SHARED FOUNDATIONS

Explore

SARAH CULP SEARLES

ALA Editions
CHICAGO | 2022

AASL American Association of School Librarians
TRANSFORMING LEARNING

alastore.ala.org

© 2022 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: 978-0-8389-1919-4 (paper)

Library of Congress Cataloging-in-Publication Data

Names: Searles, Sarah Culp, 1985- author.
Title: Explore / Sarah Culp Searles.
Description: Chicago : ALA Editions, 2022. | Series: Shared foundations series ; V | Includes bibliographical references and index. | Summary: "This book offers a deeper understanding of the Explore Shared Foundation, including how to connect traditional practices while moving the school library profession forward; an examination of how the standards in Explore Shared Foundation relate to other major ideas and trends in school librarianship; and ready-to-implement programming for school librarians and those who support school librarians, including administrators, supervisors, and university educators"—Provided by publisher.
Identifiers: LCCN 2021001055 | ISBN 9780838919194 (paperback)
Subjects: LCSH: School libraries—Aims and objectives—United States. | School librarian participation in curriculum planning—United States. | Libraries and schools—United States.
Classification: LCC Z675.S3 S4175 2021 | DDC 027.80973—dc23
LC record available at https://lccn.loc.gov/2021001055

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

Printed in the United States of America
26 25 24 23 22 5 4 3 2 1

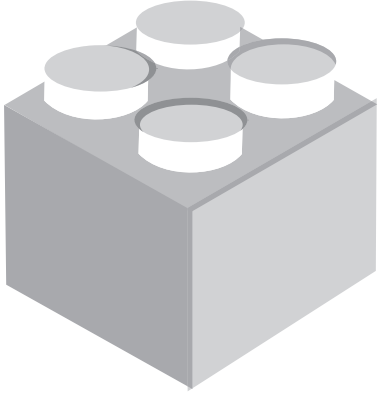
Purchases of AASL publications and products fund advocacy, leadership, professional development, and standards initiatives for school librarians nationally.

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

alastore.ala.org

SHARED FOUNDATION V

Explore



KEY COMMITMENT

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

alastore.ala.org

Contents

Acknowledgments / ix

Series Introduction / xi

AASL Standards Integrated Framework: Explore / xii

Preface: The Spirit of Librarianship / xv

Introduction: Developing a Compass for Professional Learning / xxi

PART I

COMPASS 1

1 Traditional Strengths 3

2 Contemporary Opportunities 9

PART II

BACKPACK 15

3 Learning Commons 17

4 Inquiry-Based Learning 35

5 Growth Mindset and Grit 53

6 The Maker Movement 67

7 Personalized Learning 87

PART III

BOOTS 109

8 From New Learning to Action 111

9 Your Explore Planning Guide 117

10 The Journey to Implementation 139

alastore.ala.org

Conclusion: Landmarks in the Shared Foundations / 145

Appendix A: Navigating the Explore Competencies / 153

Appendix B: Workshopping the Explore Planning Guide / 155

Works Cited / 159

About the Author / 161

Index / 163

alastore.ala.org

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.

alastore.ala.org

SHARED FOUNDATION V.

Explore

Domain	LEARNER DOMAINS AND COMPETENCIES	SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES
A. Think	**Learners develop and satisfy personal curiosity by:** 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	**School librarians foster learners' personal curiosity by:** 1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes. 2. Challenging learners to reflect and question assumptions and possible misconceptions. 3. Enabling learners by helping them develop inquiry-based processes for personal growth.
B. Create	**Learners construct new knowledge by:** 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	**School librarians stimulate learners to construct new knowledge by:** 1. Teaching problem solving through cycles of design, implementation, and reflection. 2. Providing opportunities for tinkering and making. 3. Modeling persistence through self-directed tinkering and making.
C. Share	**Learners engage with the learning community by:** 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	**School librarians prepare learners to engage with the learning community by:** 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance. 2. Assisting learners to co-construct innovative means of investigation. 3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.
D. Grow	**Learners develop through experience and reflection by:** 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	**School librarians help learners develop through experience and reflection by:** 1. Scaffolding iterative challenge-response processes. 2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded. 3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.

alastore.ala.org

KEY COMMITMENT

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

SCHOOL LIBRARY DOMAINS AND ALIGNMENTS	The school library facilitates the Key Commitment to and Competencies of EXPLORE	Domain
The school library supports learners' personal curiosity by: 1. Providing resources and strategies for inquiry-based processes. 2. Fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology.		**A. Think**
The school library facilitates construction of new knowledge by: 1. Implementing technology as a tool or resource for learning. 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces. 3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving.		**B. Create**
The school library prepares learners to engage with a larger learning community by: 1. Modeling and promoting the use of personal and professional learning networks. 2. Encouraging families and other members of the community to participate in school library activities. 3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.		**C. Share**
The school library assists in the growth and development of learners by: 1. Leading other educators and learners to embrace a growth mindset through lifelong learning. 2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based best practices. 3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.		**D. Grow**

alastore.ala.org

Preface: The Spirit of Librarianship

For me, Explore epitomizes the spirit of librarianship. My personal under-standing of this started with my own elementary school librarian, Anne Banks Kitchens. Some librarians remember the libraries of their childhood as stereotypical quiet "shushing" places, against which they're determined to rebel—but I don't. Mrs. Kitchens had both a megaphone and a karaoke machine in her school library for daily use! She expected and empowered us to engage thoughtfully with the world and make our voices heard.

In Mrs. Kitchens's school library, there was never any doubt that there was a huge, wide world out there for us to explore, using all the means available to us. The world of technology was smaller in those days, of course. However, Mrs. Kitchens used print materials to bring far-flung parts of the world within our reach. My earliest memory from her classes, as a first grader, is of a nonfiction read-aloud. I don't remember the title of what she read, but I do remember very clearly the way she finished reading and then told us, "And then something *wonderful* happened—the Berlin Wall came down!" In a single stroke, she shared important recent knowledge with us, taught us how to think critically about how information sources may go out of date (the book she was holding was a few years old, from before the wall fell), and modeled a passionate interest in history and geography and how they change the context we live in.

