AASL Standards and Advocacy
Go Together Like Peanut Butter and Jelly

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In the chat box: Tell us your name, state, job title, and level, if you would like to share!
Learning Goals

● Explore resources in the AASL Standards web portal and the National School Library Standards book.

● Recognize the materials and support available through the ALA Office for Library Advocacy.

● Identify key stakeholders and be able to use the standards in your advocacy work.
Educators and learners must be proficient in their use of available information technology. Education leaders and policymakers should strive to provide sufficient access to up-to-date, robust technology and connectivity. An effective school library plays a crucial role in bridging digital and socioeconomic divides.

**YOUR ROLES WITHIN DOMAINS**

The *National School Library Standards* build on familiar and appropriate aspects of previous standards. You told us that you valued the five interconnected school librarian roles articulated in *Empowering Learners*:

**Leader:** The school librarian is “a teacher and a learner who listens to and acts upon good ideas from peers, educators, and learners. Leadership also requires increased professional commitment and thorough knowledge of the challenges and opportunities facing the profession. By becoming an active member of the local and global learning community, the school librarian can build relationships with organizations and stakeholders to develop an effective school library program and advocate for student learning” (AASL 2009b, 17).

**Instructional Partner:** “The school librarian collaborates with classroom teachers to develop assignments that are matched to academic standards and include key critical-thinking skills, technology and information literacy skills, and core social skills and cultural competencies. The school librarian guides instructional design by working with the classroom teacher to establish learning objectives and goals, and by implementing assessment strategies before, during, and after assigned units of study...[C]ommunication with classroom teachers and learners now takes place virtually, as well as face-to-face” (AASL 2009b, 17).

**Information Specialist:** “As an information specialist, the school librarian uses technology tools to supplement school resources, assist in the creation of engaging learning tasks, connect the school with the global learning community, communicate with students and classroom teachers at any time, and provide continuous access to library services. The school librarian introduces and models emerging technologies, as well as strategies for finding, assessing, and using information. He or she is a leader in software and hardware evaluation, establishing the processes for such evaluation to take place...[T]he school librarian must be versed in the theoretical grounding and practical application of [copyright and fair use] laws in order to teach the ethical use of information to the learning community” (AASL 2009b, 17).

**Teacher:** “As teacher the school librarian empowers learners to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The school librarian supports students’ success by guiding them to read for understanding, breadth, and pleasure; use information for defined and self-defined purposes; build on prior knowledge and construct new knowledge; embrace the world of information and all its formats; work with each other in successful collaborations for learning; constructively assess their own work and the work of their peers; and become their own best critics” (AASL 2009b, 18).

**Program Administrator:** “As program administrator, the school librarian ensures that all members of the learning community have access to resources that meet a variety of needs and interests. The implementation of a successful school library program requires the collaborative development of the program mission, strategic plan, and policies, as well as the effective management of staff, the program budget, and the physical and virtual spaces. To augment information resources available to the learning community, the school librarian works actively to form partnerships with stakeholders and sister organizations at local and global levels. The school librarian also addresses broader educational issues with other teachers in the building, at the district level, and at the professional association level” (AASL 2009b, 18).

In our focus groups, many members of the community reported that these five roles of school librarians (leader, instructional partner, information specialist, teacher, and program administrator) were valid, but not exercised one at a time. Many of you felt that you simultaneously performed two or more of these roles and that defining the roles in isolation led to a lack of professional discourse around how the learning process required librarians to perform several roles simultaneously.

To honor this viewpoint, in this version of the AASL Standards, we have retained the roles but embedded the roles’ respective responsibilities within the five functional Domains (Think, Create, Share, and Grow) established in *AASL Standards for the 21st-Century Learner* (2007). As school librarians engage in activities within the Domains, they may be exercising multiple roles in personalized ways. The AASL Standards reflect Domains of Learning: cognitive, psychomotor, and affective (Anderson and Krathwohl 2001; Bloom et al. 1956), with the addition of a developmental domain. These four AASL Standards Domains describe a continuum on which school librarians and school library empowers learners to master competencies, access resources, and use tools to do the following:

**Think:** Inquire, think critically, and gain knowledge. This is a cognitive domain.

**Create:** Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. This is a psychomotor domain.

**Share:** Share knowledge and participate ethically and productively as members of our democratic society. This is an affective domain.

