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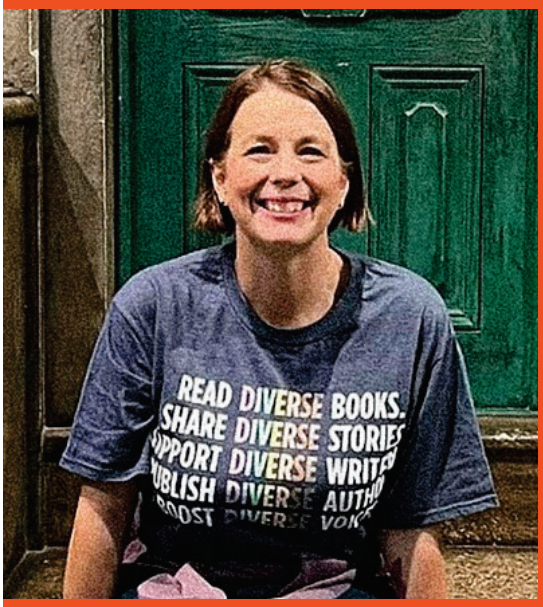

Amanda Kordeliski

2025–2026 PRESIDENT OF AASL

Amanda Kordeliski is the Director of Libraries and Instructional Technology for Norman Public Schools in Oklahoma. Kordeliski has written for AASL's *Knowledge Quest* and YALSA's *YALS* journal. She is currently an active member of ALA Policy Corps, Unite Against Book Bans, and has served on a wide variety of AASL, ALA, and YALSA committees including co-chair of the AASL Practice Committee, the AASL/ISTE Standards Crosswalk, and the 2023 Printz Committee. Kordeliski is also a past chair of the school library division of the Oklahoma Library Association (OLA) and the OLA Advocacy committee.

A Vision Forward: A Deeper Dive in the Second Standards Edition

At pivotal moments in our profession, we pause not simply to revise documents, but to reaffirm purpose.

THE SECOND EDITION of the *AASL National Library Standards for Learners, School Librarians, and School Libraries* represents such a moment. At pivotal moments in our profession, we pause not simply to revise documents, but to reaffirm purpose. The second edition of the *AASL National Library Standards for Learners, School Librarians, and School Libraries* represents such a moment. It is both a continuation of a powerful shared vision and an invitation to imagine what is possible when school libraries are fully recognized as engines of learning, equity, and innovation. The update provides integrations and examples of our common beliefs, shared foundations and standards in practice and highlights ways to showcase the learning happening in school libraries across the country.

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These standards do not exist in isolation. They live in classrooms, libraries, hallways, and communities. They are enacted each time a learner asks a meaningful question, each time a school librarian co-designs instruction, and each time a school commits to access, inclusion, and intellectual freedom. The second edition reflects our collective growth as a profession and our readiness to lead in an increasingly complex educational landscape.

Continuity with Purpose

The enduring strength of the AASL standards lies in their shared foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage. Retaining these foundations in the second edition was intentional. They continue to provide a common language and a coherent framework that unites practice across grade levels, districts, and states.

What has evolved is not our mission, but our clarity. The second edition sharpens language and strengthens alignment so that the standards speak more directly to today's realities: a world defined by abundant information, rapid technological change, and urgent questions about whose voices are heard and valued. This clarity empowers school librarians to move from aspiration to action with confidence and purpose. One of my favorite parts of the second edition are the *Scenarios*, discussed at length in this issue of *Knowledge Quest*. Practical, real world examples of the standards in action with intentional connections to evaluation and assessment tools to better inform our practices.

Learners as Architects of Their Own Learning

At the heart of the standards is a belief that learners are capable, curious, and deserving of agency. The second edition reinforces this belief by articulating learner competencies that emphasize growth over compliance and reflection over rote skill acquisition.

Learners are positioned as questioners, creators, and ethical participants in a global information ecosystem. The standards call on us to nurture dispositions such as persistence, empathy, and responsibility—qualities essential not only for academic success, but for civic life.