The school library was full of ways to feel immersed in anything we wanted to know and explore. Maps and globes were regular fixtures in Mrs. Kitchens's lessons. So were a variety of hands-on science demonstration tools, including human anatomy models, insect specimens under glass, and a wooden lever device you could hit on one end with a rubber hammer to send a plastic frog flying from the other

alastore.ala.org

end. (Obviously, you would then measure how far the frog flew, and collect multiple rounds of data to analyze and interpret.) Once a year she would bring in the Star-Lab, a portable planetarium, and transform the school library into a place where we could crawl directly into outer space. There among the stars, she would share information about astronomy and meteorology with us, as well as stories of the constellations and how the ancient Greeks and Romans understood the cosmos. And of course, in Mrs. Kitchens's school library I could access anything and everything I wanted to read. To top it all off, she had a terrific old ball-and-clawfoot bathtub painted like an American flag that I could snuggle into with my books.

When I was in the fourth grade, my class participated in a schoolwide activity in which we had to select our "True Colors." I identified as Green, which my classmates were ready to let me know was the nerdy color. However, Mrs. Kitchens (also a Green) showed me that it really meant I was eager to know anything and everything, and that the school library was exactly the right place for curious learners like me to thrive. Because of her influence, I will always believe that the support for curiosity and broad personal interests embodied in the Shared Foundation of Explore is one of the most important aspects of a school library and its potential to impact the lives of learners.[1]

Flash Forward

As a high school librarian at the start of my career, Explore was a major part of the ethos of my school library program. I was blessed to work in a school with a truly diverse student population, a faculty that believed in collaboration, a principal and parent stakeholders who were committed to seeing that we had the resources we needed to serve our learners, and a wonderful co-librarian and library secretary as partners. Many of the educators in our building had less than ten years' experience. We had a strong relationship with our local university, which knew we were eager to accept interns, which meant that we had a constant influx of new ideas and innovations. Our student learners came from every ethnic and socioeconomic background, including English language learners from more than fifty countries. That mix of diversity, innovation, and support was the perfect setting to "discover and innovate in a growth mindset developed through experience and reflection" (AASL 2018, 104).

At first, I had an experience that I suspect many new school librarians have. After learning in graduate school about ideal visions for school libraries, I went into that wonderful school, with those wonderful conditions, and was completely mystified when other educators weren't lining up to collaborate with me! What quickly grew our program and services, however, was gradually building relationships with other educators through an Explore lens. We made a regular practice of encouraging curiosity among these educators, and then seeking to provide resources and find

alastore.ala.org

solutions to satisfy it. Exploring technology options was particularly helpful; whenever I needed to win over another educator who'd never collaborated with a school librarian before, I introduced a new tech tool or format that we could tinker with together and to see how it might improve their assignments. This gave us a means of consistently embracing new skills and learning for ourselves as well as our colleagues, thus situating the school library as a central professional learning network within our school.

Explore also emerged as a means of handling the bulk of student learners who visited our school library (400+, about a third of our school, every day) and the huge variety of questions they had and problems they needed to solve. At first, I wondered if I needed to be an expert in everything learners might need to know. But soon enough, after it became clear that that would *never* happen, I learned to be extremely comfortable with modeling my own transparent learning to them in response to their questions. "I don't know, let's ask Google!" became something of a catchphrase in our school library. We couldn't possibly teach every learner about all of the technologies they would need to know, so instead we taught them to iteratively "poke buttons and see what happens!" And whenever they found a solution, either by searching it out or by stumbling upon it, we encouraged them to engage with their community of fellow learners by sharing their solutions around the room.

Gradually, we built our school library environment so that exploration was a central value in how both educators and learners interacted with our space. We took pride in becoming the go-to people for all manner of "this might sound crazy, but is there a way to. . . ." questions. We built strong relationships with other educators so that they would feel safe taking instructional risks and trying new things with us. We thought aloud through problems and challenges together with learners, partly to model our thinking processes and approaches to them, and partly because their learning work frequently informed and stretched our own learning. Explore embodied the way I approached layering, deepening, and extending my professional practice as a school librarian.

Learning beyond the Library

After serving as a high school librarian, I had the opportunity to move into school library supervision at the district level. Those who know me well realize that I don't make any bones about how steep my learning curve was during that transition—I had a *lot* to figure out, and all of it in a hurry, while people depended on me to lead! I'll confess that it was a heavy emotional lift, as well as a heavy learning lift; I felt incompetent, frankly, and I wasn't used to that lack of confidence. Fortunately, however, I was able to turn the full weight of my experience as a school librarian onto my own learning curve. I was going through the same kinds of struggles that my learners had felt during challenging assignments and the same kinds of creative

alastore.ala.org

risks that my educator partners had felt while collaborating on new ideas and methods with me. So, I did exactly what I had always helped them to do: I worked hard to deliberately adopt "a growth mindset developed through experience and reflection" (AASL 2018, 104) and I dove into exploring my new role.

One of the major lessons I've learned in the last seven years, as a district supervisor and advocate for school libraries, is that the Competencies and Alignments delineated in the *National School Library Standards* Explore Framework represent exactly what stakeholders love about their school libraries. School libraries are centers of learner-directed choices driven by individual interests and curiosity—which is *exactly* what the movement for personalized learning environments is about. By teaching learners to discover, innovate, inquire, persist, and iterate, school librarians are helping learners become truly ready for college, career, and community, with boundless possibilities for their futures. Administrators, parents, and community members all want to see their school libraries function as the heart of the school, where learners' diverse interests intersect and turn learning from something academic into something that changes lives. And when they see a student learner participate in the kinds of school library programming Explore describes, those stakeholders' simple "oh, cool!" reactions can turn them into advocates working to ensure all learners have access to effective school libraries and school librarians.

When districts engage in strategic planning and think "why school libraries?" the Explore standards are exactly what I hope they'll think about. If a school library needs funding for physical renovations and flexible furnishings, I hope the conversation will be around "ensuring that multiple learning activities can occur" and creating "a learning environment conducive to independent and collaborative exploration and problem solving" (AASL 2018, School Library V.B.2–3.). If a school is considering installing a makerspace, I hope their plan includes the school librarian "modeling persistence through self-directed tinkering and making" (AASL 2018, School Librarian V.B.3.). If educators are concerned about how to ensure they're raising student learners who can navigate their online worlds critically and responsibly, I hope these educators plan to partner with school librarians to get learners "reflecting and questioning assumptions and possible misconceptions" (AASL 2018, Learner V.A.2.) and "open-mindedly accepting feedback for positive and constructive growth" (AASL 2018, Learner V.D.3.). And as each district strives for better outcomes for their kids, in their conversations about professional learning as well as student learning, I hope they will focus on "enabling learners by helping them develop inquiry-based processes for personal growth" (AASL 2018, School Librarian V.A.3.). With Explore as the center, all members of the school community have a clear "why" for supporting effective school libraries.

alastore.ala.org

NOTE

1. Readers may enjoy knowing that Anne Kitchens and I are still friends. I returned to her library several times in middle and high school to volunteer, which helped inform my career choice. We connect occasionally on social media, and several years ago I was honored when she attended my wedding!

alastore.ala.org

Index

An italicized page number indicates an illustration or table.