**Grow:** Pursue personal and aesthetic growth. This is a developmental domain.
“School librarians rely on their professional standards to provide direction and guidance in lesson planning, library program development, curriculum-based unit creation, educator collaboration, pre-service library education design, self-assessment, evaluation, and ADVOCACY of the school library.”

Page 42, National School Library Standards publication
### LEARNER DOMAINS AND COMPETENCIES

#### Domain: 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.

**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.

#### Domain: 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.

#### Domain: 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.

#### Domain: 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:**
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.

### SCHOOL LIBRARY DOMAINS AND ALIGNMENTS

#### Domain: A. Think

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.

#### Domain: B. Create

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.

#### Domain: C. Share

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.

#### Domain: D. Grow

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.
Stakeholders to Target

● Educators
● Administrators
● Parents
● Colleagues
Advocacy Tools from AASL Standards Portal

- One Pager to Use with Educators

[Link to Educator]
Advocacy Tools from AASL Standards Portal

- One Pager to Use with Administrators

Link for Administrator
Advocacy Tools from AASL Standards Portal

- One Pager to Use with Parents

Link to Parents
Advocacy Tools from AASL Standards Portal

- One Pager to Use with Colleagues

Link to Colleagues

A GUIDE FOR SCHOOL LIBRARIANS
Reflect and Refresh
Getting Started with the National School Library Standards

What Should I Know?
- The National School Library Standards reflect an evolution of AASL learning standards and program guidelines, now referred to as “Standards” for learners, school librarians and school libraries.
- Familiar elements from previous AASL Standards are retained, including the Domains—Think, Create, Share, and Grow—for interdisciplinary thinking and learning.
- Three parallel sets of standards articulate Competencies for the learner and the school librarian and form a framework that includes Alignments for school libraries.
- The Shared Foundations of your practice—Inquire, Include, Collaborate, Create, Explore, and Engage—anchor the standards frameworks and are elaborated through statements of Key Commitment.
- The learner Competencies and a variety of multimedia materials—videos, infographics, flyers, social media content, messaging tools, and performance tasks—are available on the AASL Standards web portal.

What Should I Do?
- Reflect: Before you open the book or look at the AASL Standards, reflect on what works in your school library and with your students’ learning, as well as on areas or skills that may need improvement.
- Read and explore: Read the National School Library Standards, explore the supporting materials on the AASL Standards web portal, and keep your reflections in mind.
- Prioritize: Identify which standards will help you address the areas for improvement that you identified before exploring the new material. Determine which standards will help you see new opportunities for growth. Prioritize one or two standards goals to tackle first.
- Reflect: Determine how manageable your priorities are. Assess how the standards align with the priorities you identified. Be sure to outline any additional strengths or areas for further development that you noted while exploring the standards.

What Should I Share?
- Invite your librarian colleagues to learn about the AASL Standards and start collaborating on your local priorities via the AASL Standards web portal.
- Share the web portal with your administrator for your next meeting, and begin a conversation about how your school library’s goals align with school and district priorities.
- Talk with a key teaching colleague about which of the Shared Foundations will speak most to your faculty and staff.
- Include a link to AASL’s parent flyer in your next school library newsletter, social media post, and on your school library website.

For the latest information and resources, visit standards.aasl.org

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Advocacy Tools from AASL Standards Portal

- Message Box

Link to Message Box

Reaching Our Stakeholders

School library advocates can use the School Libraries Transform Learning Message Box to select key phrases and statements to craft unique messages about school libraries for specific audiences. Here are some examples of how you might craft messages using the message box when asked common questions about school libraries and librarians:

AN ADMINISTRATOR ASKS:
Why do we need school libraries and librarians when we have the internet?
Qualified school librarians are trained to help students navigate information. Evaluating the authority and accuracy of information is an essential part of citizenship, and we are uniquely qualified in this area. School librarians are instructional leaders who provide a wide-angle lens on learning across all disciplines, grades, and abilities in the school community.