This learner-centered vision aligns seamlessly with inquiry-based instruction, project-based learning, and culturally sustaining pedagogy. It affirms that when learners are trusted to explore ideas, evaluate information, and make meaning, they rise to the challenge. It connects learners to that *third space*, where they make connections between their academic life and personal one, making learning relevant and engaging.

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School Librarians as Catalysts for Change

The second edition makes a bold and necessary statement: school librarians are instructional leaders. Our work is not supplemental; it is integral. The standards more explicitly connect librarian practice to learner outcomes, providing a roadmap for collaboration, co-teaching, and leadership.

This clarity enables school librarians to step forward as catalysts for change within their schools. Whether guiding media literacy instruction, embedding inquiry across the curriculum, or modeling ethical information use, school librarians are uniquely positioned to bridge disciplines and elevate teaching and learning.

The standards also underscore the importance of reflective practice. Leadership is not static; it is cultivated through assessment, professional learning, and a willingness to adapt. The second edition invites school librarians to see themselves not only as practitioners, but as designers of learning ecosystems.

In an era marked by misinformation and increasing challenges to resources, the standards offer both guidance and resolve. They position school librarians as defenders of access and facilitators of critical thinking, charged with preparing learners to navigate complexity with discernment and courage.

School Libraries as Learning Ecosystems

A visionary future for school libraries requires us to think beyond spaces and schedules. The second edition strengthens the concept of the school library as a dynamic system—one that integrates resources, relationships, and responsive services in support of learners.

Equity is foundational to this vision. The standards articulate the conditions necessary for success: access to certified school librarians, inclusive and representative collections, flexible learning environments, and strong administrative support. These are not luxuries; they are essential components of an effective educational system.

By naming these conditions explicitly, the standards provide a powerful tool for strategic planning and advocacy. They help educational leaders envision what is possible when school libraries are fully supported and intentionally designed.

Equity, Inclusion, and Intellectual Freedom as Action

The second edition affirms AASL's longstanding commitment to equity, inclusion, and intellectual freedom—while moving decisively from belief to practice. School librarians are called to be proactive stewards of inclusive learning environments, where diverse perspectives are not only available, but actively engaged.

In an era marked by misinformation and increasing challenges to resources, the standards offer both guidance and resolve. They position school librarians as defenders of access and facilitators of critical thinking, charged with preparing learners to navigate complexity with discernment and courage.

This is a future-facing vision—one that recognizes intellectual freedom as essential to inquiry and democracy, and school libraries as spaces where learners learn to think, question, and participate fully in society.

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Living the Standards

The power of the second edition lies in its usability. These standards are meant to be lived daily through instruction, collaboration, and reflection. They support lesson design, program evaluation, and system-level planning, offering multiple pathways for engagement.

For those new to the standards, they provide clarity and direction. For experienced school librarians, they offer an opportunity to reimagine practice and recommit to impact. In every context, the standards help us articulate our value with confidence and evidence.

A Shared Vision Forward

The second edition of the *AASL National Library Standards* is more than an update—it is a declaration of who we are and where we are headed. It reflects the resilience, expertise, and vision of school librarians across the nation.

As president of AASL, I invite our community to engage deeply with this work. Use the standards to inspire conversation, inform leadership, and advocate boldly for learners. Together, guided by shared foundations and a collective vision, we can ensure that every school library is a place of possibility—where learners are empowered, voices are honored, and futures are shaped.

AASL
American Association of School Librarians
TRANSFORMING LEARNING

GET INVOLVED
You've joined us. Now join in.

Even Small Contributions Add Up

Would you like to be involved but feel that you don't have the time to commit? Or are you new to school librarianship and feel intimidated? AASL has various opportunities for members to participate in the work of the association through short-term projects. Your colleagues value the unique perspective you bring to the profession–submit your interest to give back to your community today!

- Participate on an AASL committee
- Review program submissions
- Contribute to a position statement
- Develop a resource guide or brochure
- Deliver eLearning on a current topic
- Share your expertise in an AASL publication
- Write an article for *Knowledge Quest*
- Blog on a timely professional topic for *KQ*

And many other opportunities to get involved at various levels!

For more information, visit**www.ala.org/aasl/getinvolved**

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