1:1 device access, 17–18, 97, 98
3-D printing, 32, 67, 84
20 percent time, 74
24/7 access to resources, 10, 13, 19, 25–26, 29, 50, 97

A

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; competencies for learners; competencies for school librarians
academic libraries, 71, 73
access
  to makerspace resources, 70, 72, 81, 97, 107
  to professional development, 84–85
  to resources 24/7, 10, 13, 19, 25–26, 29, 50, 97
  to resources during pandemic, 11
  to technology, 9, 60
  See also equitable access
action steps in context of Explore professional development, 122–126, 128, 133–135, 140
adaptability (human). *See* growth mindset
adaptability (library space and furnishings), xviii, 5, 17, 20–21, 25, 27, 30, 97, 105
administrators
  as advocates, xviii, 17–18, 31
  as co-planner for makerspace, 32, 73
  expectations and priorities of, xxiv, 21, 54, 151
  as fellow-educators, 11, 111, 115, 143
  as learners, 62
  as library website users, 29
advocacy for learning commons, 23–24
advocacy for makerspaces, 68–69, 70, 74
advocacy for school library, xiii, xviii, 13, 27–28, 31
  See also publicity
affective domain of learning. *See* Share Domain
agency of learners. *See* voice and choice for learners
algebra example of mindsets, 57–58
alignments for school libraries in Explore
  Create Domain, xiii, xviii, 10, 11, 25–26, 26–27, 98
  Grow Domain, xiii, 12–13, 24–25, 60, 61–62
  Share Domain, xiii, 5, 27–28, 60–61
  Think Domain, xiii, 45–46, 78
American Libraries website, 71
analysis of lesson examples. *See* examples of best practice
anticipating learners' needs and adapting, 24–25
art projects and exhibits, 62, 63
assessment of learners and learning, 89, 92–93, 95, 97, 101–103, 106
  See also self-assessment; feedback
assessment of resources, 5–7, 72, 73, 84, 89, 98–99, 148–149
assumptions, questioning, 48
astronomy, xvi
audience for changes to professional practice. *See* target audience for changes to professional practice

alastore.ala.org

authentic feedback. *See* feedback
authentic learning context, 36, 42–43, 46, 48, 56, 58, 63–64, 69–70, 77, 88

B

backpack of tools for school librarians
  in context of embracing Explore, 15–16
  growth mindset and grit, 53–66
  inquiry-based learning, 35–52
  learning commons implementation, 17–33
  maker movement, 67–85
  personalized learning, 87–108
barriers to collaboration among learners, 19–20
barriers to use of printed resources, 19–20
bathtub for reading, xvi
Benjes-Small, Candice, et al., 73
Berkowitz, Bob, 37
Berry, Tim, 17–18
best practices, xiii, 24–25, 60
  See also examples of best practice
Big6 inquiry framework, 37
blogging and blog posts, 5, 7, 61, 67, 81, 105
  See also social media
bookmobiles, fond memories of, 3
books
  and collection development, 72
  and lifelong learning, 45, 62
  readers' advisory, 6, 18, 25, 100
  and reading promotion, 7, 78, 100, 104
  removing barriers to use, 19–20
  in support of inquiry learning, 45–46
  use in research, 35, 44, 51, 70
boots for moving forward with Explore
  in context of embracing Explore, 109–110
  planning and creating an action plan for changes to professional practice, 117–137
  reflecting on planning process and starting implementation, 139–144
  value and challenges of putting professional learning and planning into action, 111–116
Bray, Barbara, 89, 93–95
Brunner, Jerome, 88
budgets, 1, 5, 9, 13, 44, 60, 84
building relationships. *See* relationship building

C

career readiness, school librarians' contribution to, xviii, 3, 8
Caspari, Ann, 37
CBL (challenge-based learning), 70, 74
checkout, 6, 20, 64, 82
  See also circulation
choice and voice for learners. *See* voice and choice for learners
circulation, 6, 20, 25, 28
  See also checkout
coding, 71
cognitive domain of learning. *See* Think Domain
cognitive messes, 42–43, 46–47, 142
cognitive needs and skills, 12, 35–52, 53–66, 74, 75, 96, 106
Collaborate Shared Foundation
  competencies for learners
    Share Domain, 148
    Think Domain, 148
  in context of Explore, 147–148
  Key Commitment, 148
collaboration
  among educators. *See also* competencies for school librarians
    in context of personalized learning, 99
    to create protocol for students selecting research topics, 106
    to curate sets of resources, 6
    and inquiry-based learning, 45–46
    for learning commons, 22
    within makerspace, 80
    and modeling persistence, 77–78
    in open-ended inquiry experiences, 87
    as part of school's culture, xvi–xvii
    for professional development, 60–61, 112, 114, 115, 125, 129, 141–142
    re-envisioning, 10–12
  among learners, xii, 19–20, 26–27, 101–102. *See also* competencies for learners
collaboration skills. *See* competencies for learners, Collaborate Shared Foundation
collaborative problem solving, 101–102
collection development, 72
college readiness, school librarians' contribution to, xviii, 3, 18
Common Beliefs of school librarians, 3–4, 10, 18
common goals, 22, 31, 69, 92, 96
communicating with stakeholders, 27–28
community members
  as advisors, 32
  as advocates, xviii, 115, 119
  as participants in activities, xiii, 5
  as resources, 5
  as role models, 62
  See also parents and family members
community readiness. *See* life readiness, school librarians' contribution to
compass to guide school librarians' practice
  building on traditional strengths, 3–8
  in context of embracing Explore, 1–2
  in context of societal and technological changes, 9–14
compassion, 87, 98
competencies for learners
  Collaborate Shared Foundation
    Share Domain, 148
    Think Domain, 148

