of achievement)
because librarians:

- o May be involved in a step or steps of the process but not in the summative assessment at the end of a cornerstone or performance task
- o May be involved with multiple classes on a cornerstone or performance task

Standards for Success: Rubric

o Standards/Criteria for Success:

- o Selecting & Citing Authoritative Sources
- o Selecting Sources in Various Formats
- o Plotting Itinerary Route on Map

o Levels of Achievement:

- o Needs Improving
- o Developing
- o Proficient

Sample Rubric

Performance Task Rubric: Planning a Field Trip to Washington, D.C.

English Language Arts Standards, Grades 3-5

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Evaluating Diverse Media

Criteria for Success

Levels of Achievement	Selecting & Citing Authoritative Sources	Selecting Sources in Various Formats (Examples: book, database, website, magazine)	Plotting Itinerary Route on Map
3 Proficient	<ul style="list-style-type: none"> Selects multiple authoritative and current sources relevant to topic. Cites each source in correct bibliographic format. 	Selects most useful sources in at least three appropriate media formats for the topic.	Uses an appropriate current and accurate map, marks itinerary route & sites clearly and neatly and cites source of map correctly.
2 Developing	<ul style="list-style-type: none"> Selects several authoritative and current sources relevant to topic and/or selects one or more that are not relevant or current. Cites most sources in correct bibliographic format. 	Selects several sources in different media formats but not in the most appropriate formats for the topic.	Uses a current map, marks itinerary and sites in a sloppy way and/or cites the source of map incorrectly.
1 Needs Improving	<ul style="list-style-type: none"> Selects sources that are not current, relevant or authoritative. Cites no source in correct bibliographic format. 	Selects sources in only one format and/or selects sources that are in inappropriate formats for the topic.	Uses a map that isn't current and/or makes errors in marking route and/or sites on map and/or doesn't cite the source of the map.



Assessing the Rubric

In your foursome, critique the rubric:

- o How might you make it simpler?
- o What would be the value of adding a fourth level—Accomplished?
- o What are your pros and cons of using formative and summative rubrics?
- o Do you use rubrics? If yes, how so?

Other Forms of Assessment

For some concepts of *The Model Curriculum*:

- o There are no performance tasks.
- o For these concepts, there are suggestions for assessment:
 - o “Possible Products and Performances” that are written, oral, or visual
 - o “Sources of Assessment Evidence”

Examples of Assessment Evidence

Big Idea: Effective readers use appropriate strategies to construct meaning.	
Library Information Concept: Evaluating Arguments (Grades 6-8)	
Stage 1: Desired Outcome	
Established Goals (English Language Arts Standard): CC.1.2.6-8.H Evaluate an author's argument, reasoning, and specific claims to determine the soundness and relevance of arguments...	
Understandings (<i>Students will understand that...</i>): Effective readers use appropriate strategies to construct meaning.	Competencies (<i>Students will know/be able to</i>): Evaluate text based on author's claim and relevant evidence.
What understandings/competencies will be assessed through this task? Evaluates text using relevant evidence	
Stage 2: Assessment Evidence	
Possible Products and Performances:	Sources of Assessment Evidence:
<p>Written: Proposal, journal, book review, blog, tweet, newspaper article</p> <p>Oral: Oral report/presentation, speech, book club discussion</p> <p>Visual: Display, PowerPoint or Prezi presentation, flowchart</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Selected-response-format (e.g. multiple choice, true-false) quizzes and tests <input type="checkbox"/> Written responses to academic prompts (short-answer format) <input type="checkbox"/> Extended written products (e.g., essays, lab reports) <input type="checkbox"/> Long-term, authentic assessment projects (e.g., senior exhibit) <input type="checkbox"/> Digital and/or print portfolios– collections of student work over time <input type="checkbox"/> Reflective journals or logs <input type="checkbox"/> Informal, ongoing observations of students <input type="checkbox"/> Formal observations of students using observable indicators on criteria list <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Peer reviews and peer response groups <p>Other: _____</p>
<small>McTighe, Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development Workbook</i>. Alexandria: ASCD, 2004. Print.</small>	

Stage 3: The Learning Plan

Backwards design

- o After Stage 1 Desired Results and Stage 2 Assessment Evidence are developed, it's time for Stage 3 The Learning Plan

Engaging students in
active learning

Stage 3 Learning Plan

WHERE TO template:

- o **W**here you explain where the unit is going and what is expected
- o **H**ook all students and hold their interest
- o **E**quip students, help them experience key ideas and explore issues
- o **R**ethink and revise: give students opportunities
- o **E**valuate: students evaluate their work
- o **T**ailor to diverse learners
- o **O**rganize for engagement and learning

