SHARED FOUNDATIONS

Curate

DANIELLA LASHAUN SMITH AND LEN BRYAN

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

ALA Editions
CHICAGO | 2024

AASL American Association of School Librarians
TRANSFORMING LEARNING

available at alastore.ala.org

© 2024 by the American Library Association

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBN: 978-0-8389-1918-7 (paper)

Library of Congress Cataloging-in-Publication Data

Names: Smith, Daniella, author. | Bryan, Len, author.
Title: Curate / Daniella LaShaun Smith and Len Bryan.
Description: Chicago : ALA Editions, AASL, 2024. | Series: Shared foundations series ; IV | Includes bibliographical references and index. | Summary: "Curate helps connect learners to resources in more thoughtful, meaningful ways. This practical guide features an examination of school library policy placing Curate in context; field notes from practicing school librarians implementing the Curate Shared Foundation; learning trajectories in grade-level bands, offering examples of Curate in action and ways to scaffold learning; a sample alignment of Curate Competencies in the AASL Standards Framework for Learners with the Common Core State Standards; lesson starters, case studies, and best practices that demonstrate inspiring and effective strategies; and questions to promote engagement with reflective practice"—Provided by publisher.
Identifiers: LCCN 2023029976 | ISBN 9780838919187 (paperback)
Subjects: LCSH: School libraries—Aims and objectives—United States. | School libraries—Collection development—United States. | School libraries—Information technology—United States. | School librarian participation in curriculum planning—United States. | Libraries and schools—United States.
Classification: LCC Z675.S3 S65195 2023 | DDC 025.2/1878—dc23/eng/20230801
LC record available at https://lccn.loc.gov/2023029976

♾ This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

Printed in the United States of America
28 27 26 25 24 5 4 3 2 1

Purchases of AASL publications and products fund advocacy, leadership, professional development, and standards initiatives for school librarians nationally.

ALA Editions purchases fund advocacy, awareness, and accreditation programs for library professionals worldwide.

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

SHARED FOUNDATION IV

Curate

KEY COMMITMENT

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

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

Contents

Acknowledgments / ix

Series Introduction / xi

AASL Standards Integrated Framework: Curate / xii

Preface / xv

Introduction: What Drives Our Work? / xix

PART I

PLACING CURATE IN CONTEXT **1**

1 Exploring Curation in Society . . . 3

2 Applying Curate to School Library Policy . . . 9

PART II

CURATION FOR LEARNERS **25**

3 Teaching Learners to Curate . . . 27

4 Modeling Curate Competencies . . . 51

5 Developing Lifelong Curators . . . 67

PART III

BEYOND BOOKS **83**

6 Curating with and for School Communities . . . 85

7 Considering Digital Tools . . . 105

PART IV

CURATE IN PRACTICE **113**

8 Reflecting on Curate Case Studies . . . 115

9 Understanding Curate Best Practices . . . 127

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

Conclusion: Making Connections to Curate / 139

Appendix: Curation Lesson Starters / 145

Works Cited / 159

About the Authors / 165

Contributors / 167

Index / 169

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

FOR REVIEW ONLY
NOT FOR DISTRIBUTION

available at alastore.ala.org

Series Introduction

The Shared Foundations series from the American Association of School Librarians (AASL) examines the six Shared Foundations that anchor the comprehensive approach to teaching and learning in the *National School Library Standards for Learners, School Librarians, and School Libraries*. The Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage—represent the core concepts that all learners, school librarians, and school libraries develop and promote in their K–12 learning environment.

Each of the six books in this series is dedicated to the deep exploration of a single Shared Foundation. Although each of the Shared Foundations supports its own inherent priorities, it cannot be implemented in isolation. The writing process used by the authors created a series of books that, like the AASL Standards Frameworks, are unique and yet parallel each other. Common elements are found throughout the series:

- A balance between theoretical discussion, practical strategies, and implementation examples, promoting reflection and creativity
- Development of the Competencies and Alignments for the Learner, School Librarian, and School Library in all four Domains—Think, Create, Share, and Grow
- Differences in application and assessment across grades K–12, promoting a growth mindset and envisioning outcomes for all learners, whether student learners, school librarians, or other educators
- An emphasis on personalized learning experiences, project-based learning, and authenticity of learning and projects
- Challenges addressed, illustrating ways to implement the Shared Foundations in various environments and levels of support

Questions for the Reflective Practitioner conclude each chapter, allowing readers to consider the application of concepts specific to their own learning communities and stimulate nuanced professional conversations. For ease of reference, readers also will find the AASL Standards Integrated Framework for the relevant Shared Foundation included in this work.

AASL and its series authors hope that this immersive and dedicated examination of the Shared Foundations will help school library professionals deepen their understandings, broaden their perspectives, make connections for personal relevance, and innovate and reflect on their practice with a professional community.

For more information about the *National School Library Standards*, and to access the latest implementation assistance resources, visit standards.aasl.org.

FOR REVIEW ONLY - NOT FOR DISTRIBUTION
available at alastore.ala.org

SHARED FOUNDATION IV.

Curate

Domain	LEARNER DOMAINS AND COMPETENCIES	SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES
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.	**School librarians challenge learners to act on an information need by:** 1. Modeling the response to a need to gather and organize information. 2. Designing opportunities for learners to explore possible information sources. 3. Guiding learners to make 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.	**School librarians promote information gathering appropriate to the task by:** 1. Sharing a variety of sources. 2. Encouraging the use of information representing diverse perspectives. 3. Fostering the questioning and assessing of validity and accuracy of information. 4. Providing tools and strategies to organize 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.	**School librarians contribute to and guide information resource exchange within and beyond the school learning community by:** 1. Facilitating opportunities to access and evaluate collaboratively constructed information sites. 2. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Directing learners to join 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.	**School librarians show learners how to select and organize information for a variety of audiences by:** 1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources. 3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.

FOR REVIEW ONLY
NOT FOR DISTRIBUTION
available at alastore.ala.org

KEY COMMITMENT

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

SCHOOL LIBRARY DOMAINS AND ALIGNMENTS	The school library facilitates the Key Commitment to and Competencies of CURATE	Domain
	The school library provides problem-based learning experiences and environments by: 1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress. 2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge. 3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.	**A. Think**
	The school library promotes selection of appropriate resources and tools for information use by: 1. Demonstrating and documenting how resources and technology are used to address information needs. 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. 3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection. 4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges. 5. Designing and providing adequate, appropriate space for library resources, services, and activities.	**B. Create**
	The school library facilitates the contribution and exchange of information within and among learning communities by: 1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed. 2. Including and tracking collection materials in a system that uses standardized approaches to description and location. 3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day. 4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.	**C. Share**
	The school library engages the learning community in exploring resources by: 1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications. 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies. 3. Supporting access through a schedule that allows use by learners and staff at time of need. 4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.	**D. Grow**

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

Preface

I hope you don't mind my telling you why the Curate Shared Foundation is so important. The entire country has been through so much during the past three years. We have had to find our way through a crisis that we were not prepared for. As school librarians, we used our ability to *Inquire, Include, Collaborate, Curate*, and *Explore* to *Engage* our school communities. Although we felt unprepared, we still had the foundational skills that enabled us to shine through the darkness like lighthouses.