alastore.ala.org

Curate Shared Foundation
Grow Domain, 149
Share Domain, 149
Think Domain, 149
Engage Shared Foundation
Create Domain, 150
Grow Domain, 150
Explore Shared Foundation
Create Domain, xii, 75, 76, 114–115, 140, 141, 147, 148, 150
Grow Domain, xii, xviii, 46–47, 59, 102, 112, 115, 129, 142–143, 146, 147, 148, 149
Share Domain, xii, 99, 101, 115, 141–142, 146, 148, 149, 150
Think Domain, xii, xviii, 6, 41–43, 114, 139, 146, 148, 150
Include Shared Foundation
Create Domain, 147
Grow Domain, 147
Share Domain, 147
Inquire Shared Foundation
Create Domain, 146
Grow Domain, 146
Share Domain, 146
Think Domain, 146
competencies for school librarians in Explore
Create Domain, xii, xviii, 75, 76, 77
Grow Domain, xii, 46–47, 59, 102
Share Domain, xii, 99, 101
Think Domain, xii, xviii, 6, 41–42, 42–43
competitions not recommended, 80, 100
constructivist learning theory, 69
control of learning. *See* personalized learning
cooperative learning, 69, 95
See also collaboration, among learners
core functions of school libraries, 18–19
See also alignments for school libraries
co-teaching, 10–11
Covid-19 pandemic, 9–12, 53, 151
Create Domain
Engage Shared Foundation
competencies for learners, 150
Explore Shared Foundation
alignments for school libraries, xiii, xviii, 10, 11, 25–27, 98
competencies for learners, xii, 75, 76, 147, 148, 150
competencies for school librarians, xii, xviii, 75, 76, 77
in context of roles of school librarians, *4*
Include Shared Foundation
competencies for learners, 147
Inquire Shared Foundation
competencies for learners, 146
creation of new knowledge by learners. *See* knowledge products
creativity. *See* Create Domain
critical-thinking lesson example, 48
Csikszentmihalyi, Mihaly, 88
culture
of collaboration, 29, 73–74
of growth and persistence, 53–66
of inquiry, 35–52
of learners, 92
of making, 67–85
Curate Shared Foundation
competencies for learners
Grow Domain, 149
Share Domain, 149
Think Domain, 149
in context of Explore, 148–149
Key Commitment, 149
curating high-interest high-quality resources, 6, 35–36, 51, 77
curiosity
failure to stimulate with traditional assignments, 39–40
fostering in learners, xvi, xvii, 6, 36, 38, 50, 69, 78–79, 80, 90, 99–100, 146, 148, 149
fostering in other educators, xvi–xvii
curriculum
in context of makerspaces, 70, 72, 75
in context of personalized learning, 93, 96, 97, 106
cycles of design, 74–75
See also inquiry-based learning

D

decision fatigue, 109–110
deep learning, 39
defining focus for professional learning, 120, 121–124, 126, 131–134, 135
Definition of an Effective School Library, 31
design cycles, 74–75, 140-141
See also inquiry-based learning
design thinking methodology, 37, 45, *140*, 142
developmental domain of learning. *See* Grow Domain
Dewey, John, 88
differentiation compared with personalization and individualization, 88–90, *89*
digital resources
improving learners' confidence in using online databases, 29
proving access for learners, 13, 17–33
in support of inquiry learning, 45–46, 50, 51
in support of personalized learning, 98–99
supporting exploration by other educators, 12
divergent thinking, 27
diverse interests of learners, xvi, xviii, xxii, 39, 40, 42, 44, 50, 70, 88–89, 92–95, 100, 101, 146–147
See also passions
diverse needs of learners, 26–27, 87–108

alastore.ala.org

diverse perspectives, honoring, 147, 148
do-it-yourself culture, 68–69
Domains within Explore and roles of school librarians, *4*
  See also Create Domain; Grow Domain; Share Domain; Think Domain
d.school, 37, 140
Duckworth, Angela, 55
Dweck, Carol, 54, 59, 88, 102–103

E

Educate to Innovate, 71
Eisenberg, Mike, 37
elimination of school librarians' jobs, 13
emotions
  in the context of inquiry-based learning, 47
  in context of professional development and practice, xvii–xviii, xxi–xxii, 1, 7, 26, 45, 53–54, 61, 77–78, 111–113, 115–116, 121–122, 125, 127–129, 143–144
  of learners, 26, 36, 42, 47, 55–58, 63, 73–74
  See also compassion; frustration; grit; growth mindset
empowering learners. *See* voice and choice for learners
empty-vessel model of learning, 90
Engage Shared Foundation
  competencies for learners
    Create Domain, 150
    Grow Domain, 150
  in context of Explore, 149–150
  Key Commitment, 150
English Language Learners, xvi, 25, 120
English teachers, collaborating with, 22, 35–36, 37, 45, 82, 87–88
environment for learning. *See* learning environments
equitable access, 3, 5–6, 9–10, 18, 20, 23, 99
  See also access
ethical use of information and media, 150
evaluation. *See* reflection
evidence of learning, 94–95, 107
  See also knowledge products
evidence-based design process, 20–21
evidence-based practice, xiii, 24–25
examples of best practice
  Create activities
    in fostering growth mindset and grit, 64
    in inquiry-based learning, 49
    in learning commons, 30
    in makerspaces, 81
    in personalized teaching and learning, 105
  Grow activities
    in fostering growth mindset and grit, 62–65, 66
    in inquiry-based learning, 51–52
    in learning commons, 32
    in makerspaces, 79–85
    in personalized teaching and learning, 103–108
  Share activities
    in fostering growth mindset and grit, 65–66
    in inquiry-based learning, 50
    in learning commons, 31
    in makerspace, 82–83
    in personalized teaching and learning, 106
  Think activities
    in fostering growth mindset and grit, 63
    in inquiry-based learning, 47–48
    in learning commons, 29
    in makerspace, 80
    in personalized teaching and learning, 104
  See also best practices
expectations
  for learners about learning, 56, 59, 77
  of learners about learning and themselves, 57–58, 62, 147
  of others about school library, xxiv, 1, 7, 8, 10, 13, 18, 25
  of school librarians about their own practices, xvi–xvii, xxi–xxii, 13, 60
exploration as central value in school library, xvii
Explore Planning Guide for changing professional practice. *See* Planning Guide for changing professional practice with Explore
Explore Shared Foundation
  alignments for school libraries
    Create Domain, xiii, xviii, 10, 11, 25–27, 98
    Grow Domain, xiii, 12–13, 24–25, 60, 61–62
    Share Domain, xiii, 5, 27–28, 60–61
    Think Domain, xiii, 45–46, 78
  competencies for learners
    Create Domain, xii, 75, 76, 114–115, 140, 141, 147, 148, 150
    Grow Domain, xii, xviii, 46–47, 59, 102, 112, 115, 129, 142–143, 146, 147, 148, 149
    Share Domain, xii, 99, 101, 115, 141–142, 146, 148, 149, 150
    Think Domain, xii, xviii, 6, 41–42, 42–43, 114, 139, 146, 148, 150
  competencies for school librarians
    Create Domain, xii, xviii, 75, 76, 77
    Grow Domain, xii, 46–47, 59, 102
    Share Domain, xii, 99, 101
    Think Domain, xii, xviii, 6, 41–42, 42–43
  Key Commitment, xiii, xxiv, 58, 112, 117
Extended Essays for International Baccalaureate diplomas, 87–88