WHERE TO Explanation

Stage 3 Learning Plan: WHERE TO Template and Explanation	
WHERE TO	Explanation
Focus on the Students	To what extent is the learning plan effective and engaging for the students?
Where	Where are the students going? The Learning Goals: Identified PA Core Standards; The Model Curriculum for PA School Library Programs, Stage 1: Desired Results Big Ideas and Essential Questions, Library Information Concept(s) and Competencies
What	What is required of the students? The Model Curriculum for PA School Library Programs, Stage 2 Assessment Evidence, Performance Tasks and Rubrics
Why	Why is it important to the students? Explaining the value to the student of learning the content/skill in terms of their own experiences
Hook and Hold to Engage Students	How can the students be hooked (engaged) in digging into the Big Idea(s) e.g., through inquiry, research, problem-solving, experimentation?
Explore, Experience, Enable, Equip	Are the students provided adequate opportunities to explore and experience the Big Ideas and receive instruction and/or out-of-class experiences to enable and equip them for the required performance tasks?
Rethink, Revise, Rehearse, Refine	Are the students provided sufficient opportunities to rethink, revise, rehearse, and refine their work based upon timely feedback and formative assessment from instructors and peers and through self-reflection?
Evaluate Work and Progress	Do the students have an opportunity to evaluate their work and set future goals? Are they provided summative assessment from their peers and their instructors and do they self-assess so that they know where to go from here?
Focus on the Learning Plan	To what extent is the learning plan . . . ?
Tailor and Personalize for All Students	Is the learning plan tailored and flexible enough to address the interests and learning styles of all students? Can the learning plan be differentiated by content, process, and product through choices and options?
Organize and Sequence for Optimal Effectiveness (Cover/Uncover)	Is the learning plan organized and sequenced to maximize engagement and effectiveness? What needs to be "covered" through step-by-step instruction and sequencing and what can be "uncovered" or unfolded as needed or in cycles?

Adapted and expanded from McTighe, Jay and Grant Wiggins. *Understanding by Design: Professional Development Workbook*. Alexandria, VA: ASCD, 2004, p. 212.

Examples of Instructional Strategies

Stage 3 Learning Plan: Examples of Instructional Strategies
Pre-Assessment of Knowledge and/or Skills <ul style="list-style-type: none"> Conduct a pre and post assessment of student knowledge/understanding Use K-W-L chart to help students identify 3 stages of Know Already, Want to Know, Learned
Constructivist Learning Strategies <ul style="list-style-type: none"> Pose situations that call for problem solving and for inquiry-based learning Use simulation and case studies
Direct Instruction, Demonstration, Modeling <ul style="list-style-type: none"> Provide direct instruction of a needed skill: e.g., formulate search strategies, create a graphic organizer to organize information, generate and test a research question Demonstrate a skill Model a process or performance
Coaching Coach, provide guided practice with quick informal feedback, foster independent practice
Scaffolding Scaffold and provide cues for more complex learning and/or multi-step processes
Auditory/Visual/Spatial Strategies <ul style="list-style-type: none"> Use techniques that emphasize auditory learning such as a read-alouds and group discussions Use techniques that emphasize visual/spatial learning such as film and video, PowerPoint and Prezi, graphic organizers, infographics; using color and shapes to connote meaning
Peer-Learning Strategies <ul style="list-style-type: none"> Develop collaborative team project Encourage formative peer assessment during the learning process
Self and Peer-Reflection Encourage self and peer reflection of process, product, and/or performance formatively and summatively
Differentiation Use differentiated choices by offering varying levels of text complexity for resources, of process, of how students work individually or in pairs or small groups, of topics, and of presentation/product

Consider These Questions When Determining Instructional Strategies:

- What content/skills will the librarian and teacher teach to prepare students to complete the performance task successfully to demonstrate their competency(ies) and their understandings of the library information concepts?
- What will the instructional strategies be and how can these be sequenced most effectively?
- What needs to be covered; what needs to be uncovered as necessary?
- How many lessons (or how much time) will be necessary to prepare all students for the performance task?

WHERE TO for Your Scenario

In your foursome:

**Choose one person's scenario
and together work out the
WHERE TO for it**



Essential Questions

Implementing *The Model Curriculum*

- o What have your successes been in partnering with teachers using *The Model Curriculum*?
- o What have been your challenges in implementing *The Model Curriculum*?

Successes & Challenges

Successes

o 1

o 2

o 3

Challenges

o 1

o 2

o 3

Resources to help you implement *The Model Curriculum*

- o Model Curriculum Overview
- o Model Curriculum Competencies and Assessment Evidence (Scenarios and Rubrics) by Grade Bands
 - o Grades PK-2
 - o Grades 3-5
 - o Grades 6-8
 - o Grades 9-12
- o Videos

Linked at <http://www.psla.org/professional-development/professional-development-resources>

School Library Programs Impact



Student Academic Achievement 60

Thank You!

We hope

The Model Curriculum

for

PA School Library Programs

**will help you partner with teachers to
help students learn**

Photo Credits

Photos in this presentation were taken by Stuart Goldenburg as part of the PA School Library Project, a National Leadership research grant project funded by the Institute of Museum and Library Services (IMLS)

