Terms Used in ESSA

Blended Learning: a formal education program that leverages both technology-based and face-to-face instructional approaches:

A) that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience; and

B) in which students are provided some control over time, path, or pace. (ESSA, Section 4102)

Role of School Libraries/Librarians in Blended Learning

- Curate content that addresses students' needs using open educational resources from a variety of sources
- Provide digital literacy instruction, experiences, and research guidance to students in the physical and online environments
- Function as a role model in implementing blending learning, including providing professional development to colleagues
- Advise teachers and students on applications and tools that enhance teaching and learning in a digital environment
- Offer advice to colleagues on ethical use of information and media (copyright, transformative fair use, etc.)

Digital Learning: any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices, including:

A) interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations that engage students in academic content;

B) access to online databases and other primary source documents;

C) the use of data and information to personalize learning and provide targeted supplementary instruction;

D) online and computer-based assessments;

E) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers;

F) hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and

G) access to online course opportunities for students in rural or remote areas. (ESSA, Section 4102)

Role of School Libraries/Librarians in Digital Learning

- Curate content for students and teachers in various platforms and formats
- Provide digital literacy instruction, experiences, and research guidance to students in the physical and online environments
- Offer a learning environment that offers collaboration and communication

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Digital Literacy: the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. (ALA Digital Literacy Task Force 2013)

A Digitally Literate Person:
- Possesses the variety of skills—technical and cognitive—required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats;
- Is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information;
- Understands the relationship between technology, lifelong learning, personal privacy, and stewardship of information;
- Uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion the general public; and
- Uses these skills to actively participate in civic society and contribute to a vibrant, informed, and engaged community. (ALA Digital Literacy Task Force 2013)

Role of School Libraries/Librarians in Digital Literacy
- Provide instruction, guidance, and support in locating, accessing, utilizing, and evaluating information in a wide variety of formats
- Instruct and assist students and colleagues in evaluating information for bias, accuracy, and validity of information
- Offer instruction and experiences in utilizing technology to create, collaborate, and communicate in an ethical manner

Local Educational Agency (LEA): school districts.

Open Educational Resources (OER): learning materials that can be used for teaching, learning, and assessment without cost. These resources can be modified and redistributed without violating copyright laws. (US Dept. of Ed., Office of Ed. Tech. 2016)

Role of School Libraries/Librarians in Open Educational Resources
- Serve as an instructional leader in the integration of OER
- Promote access and equity for all students
- Create a user-friendly collection with easy, equitable access for students and teachers
- Embed resources into instruction
- Curate tools and resources that ensure collaborative teachers meet the needs of all students

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Personalized Learning: instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are made available that are meaningful and relevant to learners, driven by their interests and often self-initiated. (U.S. Dept. of Ed., Office of Ed. Tech. 2016)

Role of School Libraries/Librarians in Personalized Learning
- Provide resources that address the learner's interest, abilities, and learning paths
- Support social emotional learning by providing a safe haven and building a sense of community.
- Offer opportunities to conceptualize learning by supporting real-world work and making connections.
- Create an environment that allows students to explore, create, and demonstrate.

State Educational Agency (SEA): the department of education in each state.

STEM-Focused Specialty School: a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on science, technology, engineering, and mathematics, including computer science, which include authentic schoolwide research. (ESSA, Section 4402)

Role of School Libraries/Librarians in STEM-Focused Specialty School
- Create an environment that allows students to explore, create, and demonstrate
- Offer opportunities to conceptualize learning by supporting real-world work and making connections
- Provide resources and instruction to assist students with authentic research

Well-Rounded Education: courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. (ESSA, Section 8802-52)

Role of School Libraries/Librarians in Well-Rounded Education
- Provide resources that address the learner's interest
- Support social emotional learning by providing a safe haven and building a sense of community
- Offer opportunities to conceptualize learning by supporting real-world work and making connections

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- Create an environment that allows students to explore, create, and demonstrate
- Serve as a conduit to the world of information

Terms Used to Support ESSA Concepts

Inquiry-Based Learning: an instructional framework that takes students through the four components of inquiry: engage, explore, explain and extend.

Project-Based Learning: a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Underserved Populations: economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English language learners, migratory children, and homeless students.

Universal Design for Learning (UDL): a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Elements of UDL include:
- Why of learning—engagement (purposeful, motivated learners)
- What of learning—representation (resourceful, knowledgeable learners)
- How of learning—action and expression (strategic, goal-directed learners)

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