F

Fab Labs, 71
failure as part of learning process, 70, 112
  See also iteratively responding to challenges

alastore.ala.org

family involvement with school libraries. *See* parents and family members
feedback
in context of personalized learning, 102–103
in context of professional development in Explore, 110, 114, 115, 117, 121, 125–126, 128–129, 137, 140–143, 157
learners accepting and using, xii, 102–103, 146–149
learners giving peers, 51–52, 65, 69, 73, 107, 108
school librarians accepting and using, xii, xviii, 24, 29
school librarians giving learners, 50, 56, 59, 67–68, 75, 77, 89, 90, 102–103, 107–108
school librarians requesting for themselves, xxiv, 24, 31, 33, 74, 77–78, 105, 119, 125, 128–129, 137, 142–143
subject matter expert giving learner, 82, 83
using learners' questions as, 21
See also assessment of learners and learning
feelings. *See* emotions
Five Laws of Library Science, 18
fixed mindset
defined, 54–55
example, 57–58
fixed schedule in school library, 1, 60, 67, 74, 102
Fleming, Laura, 70, 74
flexible arrangement of library space. *See* adaptability (library space and furnishings)
flexible schedule in school library
in context of collaboration with other educators, 10–11
in context of maker movement, 67, 74
in context of personalized learning, 102–103
optimal for maintaining multiple learning environments, 5
flow theory, 88
focus for professional learning and changing practice in context of Explore, 120–126, 131–135
forms for planning changes to professional practice with Explore
Action Steps, 133
Focus Definition, 131–132
Problems and Solutions, 134
Project Mapping, 135–136
Self-Assessment, 130
Summative Feedback, 137
frustration
and mindsets, 55
needless, 44
as part of learning process, 42, 47, 69, 141
See also school librarians' workload in context of integrating NSLS

G

Genius Hour, 67, 74
globes, xv
goal-setting by learners, 9, 22, 31, 69, 88, 89, 92, 93, 94, 95, 96
Google, xvii, 18, 50, 68
graffiti in context of research, 44
Graves, Aaron, 69, 70, 79
Graves, Colleen, 69, 70, 79
Great Recession, 13
grit
in context of Explore Shared Foundation, 58–62
in context of makerspaces, 75, 76
in context of personalized learning, 97
defined, 55
examples of best practice, 62–65
importance of, 57–58
Grit: The Power of Passion and Perseverance, 55
Grow Domain
Curate Shared Foundation
competencies for learners, 149
Engage Shared Foundation
competencies for learners, 150
Explore Shared Foundation
alignments for school libraries, xiii, 12–13, 24–25, 60, 61–62
competencies for learners, xii, xviii, 46–47, 59, 102, 112, 115, 129, 142–143, 146, 147, 148, 149
competencies for school librarians, xii, 46–47, 59, 102
in context of roles of school librarians, *4*
Include Shared Foundation
competencies for learners, 147
Inquire Shared Foundation
competencies for learners, 146
growth mindset
adopting oneself, xii, xviii, xxiv, 97–98, 111–116, 117–137
in context of Covid-19 pandemic, 53–54
in context of Explore Shared Foundation, 58–62
in context of personalized learning, 97
defined, 54–55
example contrasting learners' mindsets and behaviors, 57–58
examples of best practice, 62–65
fostering in learners and other educators, xii, xiii, xvi, 12, 53–66, 97
importance of, 57–58
Guided Inquiry Design, 37, 40, 42, 45, 47

H

hackerspaces, 71
half-baked prototypes, 79

alastore.ala.org

Handbook for Personalized Competency-Based Education, 96
Harvard University, 95–96
Hasso Plattner Institute of Design, 37, 140
Henderson, Viktoria, 67–68
high leverage learning, 121, 131
history teachers, collaborating with, 46, 87–88
holistic approach in personalized learning, 96–98

I

Include Shared Foundation
  competencies for learners
    Create Domain, 147
    Grow Domain, 147
    Share Domain, 147
  in context of Explore, 146–147
  Key Commitment, 147
inclusive librarianship, 20, 27–28, 59, 146–148
individualization compared with personalization and differentiation, 88–90, *89*
information overload, 109
Information Search Process, 37, 47
information specialist role of school librarians in context of Explore, *4*, 6–7
information technology. *See* technology
information-literacy skills and instruction. *See* examples of best practice
innovation
  in inquiry-based learning, 43–45
  in makerspaces, 70, 73
  and personalized learning, 96, 101
  in professional development and practice, 11–13, 111–116, 141
Inquire Shared Foundation
  competencies for learners
    Create Domain, 146
    Grow Domain, 146
    Share Domain, 146
    Think Domain, 146
  in context of Explore, 145–146
  Key Commitment, 145
inquiry-based learning
  in context of Explore, xii, xiii, 41–47
  in context of personalized learning, 97
  cycles of design and inquiry, 74–75
  example of focusing on inquiry cycle, 35–36
  examples of best practice, 47–52
  features, 38–39
  frameworks, 37–38, 39, 45–46
  pitfalls when implementing, 39–41
  value of, 36
instructional design and planning
  importance in inquiry-based learning, 38–40
  importance in learning commons, 23–24
instructional partner role of school librarians
  in context of Explore Shared Foundation, *4*, 11–12, 14
  in context of personalized learning, 99
  to create protocol for students selecting research topics, 106
  to curate sets of resources, 6
  and inquiry-based learning, 45–46
  for learning commons, 22
  within makerspace, 80
  and modeling persistence, 77–78
  in open-ended inquiry experiences, 87
  as part of school's culture, xvi–xvii
  for professional development, 60–61
  re-envisioning, 10–12
  See also competencies for school librarians
integrating technology. *See* technology integration
intellectual curiosity. *See* curiosity, fostering in learners
intellectual freedom as learners' right, 3, 4, 18
interviews as research, 44, 49
ISP (Information Search Process), 37, 47
iteratively responding to challenges
  in competencies for learners and school librarians, xii
  fostering in learners, 65, 79, 80, 147, 149
  in inquiry learning, 35–52
  modeling by school librarians, 24, 47, 78, 139
  in professional development and practice, xxxiv, 110, 112, 115, 116, 117–137, 139–144
  value of, 46
  when learning to use technology, xvii

