



AASL Standards Style Guide

for Writers and Presenters

COMMON TERMS

In order to provide consistent language in AASL media/communications that is aligned with the *AASL National School Library Standards for Learners, School Librarians, and School Libraries*, AASL is adopting the following terminology for all its media platforms:

Learners, instead of students

Educators, instead of teachers

School librarian, instead of librarian

School library, instead of school library program

Exceptions may include using “student” or “classroom teacher” when referring to a specific individual. Other alternatives that allow for closer alignment with AASL terminology include qualifiers and variants such as: other educators, educator partners, content-area educators, classroom educators, and student learners.

Sentences that already note the school setting may drop the extra “school” in front of “librarian”; however, the distinction of a specific type of librarian is preferred.

This follows previous updates to AASL’s standards, as when AASL updated “school library media specialist” to “school librarian.” AASL asks all contributors use the above terms in their content going forward.

Additional common terms from AASL’s *National School Library Standards* are outlined below:

National School Library Standards for Learners, School Librarians, and School Libraries should be used in full on first mention. On subsequent mentions, the abbreviated ***National School Library Standards*** or **AASL Standards** may be used. To avoid confusion with other educational acronyms, NSLS should NOT be used in official AASL publications.

Shared Foundations should be capitalized when referring to the *National School Library Standards for Learners, School Librarians, and School Libraries*. The individual foundations—**Inquire, Include, Collaborate, Curate, Explore, Engage**—should be capitalized when referring to the Shared Foundations. This sequence should also be maintained when using in a list.

Key Commitments should be capitalized when referring to the *National School Library Standards for Learners, School Librarians, and School Libraries*.

Domains should be capitalized when referring to the *National School Library Standards for Learners, School Librarians, and School Libraries*. The individual Domains—**Think, Create, Share, Grow**—should be capitalized when referring to the Domains. This sequence should also be maintained when using in a list.

Competencies should be capitalized when referring to the *National School Library Standards for Learners, School Librarians, and School Libraries*.

Alignments should be capitalized when referring to the *National School Library Standards for Learners, School Librarians, and School Libraries*.

Common Beliefs should be capitalized when referring to the *National School Library Standards for Learners, School Librarians, and School Libraries*.

AASL Standards Integrated Frameworks are the six integrated frameworks anchored with the Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, Engage. When separated into sets for Learner, School Librarian, and School Library, the individual frameworks are titled as below. The full name of the *National School Library Standards* publication should be used as first mention in the work before using these titles:

- **AASL Standards Framework for Learners**
- **AASL Standards Framework for School Librarians**
- **AASL Standards Framework for School Libraries**

COMPETENCIES OR ALIGNMENTS IN NARRATIVE TEXT

When noting specific Competencies or Alignments from the *National School Library Standards* in narrative text, be sure to indicate whether you are pulling from the Learner, School Librarian, or School Library standards. Always use the numeric and letter indicators (Roman numeral, English alphabet, Arabic numeral) associated with the standards frameworks.

For example, the following Competency for Learners references the second Shared Foundation (II. Include), the second Domain (B. Create), and the second Competency (2). Following are three examples of varying formality that include the necessary elements:

II.B.2. Learners adjust their awareness of the global learning community by: Evaluating a variety of perspectives during learning activities.

AASL Standards Framework for Learners: II.B.2. Evaluating a variety of perspectives during learning activities.

Learner II.B.2. Evaluating a variety of perspectives during learning activities.

School librarians can counter the learner’s natural reaction to accept quick answers by intentionally developing problem-solving skills through use of “cycles of design, implementation, and reflection.” (AASL 2018, School Librarian V.B.1.)

WORKS CITED

AASL and ALA follow the *Chicago Manual of Style*. In-text parenthetical citations should be used when quoting or referencing the *National School Library Standards* or any of AASL's publications in articles, books, or presentations.

Citations for references to the *National School Library Standards* or specific content within the publication should be formatted with the organization name, publication year, and page number(s) when applicable. For example:

(AASL 2018)

(AASL 2018, 89)

(AASL 2018, 140-141)

Citations for references to specific Competencies or Alignments in the AASL Standards frameworks should include the organization name, publication year, specific framework, and numeric and letter indicators: (AASL 2018, [Learner/School Librarian/School Library] [Numeric/Letter Indicator]). For example:

(AASL 2018, Learner IV.C.3.)

(AASL 2018, School Librarian III.B.2.)

(AASL 2018, School Library II.A.1.)

Proper formatting for Bibliography listings of AASL's *National School Library Standards* publications include:

American Association of School Librarians. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA.

American Association of School Librarians. 2018. *AASL Standards Framework for Learners*. Chicago: ALA.