We faced an enormous challenge. Yet we have grown—within our global community, in our country, in our local locations, and as a profession. Evolution is indeed essential for society. It is with evolution in mind that I write my part of the preface. The Curate Shared Foundation is my favorite Shared Foundation because it induces the evolutionary process.

As you read the book and examine our discussion of the Curate Shared Foundation, you will see that we (school librarians) are asking learners to evolve, and to do that within our foundational competencies, we are charged with accepting the need to change, to move ourselves and our school communities toward questioning what we know so we can find new information. Without the curation and questioning of knowledge, we cease to learn. As Nobel Peace Prize winner Kofi Annan (1997) said, "Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family."

We have always emphasized learning and education in my family. My parents grew up in the rural Deep South where Jim Crow laws were prevalent. As youth, they thirsted for knowledge when access to education and books was discouraged. Years before I earned my degrees, my parents described to me what I came to know as information poverty. Information poverty is a deadly disease that continues to be

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

prevalent. It is sinister when the quality of life suffers because of a lack of access to correct information.

When I became an educator and librarian, my parents expressed pride because I had access to something they had dreamed of when they were children. I had a special job . . . and a calling to fulfill. So when I was invited to write about the Curate Shared Foundation, I was delighted. It is a privilege to coauthor a book designed to assist learners and educators with curating knowledge and embracing intellectual freedom. May we never forget the power of school librarianship.

—Daniella LaShaun Smith

As I reflect on the very long process of working on this book, I keep thinking about resilience. When I began drafting *Curate* in 2018, I had just started working in Denver Public Schools. It is now near the end of 2022, and we have survived a global pandemic, political and social turmoil, and increasingly bizarre challenges—not only to library books but also to our jobs, our safety, and the education profession in general. We have lost colleagues, friends, and loved ones, and our world and work look very different.

School librarians have faced unprecedented obstacles as what were once relatively rare and usually civil conversations about instructional materials and library books have devolved into polarizing, politically motivated assaults on our character and intentions. Our curation policies and practices, a core component of our work, have been called into question and publicly ridiculed for political gain. Many have chosen to retire or leave the profession as these attacks persisted. I personally reconsidered my career choice several times within those four years and seriously pondered the possibility of leaving education.

And still we persist, working within our schools to ensure that our learners have unimpeded access to information, no matter how uncomfortable that access might be to some who would rather shelter learners than trust them to curate information for themselves. We continue to curate information in all its forms, to instruct our learners in the power of information and ideas, and to advocate that how we curate information matters. We work with educators and learners to provide tools and training to help them *think* for themselves, *create* learning products that demonstrate their knowledge in innovative ways, *share* that knowledge both within the school and around the world, and *grow* as learners, curators, and global citizens.

I have been fortunate to serve as a librarian and school library administrator in three U.S. states, five school districts, and one state agency. In all these places and in all my experiences, the Curate Shared Foundation consistently comes up as a central component of my work. As a result of working on this book, my understanding of

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

curation in school libraries now extends far beyond library collection development, though that is still a fundamental part of our work. The Curate Shared Foundation is inextricably tied to instruction and is interwoven throughout all the Shared Foundations in our *National School Library Standards*.

My hopes are that the ideas and examples in this book will contribute something of value to our profession and that you, the reader, also practice curation as you move through the chapters—making meaning for yourself and others as you absorb and reflect on the text, tables, illustrations, and examples from your school library peers.

School librarianship continues to evolve, with new tools, techniques, ideas, and yes, even challenges. As we look to the future, our Shared Foundations and Common Beliefs provide a solid foundation of library science fundamentals on which we can build innovative, responsive, and student-focused resources, instruction, and programming. In an age when our learners face increasing challenges to their freedom to access and use information, school librarians are perfectly positioned to practice, teach, and model the Curate Shared Foundation, which is essential to learning.

—Len Bryan

FOR REVIEW ONLY
NOT FOR DISTRIBUTION

available at alastore.ala.org

Introduction: What Drives Our Work?

The Curate Shared Foundation is defined in the *National School Library* *Standards for Learners, School Librarians, and School Libraries* as "[making] meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance" (American Association of School Librarians [AASL] 2018, 94). The purpose of this book is to help you, no matter where you are in your school library career, whether you are a school librarian, school library supervisor, school library professor, or a pre-service school librarian, to understand and apply curation as illustrated in the *National School Library Standards* to your practice, your ongoing professional learning, and your instruction and collaboration with learners and other educators. If you are a school administrator, our hope is for you to understand more deeply what the school librarian profession calls us to do and inspire your school librarian with high expectations when it comes to curating for your school community. Supporting your school librarian in their curation activities can positively impact academic achievement in your school. In addition, research supports the benefits of having highly qualified school librarians (Scholastic 2016).

Curation is a needed activity throughout the academic years so that learners can then effectively curate for themselves, no matter what they choose to pursue after graduation (Kist 2022). Connecting the human activity of curation across time and disciplines outside school librarianship provides a compelling case for curation services in our schools. Moreover, the connection to our behaviors also supports school librarians as they teach curation skills and provide opportunities for learners to practice curation.

FOR PREVIEW ONLY
NOT FOR DISTRIBUTION
available at alastore.ala.org

Common Beliefs

One of the most compelling features of the *National School Library Standards* is the set of Common Beliefs (AASL 2018, 11–14). These six statements do a terrific job of capturing and expressing the core pillars of school librarianship. The Common Beliefs consider our experiences in a complicated, messy, and ever-changing profession and condense them into a few key statements that are helpful and instructive in various scenarios. The Common Beliefs, as articulated on the AASL Standards web portal (AASL, n.d.-b), provide both a firm foundation for the work of librarians and a clear sense of the direction school districts should take as they strive to continuously improve school libraries. We have added commentary to each of the Common Beliefs to connect them to the Curate Shared Foundation and to the focus of the chapters to follow.

Common Beliefs

1. The school library is a unique and essential part of a learning community.
2. Qualified school librarians lead effective school libraries.
3. Learners should be prepared for college, career, and life.
4. Reading is the core of personal and academic competency.
5. Intellectual freedom is every learner's right.
6. Information technologies must be appropriately integrated and equitably available.

Source: AASL 2018, 11.

