Model Curriculum for Pennsylvania School Library Programs

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Building Bridges: Progress
Extending the Conversation

- PA Core Standards
- Development of the Library Model Curriculum
- Stage 2: Assessment Evidence
Building Bridges: Standards
Part 1: PA Core

- What is our history?
- What is driving our direction?
PA Core Shift

Grades 9-12

Literary Nonfiction 70%

Literature 30%
PA Core

- English Language Arts, Grades PreK-5
- English Language Arts, Grades 6-12
- Reading for Science and Technology Subjects, Grades 6-12
- Writing for Science and Technology Subjects, Grades 6-12
- Reading for History and Social Studies, Grades 6-12
- Writing for History and Social Studies, Grades 6-12
Building Bridges: Curriculum
Part 2: Development of Model Curriculum

• How was it created?

• What are the big ideas?

• What are school librarians required to do with it?
Professional Development

3 year plan

Curriculum Committee

Professional Development Committee

PA Library Model Curriculum Writing Team
"Librarian Owned" Standards

44 of 134

PA CS ELA
19 of 59

PA CS RWST
8 of 19

PA CS RWHSS
8 of 19

PA AS BCIT
9 of 37
Thinkers

Writers

Big Ideas

Listeners

Readers

Researchers
Responsible 21st-Century Citizens
“Adopt or Adapt”

Are school librarians required to use *The Model Curriculum*?
Building Bridges: Connections
Part 3: Assessment Evidence

- What are the types of assessment and evidence?
- Who assesses?
Stage 2: Assessment Evidence

What evidence can students present that demonstrates they have achieved the desired result?
Cornerstone or Performance Tasks

• **Embedded** in curriculum
• Engage students in an **authentic** context
• Reflect more **complex** and **cumulative** instruction
• **Anchor** the curriculum

McTighe, 2013
Clusters

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

• “Real World” - Represents authentic learning that is relatable to students’ experiences

• Engages students in learning

• Designed for individual students, pairs, or small groups

• Can be differentiated
Performance Task Scenario

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

**Library Information Concept:** Research Process: Developing Research Topic and Question(s) (Grades 9-12)

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### Stage 1: Desired Outcome

<table>
<thead>
<tr>
<th>Established Goals (English Language Arts, Writing in Science &amp; Technology, Writing in History &amp; Social Studies, &amp; Business Computer Information Technology Standards):</th>
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</thead>
<tbody>
<tr>
<td>CC.1.4.9-12.V Conduct short as well as sustained research projects to answer a question, narrow search when appropriate, synthesize sources...</td>
</tr>
<tr>
<td>CC.3.6.9-12.F Conduct short as well as sustained research projects to answer a question, narrow search when appropriate, synthesize sources...</td>
</tr>
<tr>
<td>CC.8.6.9-12.F Conduct short as well as sustained research projects to answer a question, narrow search when appropriate, synthesize sources...</td>
</tr>
<tr>
<td>15.3.9-12.C Create a research project based upon defined parameters.</td>
</tr>
</tbody>
</table>

**Understandings (Students will understand that...):**
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

**Competencies (Students will know/be able to...):**
As part of research process: narrow self-generated, broad research question by focusing on particular aspects of question or problem, identifying relevant key words and subject headings and/or using search limiters. Compare several points of view about same issue, evaluating strengths and weaknesses of arguments. Formulate personal opinion about topic or issue.

**What understandings/competencies will be assessed through this task?**

Focusing on a problem or issue, narrow or broaden a topic to develop research question(s) that allow for the exploration of several perspectives/arguments based on a preliminary bibliography to form a personal opinion.

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### Stage 2: Assessment Evidence

**Performance Task: Developing a Research Topic for a Newspaper Article**

Among newspaper journalists, there is often competition to develop and write a story that is selected by the editor as the lead article in the Sunday edition. As a new reporter at a city newspaper, you are given the opportunity to make a story pitch to your editor. She asks that you prepare a succinct proposal to develop an article about a topic of your choosing. This proposal should include an intriguing, researchable topic that will be of interest to the newspaper’s readers, a set of questions that will allow you to explore the various perspectives on the topic, and a list of relevant and authoritative sources. Your challenge is to earn the coveted position on the front page of the Sunday edition of the newspaper.

Your written proposal for a feature article should include a concise description of the topic and the issues and perspectives on the topic, specific research question(s), and a preliminary bibliography that includes sources that are meaningful and relevant to the topic. The scope of the topic and the research questions you generate should match the available resources. The research question should allow for the exploration of several perspectives/arguments about the topic chosen. You should cite the sources you consulted correctly.
Proposal for Feature Article
Constructing a Scenario

G.R.A.S.P.S. identify the following:

• Goal
• Role
• Audience
• Situation
• Product/Performance and Purpose
• Standards and Criteria for Success
G.R.A.S.P.S. (Grades 9-12)

• **Goal/Task/Challenge**: Propose a topic for the lead article in the newspaper
• **Role**: Journalist
• **Audience**: Newspaper editor
• **Situation**: Competition to write lead article in the Sunday edition of newspaper
• **Product**: Proposal with description of topic, as well as various issues/perspective; specific meaningful and relevant research resources in the form of an annotated bibliography
• **Standards for Success**: Rubric
A Bright Idea

Performance task scenarios based on variety of content areas
Who Assesses Performance Tasks?