A TEACHER ASKS:
How can a school librarian help me and my students?
School librarians build instructional partnerships to engage your learners in creative inquiry. We can help your students discover and connect diverse resources to expand and personalize their learning for a well-rounded education. Together, we can teach your students to seek, understand, and learn from diverse perspectives.

A PARENT ASKS:
What do school librarians do besides check out books?
School librarians do more than books because reading is the core of personal and academic success. We protect every child's right to choose what they will read, view, or hear. But we provide more than books for your child: the school library offers an inclusive environment where all learners feel safe to create and share their perspectives. We help your children ask their own meaningful questions and curate their own resources to become independent learners who effectively make decisions and solve problems.

A COMMUNITY MEMBER, JOURNALIST, OR POLICY-MAKER ASKS:
What role do school libraries play in democratic education?
School libraries promote equity and community. An effective school library plays a crucial role in bridging digital and socioeconomic divides. We provide equitable 24/7 open access to resources and technological learning tools, and librarians help learners engage with local and global communities through literacy projects and events. In addition, school librarians teach students to seek, understand, and learn from diverse perspectives.

*The American Association of School Librarians empowers school librarians to transform teaching and learning. The School Libraries Transform Learning Message Box and support materials are part of AASL's collection of Beyond School Library Standards implementation resources. Permission to use reproduces and distribute this document is freely granted for private, non-commercial, and educational purposes only (© 2018 American Library Association).*
The school library is a unique and essential part of the learning community.

- School librarians build instructional partnerships to engage learners in creative inquiry.
- Learners engage with local and global communities through literacy projects and events.
- School librarians are instructional leaders who provide a wide-angle lens on learning across all disciplines, grades, and abilities in the school community.
- School libraries empower students to tell their stories and share their voices with others.

The school library is the great equalizer for all learners.

- Every learner has the right to choose what they will read, view, or hear.
- An effective school library plays a crucial role in bridging digital and socioeconomic divides.
- School libraries provide equitable 24/7 open access to resources and technological learning tools.
- School libraries create inclusive environments where all learners feel safe to create knowledge and share their perspectives.

Qualified school librarians are trained to help students navigate information.

- Students strategically seek information with persistence and flexibility.
- Evaluating the authority and accuracy of information is an essential part of citizenship.
- School librarians teach students to seek, understand, and learn from diverse perspectives.
- Students who can ask their own meaningful questions and curate their own resources become self-directed learners who effectively make decisions and solve problems.
- School librarians provide opportunities for learners to use digital tools and networks ethically, responsibly, and creatively.

School libraries prepare all learners for college, career, and life.

- School libraries are learner-centered environments that foster inquiry and critical thinking.
- In school libraries, students discover and connect diverse resources to expand and personalize their learning for a well-rounded education.
- Reading is the core of personal and academic success.
- School librarians motivate learning and support literacy across media formats.
- School library experiences prepare students to think, create, share, and grow as effective users and creators of ideas and information.
Advocacy Tools from AASL Standards Publication

APPENDIX H - Evidence of Accomplishment
APPENDIX I - Useful Verbs

The language of the AASL Standards Integrated Framework is empathetic, inclusive, and active; the standards include many of the verbs below. These verbs will help you customize the Competencies in the AASL Standards to your local curriculum, professional activities, or library elements. This list is intended to be a starting point; feel free to add your own verbs. Some verbs fit in more than one Domain, but are listed in only one Domain.

A learner or a school librarian...

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think</td>
<td>Accepts, Accesses, Addresses, Adopts, Analyzes, Assesses, Believes, Chooses, Compares, Conceives, Contracts, Defines, Discerns, Dissects, Establishes, Evaluates, Finds, Identifies, Inquires, Knows, Matches, Monitors, Navigates, Observes, Plans, Prepares, Probes, Questions, Recalls, Recognizes, Remembers, Seeks, Selects, Thinks</td>
</tr>
<tr>
<td>Share</td>
<td>Acts as a resource, Advocates, Balances, Champions, Clarifies, Collaborates, Communicates, Delivers, Demonstrates, Depicts, Discusses, Empowers, Encourages, Engages, Illustrates, Includes, Influences, Instructs, Listens, Makes, Mentors, Models, Partners, Promotes, Proposes, Relates, Rephrases, Shares, Shows, Showcases, Summarizes, Translates, Tells</td>
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(continued on page 272)
Advocacy Tools from AASL Standards Publication