1. The school library is a unique and essential part of a learning community.

Building and strengthening connections are core functions of the work of school librarians. We connect learners, other educators, administrators, and our communities to information, to the world outside our school walls, and to each other. School librarians create strong connections between our communities and the love of reading. We teach our colleagues, learners, and the community how to access, evaluate, and use both traditional and emerging sources of information ethically and productively. Our instruction empowers our school communities to contribute to the advancement of our society.

School librarians are unique educators for many reasons, chief among which is our provision of resources curated for our schools. While collecting and facilitating

FOR REVIEW ONLY
NOT FOR DISTRIBUTION

available at alastore.ala.org

access to a wide variety of learning resources, school librarians create connections between academic knowledge and a deep understanding of our world. Curation has always been a core part of librarianship. Chapter 1 briefly explores the history of school libraries and librarians and how they have curated materials through the ages.

2. Qualified school librarians lead effective school libraries.

Change is a constant, and we must not only embrace it and what it means for our communities but also create opportunities to lead change for our organizations. Gone are the days when school librarians presided over stacks of well-organized books in a dull, authoritarian, adult-focused environment (Gross 2022). Significant time is now spent outside the physical library, *engaging* with our community, *exploring* the world of virtual works online, *curating* resources in easily accessible spaces, *collaborating* with our colleagues, building *inclusive* library spaces, both physical and virtual, and leading our school community in deep *inquiry* that goes far beyond the mere collection of bits of knowledge. It is truly the most exciting time to be a school librarian!

Adequate staffing and resources vary according to settings. As a result, AASL emphasizes that every child, regardless of the type or size of school they attend, deserves access to a full-time, certified school librarian, with dedicated support staff and budget. These factors are essential for transforming teaching and learning (AASL 2019b). Advocacy is discussed in chapters 6 and 7.

3. Learners should be prepared for college, career, and life.

How we address the Curate Shared Foundation plays a tremendous role in how we contribute to the mission of our districts and schools. School librarians help every learner achieve academic success and curate resources that learners need. Effective library programming supports equity by ensuring that accessible materials serve as mirrors, windows, and sliding glass doors (Bishop 1990) for all learners.

Teaching learners, stakeholders, and colleagues to curate diverse resources is important in an information society. We provide access and opportunities for learners to connect with college, careers, and their lives after school through curated resources. The role of curation in instruction is discussed in chapters 3, 4, and 5.

4. Reading is the core of personal and academic competency.

Even with the proliferation of learning opportunities through digital audio and video, the visual-cognitive discipline of reading print is still our society's dominant means of developing reading comprehension skills (Sparks 2021). School librarians curate high-quality information for our schools in a wide variety of formats—print and digital resources, video, audio, augmented and virtual reality—all have a place in school library collections. We present all these to our communities within a culture

FOR REVIEW ONLY NOT FOR DISTRIBUTION

available at alastore.ala.org

of reading, engaging our communities through the power of story and encouraging them to pursue lifelong learning for its own sake. Aspects of nontraditional curation are discussed in chapters 6, 8, and 9.

5. Intellectual freedom is every learner's right.

Intellectual freedom is embedded within the core values of librarianship (American Library Association Council 2019). School librarians facilitate intellectual freedom by facilitating access to diverse viewpoints, intellectual tools, and spaces to read, view, and listen to discourse. Curation efforts must be inclusive of different perspectives, free from censorship, and supported by strong collection-development policies, and we must actively lead our communities in modeling respect for the viewpoints of those whose experiences differ from our own. Intellectual freedom as an essential component of collection-development and general school library policies is explored in chapter 2.

6. Information technologies must be appropriately integrated and equitably available.

Curating technologies and teaching learners to use them effectively are the responsibility of every educator (ISTE 2023). School librarians must be leaders in these efforts by ensuring that technology and connectivity are enhanced with resources that increase multiple literacy skills. Technology is a powerful tool for engaging our communities, creating transformational works, and finding opportunities to enhance the quality of our lives. Leveraging technology for curation is explored in chapter 7.

The Content of This Book

We have divided this book into four sections. *Part I: Placing Curate in Context* discusses the history of curation and how it has evolved. You will learn how other professions curate and about the policies that school librarians use to guide curation behaviors. *Part II: Curation for Learners* considers how the entire school community comprises learners, regardless of their ages. You will learn how school librarians are teachers of curation who facilitate lifelong curation skills. *Part III: Beyond Books* explains how curation is more than just the traditional concept of collecting books. It involves an interactive process that draws from the knowledge of the entire school community. Finally, *Part IV: Curate in Practice* shares case studies from school librarians who understand curation best practices. You will also notice Field Notes placed throughout the book. These alerts include tips and reflections from school librarians about their curation practices.

FOR REVIEW ONLY
NOT FOR DISTRIBUTION

available at alastore.ala.org

We hope that upon completing this book, you will embrace and promote the Curate Shared Foundation as a guide for exceeding traditional school library collection development. The Curate Shared Foundation offers opportunities to expand how our profession situates collections within services to school communities. We hope you will feel empowered to use this information to improve student learning outcomes and the culture of your school community. Dynamic curation practices will assist you with reinforcing connections to your school, allowing you to prepare learners for lifelong learning and the transition to college and strengthening the school library as a hub for intellectual freedom and scholarly communication and as a provider of relevant, engaging materials.

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

Index

An italicized page number indicates an illustration, table, or boxed text.

A

AASL Best Digital Tools for Teaching and Learning annual list, 106
AASL crosswalk with CCSS standards, 70–73
AASL crosswalk with Google's CS First curriculum, 44
AASL crosswalk with ISTE standards, 74–75
AASL Hashtag Bank, 106–107
  See also hashtags
AASL Standards Framework for Learners, xii
AASL Standards Framework for School Librarians, xii
AASL Standards Framework for School Libraries, xiii
AASL Standards in action. *See* alignments for school libraries in Curate Shared Foundation; competencies for learners in Curate Shared Foundation; competencies for school librarians in Curate Shared Foundation
AASL Standards Sample Alignment with Common Core State Standards
  of Kindergarten–Sixth Grades, *70–71*
  of Seventh–Twelfth Grades, *72–73*
academic technology menus, 105, 109–110
Access to Library Resources and Services for Minors (interpretation of ALA Library Bill of Rights), 20
Access to Resources and Services in the School Library (interpretation of ALA Library Bill of Rights), 20
ACRL standards, 29
active learning, 54
  See also lesson examples
active learning spaces, 89–90
active listening. *See* listening skills
ADA, 20
Addressing Weeding Challenges (case study), 119–121
administrators
  on library advisory committee, 92, 94–95, 96, 127–128
  and policy development, 21–23, 128–129
  and professional development, 41
  and reconsideration of materials, 21
  school librarians communicating with, 13, 93, 109, 133
  school librarians coordinating and collaborating with, 74, 86, 99, 108, 135
  supporting school librarians, xix
Adobe Spark Video, 145–146
advisory board. *See* library advisory board
advocacy for school library
  and active flexible learning spaces, 89
  and collaboration with other educators, 81–82
  and data privacy, 20, 22
  and digital content, 88, 102, 108
  and its funding, 13
  and its impact on learning, xvi, 103
  and under-represented voices, 118–119
advocacy for school library policies, 11, 23, 86, 128–129
affective domain of learning. *See* Share Domain in Curate Shared Foundation
ALA eLearning, 133
ALA Office for Intellectual Freedom, 20

