



Unpacking the AASL Standards: Shared Foundations

Meet your Cs: COLLABORATE & CURATE

<http://tinyurl.com/aaslcollaboratecurate>

ENGAGE	WELCOME & INTRODUCTIONS		TIME Sara & Kathy
	• Introduce Presenters • The Integrated Framework Flowchart & Learner Framework • Standards Book: Collaborate Framework P. 84-85, Curate Framework P. 94-95 • Standards experience not content delivery • Reminder to return cards and standards pages at the end		5 min.
	OBJECTIVES		
	• Participants will reflect on current practice relating to efforts in collaboration and curation • Participants will tinker with new approaches to apply to the shared foundations of collaboration and curation • Participants will collaborate in small groups to design model learning experiences and curations around identified instructional needs. • Participants will connect workshop experiences to practice and growing with colleagues beyond National conference SCROLL DOWN TO CONTINUE...		

THINK	UNPACK THE COLLABORATE FRAMEWORK		Deborah & Joyce			
DOMAIN A  Think	What does it mean to: “work effectively with others to broaden perspectives and work toward common goals”? (Key Commitment) • Collaborate Student Videos from AASL Standards Portal • Read the COLLABORATE competencies (Learner Pamphlet or Standards Book Page 84-85) • Response to Collaborate Framework through“PadLibs” (MadLibs Padlets below). Introduction. What does exemplary collaboration look like in the grade levels you work with? • Pick an existing scenario to comment on. Select the collaboration learner standard(s) that best match the scenario. Code your responses based on the collaborate matrix: #think, #create #share #grow. (Example: #create B.1) Collaborate Learner Standard Collaborate Infographic <table><tr><td>Collaborate Elementary </td><td>Collaborate Middle School </td><td>Collaborate High School </td></tr></table>	Collaborate Elementary 	Collaborate Middle School 	Collaborate High School 		Total 20 min. --- 3 min. Read + 10 min. Comment on PadLib
Collaborate Elementary 	Collaborate Middle School 	Collaborate High School 				
CREATE	UNPACK THE CURATE FRAMEWORK		Joyce & Sara			
DOMAIN B  Create	What does it mean to “make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance”? (Key Commitment) • Curate Video by Joyce • Card sort activity for CURATE: ○ Find a group of four (each person with a different color) within the time allotted (2 minute timer), ○ Read and unpack the CURATE Framework (Page 94-95) and then develop a brief curation plan using your persona, platform, grade level, and discipline) to flesh out the scenario provided by your cards (12 minutes). • Curating your CURATE activity in this GoogleSlide ○ Choose a learner standard and add text/photo/video/etc. and description to a new Google Slide (or two). Label your slide by a Curate competency (extra credit for exploring other Shared Foundations!) Assume that a librarian is around as well! • Bring up the Google slide and showcase the most curatorial sharing Colors: (You decide on the curation need!) green=grade level buff=discipline/specialty pink=curation type/ platform blue=persona white=wildcard substitution (write your own substitute idea!)		Total 25 min. --- 3 min. Read + 2 min. Find a group + 12 min. Curate			

SHARE	PAIR-SHARE		Kathy & Sara
	Go through as many of these questions as you can in two minutes: • How will these standards lead to innovation in your library? • How will you move your collaboration and curation to the next level? • How will you grow curation/collaboration as part of your learning culture? • In what ways are you inspired to collaborate and curate?		2 min.
GROW	LARGE GROUP CONVERSATION: COMMIT		Kathy & Deborah
	From the Pair-Share, choose a potential growth experience for yourself. How will you commit to innovating in the areas of collaboration and/or curation in your library? Gimme a CI: "I commit to . . ." People share at the microphone what action step they commit to do. (Example: I commit to coordinating a librarian PLC in my school district.) Reminder to return workshop materials Closing: Everyone together "I commit to collaboration and curation!"		8 min.

LEARNER STANDARDS: III. COLLABORATE



[Click here to view!](#)

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

A. Think: Learners identify collaborative opportunities by:

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.

B. Create: Learners participate in personal, social, and intellectual networks by:

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

C. Share: 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 respect for diverse perspectives to guide the inquiry process.

D. Grow: Learners actively participate with others in learning situations by:

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

LEARNER STANDARDS: IV. CURATE



[Click here to view!](#)

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

A. Think: Learners act on an information need by:

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

B. Create: Learners gather information appropriate to the task by:

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.

C. Share: 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.

D. Grow: 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.

RESOURCES

[AASL Standards Website](#)

[Curation Cards](#)

[AASL Students Interpret the Shared Foundations Videos](#)