School Library Evaluation Checklist

Building-level
- The school librarian collaborates with teachers to design and facilitate inquiry-based learning experiences as well as assessments that incorporate multiple literacies and foster critical thinking.
- The school librarian uses a systematic instructional development and improvement process to work with teachers to improve integration of learning technology into the curriculum.
- The school librarian participates in curriculum development and implementation through membership in instructional, curriculum, textbook, technology, professional, development, and professional development teams.
- School library policies ensure that learners and educators have access to the school library and to qualified professional staff throughout the school day.

District-level
- The district-level supervisor or director designs and supervises implementation of an instructional technology curriculum in coordination with district and building-level instructional leaders and school librarians.
- The district-level supervisor or director coordinates the planning and development of Pre-K-12 library technology integration programs that serve the learners and staff within the schools.
- The district-level supervisor or director coordinates the planning and development of K-12 school libraries that serve the learners and educators within the schools.
- The district-level supervisor or director develops an effective plan and process for providing school libraries that support the philosophy, goals, and objectives of the school district.

INCLUDE

- Resources are selected according to principles of intellectual freedom and provide learning opportunities for students that represent diverse points of view in a pluralistic society.
- The school librarian develops and maintains a teaching and learning environment that is inviting, safe, flexible, and conducive to learning.
- The library ensures equitable access to facilities by providing barrier-free, universally designed environments. Facilities and resources are readily accessible before, during and after school hours and during vacation periods.
- Each school, regardless of size or level, has at least one full-time certified school librarian.
- School librarians are evaluated with instruments that address their unique responsibilities and contributions according to established district practices for all professional personnel.

District-level
- Responsibility for leading and managing the school library in each school is shared equally by the school librarian, the principal, and a district-level director or supervisor, who jointly develop goals, establish priorities, and allocate the resources necessary to accomplish the mission.
- The school librarian, the principal, and the district-level director or supervisor cooperatively plan the budget.
- The district-level supervisor or director monitors state and federal laws pertaining to school library and technology integration programs.
- The district-level supervisor or director monitors and publicizes the status of district compliance with regional, state, and national accreditation requirements, and other library and technology standards.
School Library Month - April

● 2018 Theme - Making Connections at Your School Library

● #AASLSlm

● A Different Sub-theme for Every Week

● Coming Soon! - A Video PSA from Jason, Advocating for School Libraries

[Resources on AASL website]
It’s not the job of the community to build a great library; it’s the job of the library to build a great community.

Jamie LaRue
Lay the Groundwork

Common Beliefs & Standards. Align with:

- mission/vision statement
- strategic plan/improvement plan
- school/district/community priorities

Accountability ≠ Advocacy. But…..

- Newsletter: http://bit.ly/2I7RESi (Great example from KQ!)
Build your Network

Set a Goal

What needs to happen?
• within the school/district
• within the community
• within the region/state

Who can make it happen?
• students, parents
• colleagues
• administrators
• elected officials
• other
Develop a Message

Student-/community-centered and connected
Reflective of Common Beliefs
Tailored to a specific audience

Need help developing your message? Email: [advocacy@ala.org](mailto:advocacy@ala.org)
Prepare to Take Action

Resources

The Elevator Speech:

http://bit.ly/2yTsKjf

How to Tell a Library Story:


Writing a letter or op-Ed:


Working with Legislators and Decision Makers:

http://bit.ly/2FoHiz0

Hosting an elected official:

http://bit.ly/2FOVnDx
Take Action

In order to...

[ GOAL ]
Moving towards your goal may require incremental steps. Build on your successes!

I will...

[ ACTION ]
Identify a specific action or actions that you will take.

To influence…..

[ AUDIENCE ]
Who has the power to effect this change?
Amplify

@aasl
#AASLstandards
#AASLSlm

See the standards website for additional tools:
http://standards.aasl.org/materials/
Commit to Action

The action I commit to taking is…….

FutureMe.org Link

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