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

alignments for school libraries in Curate Shared Foundation
Create Domain, 92–96, 119–121
Grow Domain, 99–102, 117–121
Share Domain, 9, 12, 16, 96–98, 116–119
Think Domain, 91–92, 116–117, 122–124
American Indians in Children's Literature blog, 16
Americans with Disabilities Act, 20
Annan, Kofi, xv
art lesson example, 148
ASCD Whole Child Tenets, 74
assessing library collection, 85–87, 92, 96, 99–100, 107
See also weeding
assessing tech needs, 109–110
assessment by learners
of peers' process and products, 35, 47–48, 63–64
of validity and accuracy of information, 40–41, 44, 55, 57, 62, 64, 116–117, 119. *See also* crosswalks; learning trajectory; lesson examples
assessment of learners by school librarian and other educators
of prior knowledge, 28–29
of research process and product, 46, 54–55, 58, 61, 87
See also lesson examples
Association for Supervision and Curriculum Development. *See* ASCD Whole Child Tenets
Association of College and Research Libraries standards, 29
Athena the Academic (persona), 108
ATMs, 105, 109–110
audibles
information sources, xxi, 29, 63, 135
learning products, 59, 63, 146
See also learning trajectory
audiences, 17, 27, 36, 46–47, 62–64, 81, 101–102, 110–111, 119, 121
See also crosswalks; learning trajectory; lesson examples
authentic voices, 16, 40, 56
See also diverse resources
authentication for digital resources, 39, 97

B

best practices. *See* Curate best practices for school librarians
Big6, 134
Birthday Book Club, 13
blended model of library scheduling, 100
book clubs, 13, 19
Booklist, 15
book reviews
finding credible, 97–98
including in learners' creations, 44
by learners, 103
Book Studies with Interactive Google Lit Trips (lesson example), 145–146
bookmarking websites, 147
Bringing Books to Life with AVR (Audio + Visuals + Reading) (lesson example), 146
Britannica website, 151
brochures to promote library, 133–134
budget. *See* library funding
building relationships. *See* relationship building

C

Canva, 134, 148, 150
career paths, 4, 6, 77, 148
career readiness, xx, xxi, 4–7, 51, 78
case studies, 115–125
CCSS. *See* Common Core State Standards
censorship. *See* challenges to library resources; self-censorship
challenges to library resources, xvi–xvii, 18–21
Chen, Diane, 18
choice and voice for learners. *See* voice and choice for learners
Choosing a Creative Commons License, *45*
citation tools, 28, 43, 60, 136
See also lesson examples
classroom teachers
collaborating with, 79
supporting, 131–132
Clouston, Vanessa Rivas, 12, 79
clubs, 13, 19, 61, 78, 86, 98, 134
coding club, 61
cognitive domain of learning. *See* Think Domain in Curate Shared Foundation
Colby, Diana, 135, 153
Collaborate Shared Foundation, 141
collaborating on collection development, 76, 77, 124, 128, 131
collaborating with adult learners, 107–109
collaborating with public librarians, 61, 77, 88, 89
collaborating with technology team, 105, 109–110
collaboration among educators
co-planning, co-teaching, and co-assessing, 39–41, 48–49, 51, 53–56, 58, 61, 64, 67, 69, 76–79, 82, 92, 95, 96, 99, 100–101, 116–117, 118–119, 124, 134, 136. *See also* lesson examples
finding intersecting goals, 29
getting started, 79
value of, 7–8, 16, 27
See also competencies for school librarians in Curate Shared Foundation

FOR REVIEW ONLY – NOT FOR DISTRIBUTION

available at alastore.ala.org

collaboration by learners. *See* competencies for learners in Curate Shared Foundation
collaboratively constructed information sites, 36, 43–44, 47, 59–61, 80–81, 115–117
See also crosswalks; learning trajectory; lesson examples
Collaboratively Constructed Resources (case study), 115–117
collecting distinguished from curating, 3–4
collection development policies. *See* policies, selection
Collection Evaluation Schedule Example, *130*
Collections by Destiny, 99
Collections Reflecting Lived Experiences (field note), 12
college readiness, xxi, xxiii, 5, 29, 51, 78, 117, 136
Colon, Carmen, 152
Common Beliefs of school librarians, xx–xxii, 91
Common Core State Standards, 69–73
Communicating with Parents (field note), 19
community involvement
on advisory board, 94–95, 127–128
in policy-making, 22–23
with replacing lost items, 13
in teaching and learning, 60–61, 62, 77, 80–81, 88, 91–92, 93–94, 96, 99, 109, 110, 131
community readiness. *See* life readiness
community resources, curation of, 88
See also community involvement
competencies for learners in Curate Shared Foundation
Create Domain, 30, 32, 34, 39–42, 56–57, 80, 117–119, 145–146, 148–150, 155–157
Grow Domain, 31, 33, 35, 46–48, 81, 119–121, 147, 149, 151–154, 157–158
learning trajectory, 30–35
Share Domain, 31, 33, 35, 43–45, 80–81, 116–117, 147, 150–151, 153, 155, 157
Think Domain, 30, 32, 36–38, 79–80, 122–124, 148, 151–152
competencies for school librarians in Curate Shared Foundation
Create Domain, 56–59, 117–119
Grow Domain, 62–64, 98, 119–121
Share Domain, 59–61, 98, 117
Think Domain, 16, 53–55, 116–117, 122–124
Connecting with Educators and Parents (field note), 79
Connecting with Public Librarians (field note), 77
Connolly, Colleen, 19
Cooperative Children's Book Center, 16
copyright, 14, 150
See also ethical use and creation of information
Corrette, Billie, 151
Create Domain in Curate Shared Foundation
alignments for school libraries, 92–96, 119–121
competencies for learners, 30, 32, 34, 39–42, 56–57, 80, 117–119, 145–146, 148–150, 155–157
competencies for school librarians, 56–59, 117–119
Creating Video Tutorials (field note), 135
Creative Commons Licenses, 43–44, *45*, 61, 89
creativity. *See* Create Domain in Curate Shared Foundation
criteria for selection and reconsideration policies in school libraries, *9–11*
Critical Need for and Responsibilities of District-Level School Library Supervisors (AASL), 20
cross-checking, 44, 58, 61
crosswalks
AASL with ASCD, 74
AASL with CCSS, 70–73
AASL with the Future Ready Framework, 74
AASL with Google's CS First curriculum, 44, 74
AASL with ISTE, 74–75
AASL with NGSS, 74
Texas School Library Program Standards with AASL, 29
Texas School Library Program Standards with ACRL, 29
Texas School Library Program Standards with ISTE, 29
use of, 74–76, 81–82
crowdsourcing, 44, 116, 135
See also collaboratively constructed information sites
Crucible, The (Miller), 155
cultural responsiveness. *See* diverse resources
Curate best practices for school librarians, 9, 106, 127–138
Curate case studies, 115–125
Curate learning trajectory, 30–35
Curate Shared Foundation
AASL Standards Framework for, xii-xiii
alignment with other national and content-area standards, 69-76
alignments for school libraries
Create Domain, 92–96, 119–121
Grow Domain, 99–102, 117–121
Share Domain, 9, 12, 16, 96–98, 116–119
Think Domain, 91–92, 116–117, 122–124
competencies for learners
Create Domain, 30, 32, 34, 39–42, 56–57, 80, 117–119, 145–146, 148–150, 155–157
Grow Domain, 31, 33, 35, 46–48, 81, 119–121, 147, 149, 151–154, 157–158
learning trajectory, 30–35