J

joy in process of exploration, xxiv
just in time instruction vs. just in case, 23–24

K

Kagan cooperative learning structures, 95–96
Key Commitment for Explore Shared Foundation, xiii, xxiv, 58, 112, 117
Key Commitments in context of Explore
  for Collaborate Shared Foundation, 148
  for Curate Shared Foundation, 149
  for Engage Shared Foundation, 150
  for Include Shared Foundation, 147
  for Inquire Shared Foundation, 145
Kitchens, Anne Banks, xv, xix
knowledge products, 6–7, 11, 38, 79, 87–88, 92, 97, 150
  See also evidence of learning
Koechlin, Carol, 18, 19
Kuhlthau, Carol, 37, 47

L

leader role of school librarians
  in context of Explore Shared Foundation, *4*, 12–13, 14, 111

alastore.ala.org

for learning commons, 21–23
providing professional development for other educators, 60–61, 64–65
learner competencies. *See* competencies for learners
learner profiles in personalized learning, 92, 93, 94, 97, 100, 103, 105, 106
learner-centered environments. *See* learning environments
learner-directed choices. *See* voice and choice for learners
learning and implementation focus (LIF) plan, 113
learning commons
characteristics, 19–24
in context of core functions of libraries, 18–19
in context of Explore, 24–28
example of transformation of school library, 17–18
examples of best practice, 29–32
learning environments
blended, 9–10
to foster curiosity and exploration, xiii, xvii, 17–33, 80
to foster growth mindset and grit, 55–57
for self-directed professional development, 116
to support learners' self-directed activities, 20, 70–74, 77, 81
traditional classrooms, 39, 95
virtual, xiii, 5, 6, 9–13, 19–20, 24, 25–26, 28–29, 53–54, 64, 99, 116
See also personalized learning environments
learning products. *See* knowledge products
lesson examples. *See* examples of best practice
Library of Congress, 37, 45
library skills instruction, at time of need, 23–24
LIF workbook, 114
life readiness, school librarians' contribution to, xviii, 3, 18, 27
lifelong learning
fostering by school librarians, 26, 41–42, 76–77, 149, 150
mindsets for, 61–62
modeling by school librarians, 11–12, 21, 24, 77–78, 111–112, 151
literacy rates, 28
literature. *See* reading
Loertscher, David, 18, 19

M

Maker Corps, 71
Maker Education Initiative, 71
maker mindset, 69
maker movement
in context of Explore, 74–79
in context of fostering learners' self-direction and persistence, 64
examples of best practice, 79–85
philosophy and benefits, 67–69, 80
makerspaces
elements for success, 67–68, 73–74, 81
planning and implementing, 32, 71–72, 81, 84–85
in support of inquiry learning, 45
variations, 69–71, 81
Maniotes, Leslie, 37
maps, xv
Marzano, Robert, et al., 96
Maslow, Abraham, 15
Massachusetts Institute of Technology, 71
McClaskey, Kathleen, 89, 93–95
metacognitive skills, 96
meteorology, xvi
mindsets
fixed mindset
defined, 54–55
example, 57–58
growth mindset
adopting oneself, xviii, xxiv, 97–98, 111–116, 117–137
in context of Covid-19 pandemic, 53–54
in context of Explore Shared Foundation, 58–62
in context of personalized learning, 97
defined, 54–55
example, 57–58
examples of best practice, 62–65
fostering in learners and other educators, xvi, 12, 53–66, 97
importance of, 57–58
MIT, 71
mitigating risk for learners, 26–27, 56, 58, 73, 106
modeling by school librarians
diverse perspectives, honoring, 147, 148
iteratively responding to challenges, 24, 47, 78, 139
learning about technology, xvii
lifelong learning, 11–12, 21, 24, 77–78, 111, 151
persistence, xii, xviii, 77–78
use of professional learning networks, 60–61
Moorefield-Lang, Heather, 71
multiple literacies, 22, 24, 27
multiple viewpoints. *See* diverse perspectives, honoring

N

National History Day competition, 87
National School Library Standards. *See* alignments for school libraries; competencies for learners; competencies for school librarians

alastore.ala.org

New Learning Commons: Where Learners Win! Reinventing School Libraries and Computer Labs, 18

O

Obama, Barack, 71
"one more thing on the plate" counterarguments, xxi–xxii, 1–2, 15–16, 21–23, 53, 76, 125, 153
online databases. *See* digital resources
online learning management systems, 6
OPAC (online public access catalog), 25, 28, 50

