

Michigan School Library Competencies for Learners

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The Michigan School Library Competencies for Learners define a set of competencies for learners that allow the school librarian to develop a comprehensive program of instruction and activities for their students.

The competencies are organized into six Shared Foundations - Inquire, Include, Collaborate, Curate, Explore, and Engage with four domains - Think, Create, Share, and Grow included under each of the Shared Foundations as shown in Figure 1 below. Table 1 lists the specific learner competencies with the Shared Foundations as the columns and the Domains as rows. The Key Commitment for each of the Shared Foundations is listed in Figure 1 as well as at the top of Table 1.



Figure 1

Table 1

	SHARED FOUNDATIONS AND KEY COMMITMENTS		
DOMAINS AND COMPETENCIES	I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.
A. THINK	Learners display curiosity and initiative by: <ol style="list-style-type: none"> 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. 	Learners contribute a balanced perspective when participating in a learning community by: <ol style="list-style-type: none"> 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community 	Learners identify collaborative opportunities by: <ol style="list-style-type: none"> 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.
B. CREATE	Learners engage with new knowledge by following a process that includes: <ol style="list-style-type: none"> 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products 	Learners adjust their awareness of the global learning community by: <ol style="list-style-type: none"> 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities 	Learners participate in personal, social, and intellectual networks by: <ol style="list-style-type: none"> 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge
C. SHARE	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: <ol style="list-style-type: none"> 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. 	Learners exhibit empathy with and tolerance for diverse ideas by: <ol style="list-style-type: none"> 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed. 	Learners work productively with others to solve problems by: <ol style="list-style-type: none"> 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.
D. GROW	Learners participate in an ongoing inquiry-based process by: <ol style="list-style-type: none"> 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions. 	Learners demonstrate empathy and equity in knowledge building within the global learning community by: <ol style="list-style-type: none"> 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community. 	Learners actively participate with others in learning situations by: <ol style="list-style-type: none"> 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

	SHARED FOUNDATIONS AND KEY COMMITMENTS (Continued)		
DOMAINS AND COMPETENCIES	IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.	VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice.
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	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	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
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.	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	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately
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	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.	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
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.	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.	Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.