FOR REVIEW ONLY
NOT FOR DISTRIBUTION

available at alastore.ala.org

competencies for learners *(cont'd)*
Share Domain, 31, 33, 35, 43–45, 80–81, 116–117, 147, 150–151, 153, 155, 157
Think Domain, 30, 32, 36–38, 79–80, 122–124, 148, 151–152
competencies for school librarians
Create Domain, 56–59, 117–119
Grow Domain, 62–64, 119–121
Share Domain, 59–61, 98, 117
Think Domain, 16, 53–55, 116–117, 122–124
in context of other Shared Foundations, 139–143
key commitment, xiii, xix, 70, 73, 75
Curating Experiences for Remote Learners (case study), 122–124
curation by other professionals, *5*
Curation in the School Library Kitchen, *95*
curiosity, fostering in learners, 36, 43, 48, 57, 62–63, 140
curriculum in content areas
school librarian's participation in development, 96, 99–100
supported by library activities, 44, 46–47, 55, 62, 69, 79, 81, 86, 100, 116–117, 124. *See also* lesson examples
supported by library resources, 16, 18–19, 55, 61, 92–94, 106–107, 109–111, 119, 121, 128, 131, 139
cybersecurity, 94
See also privacy of learners

D

data breaches, 22
data security. *See* privacy of learners
databases. *See* digital resources; lesson examples
data-driven practice, 11, 13, 17, 64, 86–87, 92, 101–104, 119
Dawkins, April, 9–11
Denver Public Schools, 70–73, 109
Destiny, 99, 120, 135
developmental domain of learning. *See* Grow Domain in Curate Shared Foundation
Dewey, Melvil, 18
Dewey Decimal Classification System, 97, 120
digital citizenship, 7, 20, 33, 93, 142
See also ethical use and creation of information
digital resources
databases
access to, 39, 78, 86–88, 106
as knowledge product, 41, 59, 142
learners' internal, 81, 140–141
as lesson focus or resource, 28, 36, 38, 57–58, 68, 79, 136–137. *See also* lesson examples
tools for curation within, 60, 136–137
tracking use of, 93–103
impact of COVID-19 on use, 109, 111, 122, 132
removing barriers, 97, 106
See also bookmarking websites; learning trajectory; privacy of learners; technology integration
digital tools
for creating knowledge products, 56, 135. *See also* lesson examples
for curating and using collections, 20, 57, 67, 68, 78, 96–98, 103
curating of digital tools, 105–107, 109–110
school librarians as digital curation leaders, 106–107, 111
for teaching and learning, 56, 135
See also digital resources; technology integration
DIIGO: Social Bookmarking for Research (lesson example), 147
diverse collections. *See* diverse resources
diverse perspectives
benefits for learners, 12
supported by school librarians, xxii, 39–40, 57, 133–134, 140–141
See also diverse resources
diverse resources
benefits for learners, xxii, 4, 91, 140–142
challenges to, xvi–xvii, 10–11, 18–20, 21
as lesson focus, 146, 149, 156
selecting and maintaining, 18, 92, 94, 97, 117–119
See also library policies
diversity audits and analyses, 16–17, 92, 99–100
Diversity Baseline Survey (Lee & Low Books), 16
donated books, 10, 15
Domains
and scaffolding, 29, 76, 79–82
and the roles of school librarians, 51–52
Create, xii-xiii, 30, 32, 34, 39-42, 56–59, 76, 80, 92–96, 121
Grow, xii-xiii, 31, 33, 35, 46–49, 62–64, 81, 99–103, 118–119, 121
Share, xii-xiii, 31, 33, 35, 43–45, 59–61, 76, 80–81, 96–98, 117, 118–119
Think, xii-xiii, 30, 32, 34, 36–38, 53–55, 79–80, 91–92, 117, 123-124
See also Create Domain; Grow Domain; Share Domain; Think Domain

E

Eidson, Emily, 9–11
elementary school
collaborative instruction, 76
learning trajectory, 30-31
lesson examples
Indigenous Peoples (grades K–4), 151
Information Detectives (grades 3–9), 152

FOR REVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

Information Sources Treasure Hunt (grades 3–5), 152–153
Should Zoos Exist? (grades 4–12), 155–156
Using a Variety of Sources to Create Infographics (grades 4–12), 157
empathy, 57
empowering learners. *See* voice and choice for learners
EndNote Basic, 136
Engage Shared Foundation, 142
English Language Arts
CCSS standards, 70–73
and curation by learners, 78, 92
lesson examples, 145–146, 151–158
equity and inequity, xxi, 12–14, 18, 62, 88, 134
See also diversity audits and analyses
Ertzberger, Jeff, 122
Esperanza Rising (Muñoz Ryan), 145–146
ethical use and creation of information, xx, 20, 43–44, 46, 59–60, 80–81, 111, 142, 143
See also crosswalks; digital citizenship; learning trajectory; lesson examples
Evidence of Accomplishment (appendix in *National School Library Standards* book), 93
evidence-based decision making. *See* data-driven practice
Explore Shared Foundation, 141–142