P

parents and family members
  as advocates, xviii, 119
  expectations of, xxiv
  impacted by Covid-19 pandemic, 9
  as learners, 25, 111
  as library website users, 29
  as participants in activities, xviii, 5
  as resources, 5, 82, 84
  as role models, 62
  sharing learners' progress with, 82, 95
  as support for students, 42, 57
Parent-Teacher Organization, 31, 84
participatory learning in school libraries, 18, 19, 20, 22–23, 27, 29, 69, 74, 79
passions
  of learners and educators supported by school librarians, 56–57, 58, 65, 76, 78, 88, 94–95, 97, 99, 147
  school librarians' own, 60, 101
passive learners and learning, 77, 90–91, 96, 97
passive professional development, 65, 77, 113, 115
peer conferences in inquiry-based learning, 51
peer support
  in makerspaces, 73, 80
  in personalized learning, 88, 89, 91
  in professional development, 112, 114, 115, 125, 129, 141–142
peers as aids to self-assessment, 59, 95, 148
peer-to-peer reader's advisory, 25
persistence, xii, xviii, 60, 64, 68, 76–78, 141
  See also failure as part of learning process
personal learning networks, xiii, 60–61
  See also professional development
personal strengths in context of professional learning, 121, 131
Personalization vs. Differentiation vs. Individualization Chart, *89*
personalized learning
  in context of Explore, 98–103
  defined, 88–90
  examples of best practice, 103–108
  fostering curiosity, 99–100
  goal-setting for, 88, 89, 92, 93, 94, 95
  holistic approach to, 96–98
  importance of supporting learners, 87–88
  learner profiles, 92, 93, 94, 97, 100, 103, 105, 106
  role of feedback, 102–103
  stages of, 93–96
  standards-based assessment, 92–93, 95, 97, 101–103, 106–108
  success criteria, 93, 107
  thinking routines, 95–96
  uncoupling instructional decision-making from supervisional decision-making, 91
  what it is not, 90–91
personalized learning environments
  creating, 91–93
  and learning commons, 17–33
  stages of, *94–95*
  value of, xviii, 12
perspectives. *See* diverse perspectives, honoring
Pitts, Judy, 37
planning
  for changing professional practice with Explore, 109–110, 111–116, 117–137, 139–144
  for instruction
    and collaboration, 11–12
    and inquiry-based learning, 35–43
    in learning commons, 23–24
    and personalized learning, 89, 94, 96, 103
  by learners, 37, 40–41, 45–46, 94
  for makerspaces, 32, 71–72, 73–74, 77, 81, 84–85
  for school libraries at district level, xviii
  for a specific library, 5–6, 24–27
Planning Guide for changing professional practice with Explore, 114–116, 117–137
PLE. *See* personalized learning environments
praise, patterns of, 56
Praise, Question, Polish method for feedback, 129, 137
primary sources, 7, 37, 45
principals. *See* administrators
printed resources. *See* books
priorities
  helping learners set, 102
  at school and district level, 21, 73, 113, 151
  for school funding, 13
  for serving learners, 7, 9–10, 119, 121, 131, 151
problem solving
  collaborative, 27, 35, 101–102, 141–142
  and growth, 53–66
  lesson example, 49
  and professional development, 113–114
  supportive environment for, xviii, 11–12, 26–27, 49, 69, 75
  through cycles of design, implementation, and reflection, xii, xiii, 35–52, 114, 140

alastore.ala.org

See also learning environments
problems and solutions in context of Explore professional development, 124–125, 134
professional development
access to, 84–85
action steps in plan, 122–126, 128, 133, 140
creating timeline, 126–128, 135–136
defining focus for professional learning, 120, 121–124, 126, 131–134, 135
emotions in, xvii–xviii, xxi–xxii, 1, 7, 26, 45, 53–54, 61, 77–78, 111–113, 115–116, 121–122, 125, 127–129, 143–144
feedback in, 110, 114, 115, 117, 121, 125–126, 137, 140–143, 157
high leverage learning, 121, 131
identifying personal strengths, 101, 121, 131
innovation in, 11–13, 111–116, 141
as inspiration for library services, 84
and instructional partner role of school librarians for, 60–61
iteratively responding to challenges in, xxxiv, 110, 112, 115, 116, 117–137, 139–144
learning environments for, 116
learning focus, 120–122
led by school librarians, 46, 64–65
modeling use of professional learning networks, 60–61
passive, 65, 77, 113, 115
peer support in, 112, 114, 115, 125, 129, 141–142
Planning Guide for changing professional practice with Explore, 114–116, 117–137
project mapping in, 126–128, 135–136
providing for other educators, xvii, 39, 61, 64–65
putting plans into action, 143
reading in, 61
scheduling time for, 116
self-assessment in, 117–120, 130
summative feedback in, 128–129, 137
tools for school librarians for, 109–144
See also forms for planning changes to professional practice with Explore; personal learning networks
professional growth in context of mindset, 60
See also professional development
program administrator role of school librarians in context of Explore, *4*, 5–6, 70–74
project mapping in context of Explore professional development, 126–128, 135–136
Project Zero, 95–96
project-based learning, xi, 18, 74, 140
psychomotor domain of learning. *See* Create Domain
PTO (Parent-Teacher Organization), 31, 84
public libraries, 3, 71, 73
publicity, 28

Q

question definition in inquiry-based learning, 37–41
questioning assumptions, xii, xviii, 42–43, 48, 67–68, 114, 139
questions for reflective practitioners, 8, 14, 33, 52, 66, 85, 108, 144

R

Ranganathan, S. R., 18, 19
read-alouds, xvi
readers' advisory
by librarians, 6, 18, 25, 100
peer-to-peer (learners), 25
reading
broadening readers' tastes, 7, 104
as core of personal and academic competency, xiii, 4, 18
fostering love of, xii, xv, xxii, 1, 6, 7, 62, 78, 79, 100, 104, 112
in professional development, 61
promoting new ideas, 4
recursive characteristic of inquiry-based learning, 38, 42, 46
See also iteratively responding to challenges
reference interview, 24
reflection by learners during learning and problem solving
fostered by school librarians, xii, xviii, 36, 38–39, 42–43, 58–59, 62–63, 75
in inquiry-based learning, 37, 38–39, 40, 42–43, 48, 51–52, 87–89, 95, 104, 105
reflection by librarians and other educators, xxiv, 47, 60, 112, 114, 115, 117, 139–141, 147–149
See also questions for reflective practitioners; self-assessment
relationship building
among educators, xvi–xvii, 73, 119, 130, 142–143
with donors, 5
with learners, 41, 73–74, 119, 130
with stakeholders, xiii, 12–13, 27–28, 31
Rendina, Diana L., 69, 70, 79
representation of learning. *See* knowledge products
research
in inquiry-based learning, 37–41, 42–43, 44, 46, 50
by learners, 18, 22, 23, 35–36, 58, 65, 106
by school librarians, 13, 32, 60, 84, 105, 127
research skills, 17, 87
resilience, 12, 63
risk. *See* mitigating risk for learners

alastore.ala.org

roles of school librarians experienced by learners through Domains, *4*
See also information specialist role of school librarians; instructional partner role of school librarians; leader role of school librarians; program administrator role of school librarians; teacher role of school librarians