- **Student:** Reflection
- **Librarian:** Formative and/or Summative
- **Teacher:** Formative and Summative
Standards for Success: Rubric

• Standards/Criteria for Success
  – Defining the Topic
  – Citing Sources in Preliminary Annotated Bibliography
  – Formulating Research Question(s)

• Levels of Achievement
  – Needs Improving
  – Developing
  – Proficient
# Performance Task Rubric: Developing a Research Topic for a Newspaper Article

## English Language Arts, Writing in Science & Technology, Writing in History & Social Studies, & Business, Computer, and Information Technology Standards, 9-12

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

**Library & Information Concept:** Research Process: Develop Topic and Questions

## Criteria for Success

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Defining the Topic</th>
<th>Citing Sources in Preliminary Annotated Bibliography</th>
<th>Formulating Research Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong> Proficient</td>
<td>Narrows topic sufficiently to allow for in-depth exploration of resources. Sub-divides topic easily into manageable key concepts.</td>
<td>Presents a properly-formatted bibliography that includes multiple reliable sources that are meaningful and relevant to the topic. Summarizes effectively the content of the sources in concise annotations, explains the usefulness of each source, and reflects upon how it helps in understanding the topic.</td>
<td>Formulates focused research question(s) that allow for the exploration of several perspectives on the topic. Supports research question(s) with specific background information but allows for independent thought and inquiry.</td>
</tr>
<tr>
<td><strong>2</strong> Developing</td>
<td>Doesn’t narrow topic enough so that it is either too broad or too vague to allow for in-depth exploration of resources or sub-divides topic into key concepts that are too vague or too broad.</td>
<td>Presents a bibliography that is mostly properly-formatted and includes several sources that are relevant to the topic. Summarizes the content of the sources in general annotations. Doesn’t fully explain the usefulness of each source.</td>
<td>Formulates research question(s) that are more general than focused and don’t allow for the exploration of several perspectives. Supports research question(s) with general background information.</td>
</tr>
<tr>
<td><strong>1</strong> Needs Improving</td>
<td>Chooses a topic without enough depth to sub-divide into sub-topics.</td>
<td>Formats the bibliography incorrectly and/or is missing multiple annotations.</td>
<td>Formulates vague, unclear research question(s) that don’t allow for the exploration of several perspectives and/or generates questions that are more factual than research based.</td>
</tr>
</tbody>
</table>
Other Forms of Assessment

Some concepts of *The Model Curriculum*:

- No performance tasks.
- Suggestions for assessment
  - “Possible Products and Performances” in written, oral, or visual format
  - “Sources of Assessment Evidence”
Examples of Assessment Evidence

| Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. |
| Library Information Concept: Evaluating, Analyzing & Integrating Information (Grades 11-12) |

**Stage 1: Desired Outcome**

**Established Goals (English Language Arts Standard):**

- CC.1.5.11-12.C: Integrate multiple sources of info presented in diverse formats and media in order to make informed decisions and solve problems...

**Understandings (Students will understand that...):**

- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

**Competencies (Students will know/be able to...):**

- Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly and timely sources, evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size and possibly confusing visual or auditory elements. Identify any discrepancies among data presented in different formats, whether within single source or among multiple sources. Use evaluation tools to determine data most likely to be accurate.

**Stage 2: Assessment Evidence**

**What understandings/competencies will be assessed through this task?**

**Possible Products and Performances:**

- **Written:** Letter, play script, commercial, blog, editorial, magazine or newspaper article
- **Oral:** Oral report, speech, discussion, debate
- **Visual:** Data display, storyboard, infographic, vodcast, digital poster, PowerPoint or Prezi presentation

**Sources of Assessment Evidence:**

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: ____________________________

Looking Ahead: Stage 3 Learning Plan

Where to:

• **Where** you explain where the unit is going and what is expected
• **Hook** all students and hold their interest
• **Equip** students, help them experience key ideas and explore issues
• **Rethink** and revise: give students opportunities
• **Evaluate**: students evaluate their work
• **Tailor** to diverse learners
• **Organize** for engagement and learning
School Library Programs Impact

Student Academic Achievement
Extending the Conversation
Resources


BTIC - http://www.pdesas.org/Main/News/442801

ISTE - http://www.iste.org/standards

PA Model Library Curriculum -
http://www.pdesas.org/module/sas/curriculumframework/librarymodelcurriculum.aspx

PA Model Library Curriculum (PSLA) -
http://www.psla.org/professional-development/model-curriculum/

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