F

fact-checking, 44, 48
Family Educational Rights and Privacy Act, 20
feedback from library users and community, 87, 92, 96, 103, 128, 131, 133
See also collaborating on collection development
fees, 12, 13, 135
FERPA, 20
field notes
Collections Reflecting Lived Experiences, 12
Communicating with Parents, 19
Connecting with Educators and Parents, 79
Connecting with Public Librarians, 77
Creating Video Tutorials, 135
Finding Credible Book Reviews, 97–98
Getting Help with Curation, 8
Knowing Your Community, 4
Policies for Curation and Collection Development, 19
Promoting the Collection with Brochures and Orientations, 133–134
Supporting Classroom Educators, 131–132
Teaching Learners How to Use Databases, 60
Teaching Organization Schemes, 42
Finding Credible Book Reviews (field note), 97–98
fines, 12, 13
fixed schedule in school library, 100
flexible schedule in school library, 98, 100
Flip, 44, 123
Flocabulary, 145–146
Follett Collections by Destiny, 99
Follett Destiny, 99, 120, 135
Follett Titlewave, 98, 99, 100
Follett TitleWise, 120, 130
Fontana, Dawn, 19
Foote, Carolyn, 117–119, 124
Fostering Curation with Relationships, *86*
Freedom to Read Foundation, 20
Freedom to Read Statement, *10*
Funchess, Detetria, 156
fund-raising, 13
Future Ready Framework, 74

G

Gale Citation Tool, 153
games, incorporating in lessons, 122–124
genres and genrification, 29, 63, 68, 96–97, 131
Getting Help with Curation (field note), 8
gifts. *See* donated books
Gill, Diane, 133–134, 148
Global Literature in Libraries Initiative, 40
Gluskabe Changes Maple Syrup: An Abenaki Legend, 151
Google
Code with Google's CS First Curriculum, 74
CS First curriculum, 44
Docs, 109, 135, 153, 155
Drive, 41, 58, 60
Forms, 87, 136
Jamboard, 62, 123, 134, 148, 150
Lit Trips, 145–146
Maps, 137
Scholar, 36, 136
searches, 36, 116, 158
Slides, 44, 116, 158
graphic organizers, 58, 61, 148
Grow Domain in Curate Shared Foundation
alignments for school libraries, 99–102, 117–121
competencies for learners, 31, 33, 35, 46–48, 81, 119–121, 147, 149, 151–154, 157–158
competencies for school librarians, 62–64, 119–121
growth mindset, 5, 64
Guided Inquiry, 41, 134

H

Hamil, Bradley, 157
Hanley, Caitlyn, 123
hashtags, 56, 103, 106–107, 110, 135
Hatcher, Andy, 146
high school
collaborative instruction, 78

FOR REVIEW ONLY – NOT FOR DISTRIBUTION

available at alastore.ala.org

high school *(cont'd)*
learning trajectory, 34–35
lesson examples
Book Studies with Interactive Google Lit Trips (grades 6–9), 145–146
Bringing Books to Life with AVR (Audio + Visuals + Reading) (grades 9–12), 146
DIIGO: Social Bookmarking for Research (grades 5–12), 147
How to Library: Discovering Sources and the Research Process (grades 9–12), 149
Identifying Plagiarism (grades 9–12), 150
Making It Legit: Works Cited Page Made Easy with NoodleTools (grades 9–12), 153
Mapping Connections across Sources (grade levels 9–12), 153
Modern-Day Witch Hunt (grades 9–12), 155
Should Zoos Exist? (grades 4–12), 155–156
Using a Variety of Sources to Create Infographics (grades 4–12), 157
Women in History (grades 5–12), 157–158
Hincks, Kelly, 122–124
history lesson examples, 151, 154–158
Horn Book, 15
How to Library: Discovering Sources and the Research Process (lesson example), 149
Hughes-Hassell, Sandra, 17
hyperdocs, 59

I

Identifying Plagiarism (lesson example), 150
ILSs, 96, 98
Include Shared Foundation, 140
inclusion. *See* diverse perspectives; diverse resources
inclusive library space, xxi
Indigenous Peoples (lesson example), 151
inequity. *See* equity and inequity
Inez the Innovator (persona), 107
infographics, 40, 79, 134, 157
Information Detectives (lesson example), 152
information poverty, xv–xvi
Information Sources Treasure Hunt (lesson example), 152–153
information-literacy skills and instruction. *See* lesson examples; teaching curation
Inquire Shared Foundation, 140
Instagram, 110, 118
integrated library systems, 96, 98
integrating technology. *See* technology integration
intellectual curiosity. *See* curiosity, fostering in learners
intellectual freedom, xvi, xx, xxii, 10–11, 12, 18, 20, 91, 128, 139
See also challenges to library resources
intellectual property. *See* ethical use and creation of information
International Society for Technology in Education. *See* ISTE resources; ISTE Standards
ISTE resources, 132
ISTE Standards, 29, 74–75

J

Jensen, Karen, 16–17
JLG website, 97–98
Johnson, Kimberly, 115–117, 124
Junior Library Guild website, 97–98

K

Kahoot! 28
Key Commitment for Curate Shared Foundation, xiii, xix, 70, 73, 75
Kiddle search engine, 152
KidRex search engine, 152
Kirkus Reviews, 15
Knovio, 146
Knowing Your Community (field note), 4
Knowledge Quest, 90, 122, 132
Kondo, Marie, 119
KWHLAQ charts, 47
K-W-L charts, 47, 63, 155–156
K-W-L-H charts, 148

L

Lamb, Elizabeth, 8
Lance, Keith Curry, 41
Lanier, Amy, 152–153
lateral reading, 32, 37, 53, 55, 57
Leander Independent School District, 19
learner competencies. *See* competencies for learners in Curate Shared Foundation
learner-focused school libraries, 3–4, 12
Learners Experience School Librarians' Roles through Domains, *52*
learning commons, 98–99
learning trajectory, 30–35
kindergarten–fourth grade, 30–31
fifth–eighth grades, 32–33
ninth–twelfth grades, 34–35
Lee & Low Books, 16
Legend of Rock, Paper, Scissors, The (Rex), 122
Leon the Leader Learner (persona), 108
lesson examples. *See also* elementary school, middle school, and high school
Book Studies with Interactive Google Lit Trips (grades 6–9), 145–146
Bringing Books to Life with AVR (Audio + Visuals + Reading) (grades 9–12), 146
DIIGO: Social Bookmarking for Research (grades 5–12), 147
Forecasting Careers (grades 6–8), 148

