**Discussion Tool:**

**Curating Resources**

**Directions:** Select from the activities below based on how much time you have to dedicate to the conversation/reflection.

**Five Minute Activity**

1. Call to mind examples of instances when you assisted a colleague by sharing a resource.
2. Review the list of key considerations for curating resources in the table below.
3. Place a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) complete this activity when I/we curate resources.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Considerations for Curating Resources** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Know your audience. |  |  |  |  |
| Narrow the topic. |  |  |  |  |
| Consider the source. |  |  |  |  |
| Choose the best to share. |  |  |  |  |
| Create a short annotation. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider why that is the case and what action you might take because of this information.

**Fifteen Minute Activity**

1. Jot down a list of times you have assisted a colleague by sharing a resource. Consider whether you know if these resources were helpful.
2. Watch the video “Key Considerations for Curating Resources.”
3. After watching, complete the following table by placing a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) implement this activity when I/we curate resources.”

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| **Key Considerations for Curating Resources** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Know your audience. |  |  |  |  |
| Narrow the topic. |  |  |  |  |
| Consider the source. |  |  |  |  |
| Choose the best to share. |  |  |  |  |
| Create a short annotation. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider the following questions:
   1. Is this the case for every example of resource sharing?
   2. Why might this be the case?
   3. What do I/we know about the resource examples that I/we identified as helpful?
   4. What impact might this have on my/our work?
   5. What steps do I/we need to take because of this information?
2. Watch Alaska’s video about receiving resources from their TA provider as part of their CLSD work. Consider the following questions:
   1. What benefits have you gained from distributing or requesting resources? How are those similar or different from those that Alaska identifies?
   2. What did I/we see in this video that I/we may be able to add to my/our resource curation practice?
   3. What additional information or resources do I/we need to complete this work?

**Thirty Minute Activity**

1. Jot down a list of times you have assisted a colleague by sharing a resource. Consider whether you know if these resources were helpful.
2. Watch the video “Key Considerations for Curating Resources.”
3. After watching, complete the following table by placing a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) implement this activity when I/we curate resources.”

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| --- | --- | --- | --- | --- |
| **Key Considerations for Curating Resources** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Know your audience. |  |  |  |  |
| Narrow the topic. |  |  |  |  |
| Consider the source. |  |  |  |  |
| Choose the best to share. |  |  |  |  |
| Create a short annotation. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider the following questions:
   1. Is this the case for every example of resource sharing?
   2. Why might this be the case?
   3. What do I/we know about the resource examples that I/we identified as helpful?
   4. What impact might this have on my/our work?
   5. What steps do I/we need to take because of this information?
2. Watch Alaska’s video about receiving resources from their TA provider as part of their CLSD work. Consider the following questions:
   1. What benefits have you gained from distributing or requesting resources? How are those similar or different from those that Alaska identifies?
   2. What did I/we see in this video that I/we may be able to add to my/our resource curation practice?
   3. What additional information or resources do I/we need to complete this work?
3. Visit the publicly available SRCL/CLSD resource library. Imagine a teacher colleague has requested support for finding resources about kindergarten vocabulary-building strategies. Using the guiding principles in the table above, what information would you send your colleague? Why?