S

school librarian competencies. *See* competencies for school librarians
school librarians' importance, 3, 13
school librarians' practice, guiding of, 1–2, 3–8, 9–14
school librarians' workload
in context of integrating NSLS, xxi–xxiii, 1–2, 15–16, 21–23, 53, 76, 125, 153
as perceived barrier to professional growth, 60
school library alignments. *See* alignments for school libraries
school library as hub of school, xv–xvi, 3, 17–19
school library website
in context of learning commons, 20–21, 23, 28
and research databases, 49, 50
as virtual door to the school library, 29
science demonstration tools, xv–xvi
science standards, 22
science teachers, collaborating with, 22, 46, 48, 49, 80, 82–83
Scratch coding, 71
self-assessment
in context of developing growth mindset and grit, 59, 60
in context of Explore professional development, 117–120
in context of inquiry-based learning, 38
by learners, 40, 43, 95, 107–108, 146
by school librarians and other educators, xvii–xviii, 59–60, 101, 114, 117–118, 120–121, 130, 140, 146
See also reflection
self-checkout stations, 6
See also checkout
self-directed learning, xvii, xviii, 64, 76, 78–79, 87–108
See also voice and choice for learners
serving needs of multiple groups, 25–26
Share Domain
Collaborate Shared Foundation competencies for learners, 148
Curate Shared Foundation competencies for learners, 149
Explore Shared Foundation alignments for school libraries, xiii, 5, 27–28, 60–61
competencies for learners, xii, xiii, 99, 101, 115, 141–142, 146, 148, 149, 150
competencies for school librarians, xii
in context of roles of school librarians, *4*
Include Shared Foundation competencies for learners, 147
Inquire Shared Foundation competencies for learners, 146
Shark Tank presentations, 74
signage, 5, 20, 26, 72, 77, 78
small-group learning and activities, 10, 26–27, 65, 80, 88–89, 101
social context of learning, 9, 20, 56, 58, 88, 101–102, 112, 119, 130, 141, 148, 151
social media
for communication among learners, 29
for professional growth, 60, 61, 67, 115
to promote books and reading, 20, 25
providing professional development for other educators, 64–65
to reach stakeholders, 27–28
for research, 32, 44, 70
See also blogging and blog posts
social studies standards, 22
social studies teachers, collaborating with, 22, 37, 45, 49
soft skills, 69, 75
See also growth mindset
South Knoxville Elementary School, 67–68
stages of personalized learning environments, 93–96, *94–95*
stakeholders. *See* administrators; communicating with stakeholders; community members; parents and family members
standards-based assessment in personalized learning, 89, 92–93, 95, 97, 101–103, 106–108
Stanford University, 37, 54, 140
StarLab portable planetarium, xvi
STEM projects, 45
See also science teachers, collaborating with
strengths in context of professional learning, 121, 131
stress, 12, 53, 88, 123, 125
See also school librarians' workload in context of integrating NSLS
Stripling, Barbara, 37
Stripling Model of Inquiry, 37, 38, 40, 45
success criteria in personalized learning and teaching, 93, 107–108
summative feedback in context of Explore professional development, 128–129, 137
Super 3 inquiry framework, 37, 40
support staff, xxiv, 1, 5, 11, 27, 60, 73
synthesizing information project, 35–36

alastore.ala.org

T
target audience for changes to professional practice, 122–123, 126, 127, 129, 130, 133, 135
teacher role of school librarians in context of Explore, *4*, 10–11, 14, 59
See also competencies for school librarians in Explore
Teaching with Primary Sources program, 37, 45
technology
1:1 device access, 17–18, 97, 98
beliefs about, 3
to bring experts to the classroom, 6
equitable access to, xiii, 9, 60
exploring by educators, xvii, 12–13
helping learners use effectively, 19–20, 24–26, 59, 74, 89, 98–99
helping other educators learn to use, xvii, 39, 61
integration into curriculum outside library, 22–23
for learning and creating, xiii, 10, 13, 60, 78, 119
modeling learning about, xvii
in online learning, 10–13
See also digital resources
technology integration
into learning commons, 17–33
for learning and creating, 6–7
Think Domain
Collaborate Shared Foundation competencies for learners, 148
Curate Shared Foundation competencies for learners, 149
Explore Shared Foundation
alignments for school libraries, xiii, 45–46, 78
competencies for learners, xviii, 6, 41–42, 42–43, 139, 146, 148, 150
competencies for school librarians, xii, xviii, 6, 41–42, 42–43
in context of roles of school librarians, *4*
Inquire Shared Foundation competencies for learners, 146
thinking routines in personalized learning, 95–96
timeline in planning professional learning, 126–128, 135–136
tinkering. *See* maker movement; makerspaces
tools for school librarians
for changing professional practice with Explore, 109–144
in context of embracing Explore, 15–16
growth mindset and grit, 53–66
inquiry-based learning, 35–52
learning commons implementation, 17–33
maker movement, 67–85
personalized learning, 87–108
See also backpack of tools for school librarians
transportation as barrier, 20
trebuchet project, 80
trust
among educators, 22, 73–74, 124, 141, 143
in library users, 20, 22, 26, 41, 73–74
See also relationship building
TPS program, 37, 45
Twitter, 64–65

U
uncoupling instructional decision-making from supervisional decision-making in personalized learning, 91
University of Pennsylvania, 55

V
VEX Robotics Competition, 71
video resources, 30, 50, 62, 68, 77–78, 84–85, 104
viewpoints. *See* diverse perspectives, honoring
virtual learning. *See* learning environments
voice and choice for learners, xv, xviii, 12, 17–33, 36, 56–57
See also lesson examples; personalized learning
volunteers in school libraries, 5, 25, 73
Vygotsky, Lev, 88

W
weeding collection, 28, 72, 81, 120
welcoming space (school library), 5, 20
Wikipedia, 50
work readiness. *See* career readiness, school librarians' contribution to
world history teachers, collaborating with, 87–88
writing for a variety of purposes, xii, 6, 54, 63, 87, 119–123, 143

Y
YouTube videos. *See* video resources

Z
Zwaan, Sandi, 18

alastore.ala.org