FOR PREVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org

How to Library: Discovering Sources and the Research Process (grades 9–12), 149
Identifying Plagiarism (grades 9–12), 150
Indigenous Peoples (grades K–4), 151
Information Detectives (grades 3–9), 152
Information Sources Treasure Hunt (grades 3–5), 152–153
Making It Legit: Works Cited Page Made Easy with NoodleTools (grades 9–12), 153
Mapping Connections across Sources (grade levels 9–12), 153
Modern-Day Witch Hunt (grades 9–12), 155
Should Zoos Exist? (grades 4–12), 155–156
Two Sides to Every Story (grades 5–8), 156
Using a Variety of Sources to Create Infographics (grades 4–12), 157
Women in History (grades 5–12), 157–158
Libraries Ready to Code, 44, 61
library advisory board, 13, 16, 86, 92, 94–95, 96, 103, 127–128
Library Bill of Rights, 10, 14, 16, 20
library funding, xxi, 13, 88, 89, 101, 132
library management systems, 78
Library of Congress, 123
library physical features, 89–90, 95–96
library policies. *See* policies
library staffing needs, xxi, 101, 130
life readiness, xx, xxi, xxii, xxiii, 5, 27, 41, 51, 67–82, 116–117, 139, 142–149
lifelong learning. *See* life readiness
listening skills, 30, 151
literacy standards (CCSS), 70–73
Little, Hannah Byrd, 119–121, 124
Little, Leila Green, 156
lived experiences, 12, 56, 57
LMSs, 78
Loomis, Katie B., 152–153
lost books, 13
Lynes, Lesleigh, 60

M

Mackin's collection analysis tool, 130
makerspaces
materials for, 88, 106, 132
in project-based learning, 54–55, 134
tracking usage, 87
value of, 95–96
Making Data-Driven Curation Decisions, *103*
Making It Legit: Works Cited Page Made Easy with NoodleTools (lesson example), 153
Maniotes, Leslie K., 41
Mapping Connections across Sources (lesson example), 153
maps, 137
MARC records, 96, 97
Margot the Mentor (persona), 108
Mendeley, 136
mental databases, 81, 140–141
Microsoft, 60, 78, 146
Microsoft Sway, 146
middle school
collaborative instruction, 78
learning trajectory, 32–33
lesson examples
Book Studies with Interactive Google Lit Trips (grades 6–9), 145–146
DIIGO: Social Bookmarking for Research (grades 5–12), 147
Forecasting Careers (grades 6–8), 148
Information Detectives (grades 3–9), 152
Should Zoos Exist? (grades 4–12), 155–156
Two Sides to Every Story (grades 5–8), 156
Using a Variety of Sources to Create Infographics (grades 4–12), 157
Women in History (grades 5–12), 157–158
A Mighty Girl website, 16
Milburn, Stacie, 77, 150
Miller, Arthur, 155
mindful collaboration among learners. *See* lesson examples
minorities. *See* diverse perspectives; diverse resources
misinformation, 155
mission statement for school library, 10, 108
MLA citation format, 153
modeling by school librarians
considering diverse perspectives, 56–58. *See also* diverse resources
curation skills, 42, 53–54, 58, 110–111, 135
data-literacy skills, 55, 62–65
ethical use and creation of information, 108
information-use skills, 46–47
providing guides to curated resources, 76, 99, 134
reflecting on, 65, 111
within school librarian roles, 51–52
sharing information resources, 59–61
See also lesson examples
Modern-Day Witch Hunt (lesson example), 155
Molina, Lacy, 155
multiple viewpoints. *See* diverse perspectives

N

Nabors, Amber, 145–146
National School Library Standards. *See* alignments for school libraries in Curate Shared Foundation; competencies for learners in Curate Shared Foundation; competencies for school librarians in Curate Shared Foundation
National School Library Standards crosswalks. *See* crosswalks
Native Americans, 16, 151

FOR PREVIEW ONLY
NOT FOR DISTRIBUTION

available at alastore.ala.org

needs assessment, 6–7, 14, 15, 29, 86–87, 92, 107, 137, 142
New Ways to Find Titles (case study), 117–119
newsletters, 16, 88, 93, 118, 129, 131, 133–134
Next Generation Science Standards (NGSS), 74
Noah Who Needs Support (persona), 107
NoodleTools, 153
Novello, Emily, 157–158

O

OER Commons, 89
OERs, 56, 86, 89
OneDrive, 60
online public access catalogs. *See* OPACs
online resources. *See* digital resources
OPACs, 20, 57, 67, 68, 78, 96–98, 103, 132–133
Open Educational Resources. *See* OERs
OREO argument structure, 155–156
organizing information (by learners), 27, 41–42, 46–48, 53–54, 57–59, 62–64, 121, 133
  See also crosswalks; learning trajectory; lesson examples
orientation to school library and resources, 13, 53, 86, 133–134
overdue books. *See* fines

P

Padlet, 61, 62, 123, 135, 148
paradox of choice, 120
parents
  accessing online library materials, 79
  challenging materials, 19
  connecting with and supporting, 79, 86, 89, 93–94, 99, 109, 110, 131, 133–135
  and resource challenges, 15, 19, 20, 21, 129
  supporting school library, 13, 88, 92, 94, 95, 96, 100, 127, 131
Patty the Parent (persona), 108
PebbleGo, 151
peer review by learners. *See* assessment by learners
personal learning networks, 6, 22, 29, 56–57, 110–111, 122
  See also professional development
personas in *National School Library Standards* book, 107–109
perspectives. *See* diverse perspectives
Picciuti, Heather, 42, 131–132
Piktochart, 157
plagiarism, 46, 150, 153
  See also ethical use and creation of information
PLCs. *See* personal learning networks
PLNs. *See* personal learning networks
podcasts, 63, 90, 135
  See also audibles
policies
  communicating, 86
  importance of, xvi, 4, 53, 85, 97, 124
  privacy, 22–23. *See also* privacy of learners
  reconsideration, 9–11, 18–23, 94–95
  retention, 94, 121, 128–129. *See also* weeding
  selection, xxii, 9–11, 13–15, 16, 18–23, 53–54, 58, 86, 91–92, 94, 128–129, 139
Policies for Curation and Collection Development (field note), 19
portfolios, 60, 93, 106
Practical Applications of Curate/Create, *58*
Practical Applications of Curate/Grow, *64*
Practical Applications of Curate/Share, *61*
Practical Applications of Curate/Think, *55*
pre-assessment of prior knowledge. *See* prior knowledge
primary sources, 56, 123
principals. *See* administrators
prior knowledge
  modeling use of, 46–47
  pre-assessment of, 28–29, 54
  use by learners, 32, 46–47
privacy of learners, 7, 12, 20, 22, 94, 98, 104, 109, 147
  See also policies
privacy policies. *See* policies
professional development
  in other professions, 5, 6
  presented by school librarians, 7, 28, 40–41, 48, 53, 54, 56–57, 60, 86, 93–94, 99, 108, 133–135
  of school librarians, 17, 18, 85, 107–108, 110–111, 127, 132–133. *See also* personal learning networks
Promoting the Collection with Brochures and Orientations (field note), 133–134
promoting the library, its resources, and its impact, 55, 88, 93, 99, 107, 128–129, 133–134, 147
  See also advocacy for school library; newsletters
psychomotor domain of learning. *See* Create Domain in Curate Shared Foundation
public librarians, collaborating with, 61, 77, 88, 89

Q

Qiqqa, 136
Questions for Checking for Understanding and Connecting Prior Knowledge, *47*
questions for reflective practitioners, 8, 23, 49, 65, 82, 104, 111, 125, 13

R

RADAR Framework, 36–38, 41, 80
RADER Framework Questions, *37*

FOR REVIEW ONLY
NOT FOR DISTRIBUTION
available at alastore.ala.org

rare books, 120
readers' advisory group, 128
reading
  as a core value, xx, xxi–xxii, 11, 63, 98
  encouraging, 15, 19, 57, 77–78, 79, 97, 117–119, 123, 129–131, 142
  lesson examples, 145–146, 148, 149, 155–156, 157
  See also lateral reading
reconsideration policies. *See* policies
Reese, Debbie, 16
reflection by learners, fostered by school librarians, 46, 47–48, 54, 62, 64–65, 81, 140
  See also crosswalks; learning trajectory; lesson examples
reflection by school librarians, 107, 110–111, 115–125, 137, 140
  See also questions for reflective practitioners
relationship building
  with and among learners, 48, 78, 98, 131
  importance of fostering, 5–6, 95, 99, 100, 104
  with other educators, 48, 77–78, 82, 117. *See also* collaboration among educators
  with stakeholders, 48, 51, 76–77, 85–86, 94, 121, 124
  with vendors, 22, 88, 97, 102, 124
  See also collaborating with public librarians; community involvement; parents
replacing lost books, 13
Resolution on Monetary Library Fines, 12
"Resolution to Promote Equity, Diversity, and Inclusion (EDI) Efforts in AASL While Addressing Historical Effects of Racism," 18
"Resolution to Support School and Youth Services Librarians Facing Increased Intellectual Freedom Challenges," 20
Rex, Adam, 122
role of curation in society, 3–6
roles of school librarians in context of Curate Shared Foundation, 9, 51–52
rubrics, 35, 48, 61, 146, 149, 156
Ryan, Pam Muñoz, 145–146

S

Samson, Trina, 4, 19
scaffolding, 29, 68, 76–79, 81–82, 91, 117, 124
schematic maps, 34
school librarian competencies. *See* competencies for school librarians in Curate Shared Foundation
school library alignments. *See* alignments for school libraries in Curate Shared Foundation
School Library Journal, 15, 95, 118, 132
school library's website, 55, 93, 99, 130, 133–135, 149
Schuman, Sierra, 149
Schwartz, Barry, 120
science fairs, 76–77
science lesson examples, 154, 157
science resources, 87, 129
science standards, 74
search engines, 22, 28, 36, 38, 152, 154
  See also Google
search strategies, 36, 38, 41, 53, 55, 57–58, 81, 116
  See also crosswalks; learning trajectory
Selection and Reconsideration Policy Toolkit for Public, School, and Academic Libraries, 10, 21
selection policies. *See* policies
self-censorship, 9, 12
self-checkout, 98
semantic maps, 154
Share Domain in Curate Shared Foundation
  alignments for school libraries, 9, 12, 16, 96–98, 116–119
  competencies for learners, 31, 33, 35, 43–45, 80–81, 116–117, 147, 150–151, 153, 155, 157
  competencies for school librarians, 59–61, 98, 117
Shared Foundations
  book series on, xi, xv
  Collaborate, 141
  Curate. *See* Curate Shared Foundation
  Engage, 142
  Explore, 141–142
  Include, 140
  Inquire, 140
  interconnected nature of, 139–142
Shepherd, Hannah, 155
Should Zoos Exist? (lesson example), 155
SIFT process, 36–38, 41, 55, 80, 110, 116
social media
  and collection development, 103, 118, 124
  for networking, 13
  for promoting library and resources, 57, 99, 109–111, 131, 134
  in teaching and learning, 43–44, 106, 135
social studies lesson examples, 115–117, 151, 154–158
STEM lesson examples, 154, 157
Steps in the Sift Process, *38*
Stowers, Christina, 97–98
Student Privacy Pledge, 22
subject experts, 36, 87
Sunken Treasure (guessing game PowerPoint presentation), 122
Supporting Classroom Educators (field note), 131–132
Sway, 146

FOR REVIEW ONLY
NOT FOR DISTRIBUTION

available at alastore.ala.org

T
teaching curation
benefits, xxii
methods, 27–49, 67–82
See also lesson examples
Teaching Learners How to Use Databases (field note), 60
Teaching Organization Schemes (field note), 42
TeachingBooks website, 146
technology integration
collaboration to support, 107–111
equitable access to, xx, xxii
importance of, xxii
leveraging for curation, 56–57, 105–111
See also digital resources; digital tools
Texas School Library Program Standards, 29
Think Domain in Curate Shared Foundation
alignments for school libraries, 91–92, 116–117, 122–124
competencies for learners, 30, 32, 36–38, 79–80, 122–124, 148, 151–152
competencies for school librarians, 16, 53–55, 116–117, 122–124
Think-Pair-Share technique, 47, 149
TinEye website, 38
Titlewave, 98, 99
TitleWise, 120, 130
tolerance. *See* diverse perspectives
Tony the Teacher (persona), 108
trajectory for learners as curators, 30–35
treasure hunt activity, 152–153
triangulation, 44, 57, 61
trust, 5, 85, 98, 116, 124
See also relationship building
Tudor, Alissa, 147
tutorials, video, 135
Twitter, 62, 110, 118, 135
Two Sides to Every Story (lesson example), 156

U
Using a Variety of Sources to Create Infographics (lesson example), 157

V
Valenza, Joyce, 20, 95–96
Vermont Historical Society website, 151
videos
information sources, xxi, 29, 38, 40, 56, 63, 106
learning products, 59, 137
for library promotion, 103
platforms, 22, 43–44
tutorials, 110, 134–135
See also learning trajectory; lesson examples
viewpoints. *See* diverse perspectives
voice and choice for learners, 19, 20, 53, 55, 79, 96, 131–132, 134
See also lesson examples
volunteers in school library
adults, 76, 94, 97, 98, 130
students, 93, 97, 98, 100

W
Wakelet, 61, 99, 134, 135, 148
We Are Teachers website, 156
We Need Diverse Books, 15, 16, 39
Webb School, 120
weeding, 94, 119–121, 124, 129–130
Whitfield, Felecia, 148
Wikipedia, 36, 43, 59, 115–116
Wilson-Youngblood, Audrey, 153
Women in History (lesson example), 157–158
Wordle, 148
work readiness. *See* career readiness

X
X (social media platform). *See* Twitter

Y
YouTube, 43

Z
Zotero, 136

FOR PREVIEW ONLY - NOT FOR DISTRIBUTION

available at alastore.ala.org