Building a Stronger Narrative: Demonstrating Your Value with Data

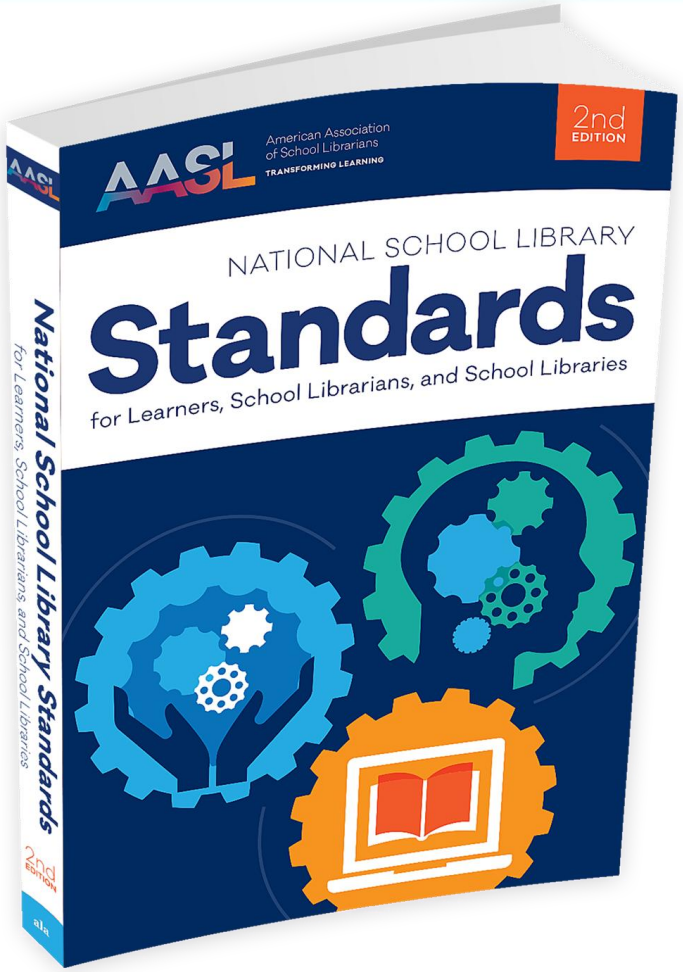
Stephanie Charlefour, Deborah Froggatt, and Jessica Regitano

DO NOW

What one wish, hope, or goal that you had at the start of the school year?

National School Library Standards 2nd Edition

- Examples from contemporary topics
- Greater focus on roles of the school librarian and the Common Beliefs
- Practice scenarios
- Advocacy best practices
- And more



Meet Your Presenters

Meet Stephanie:

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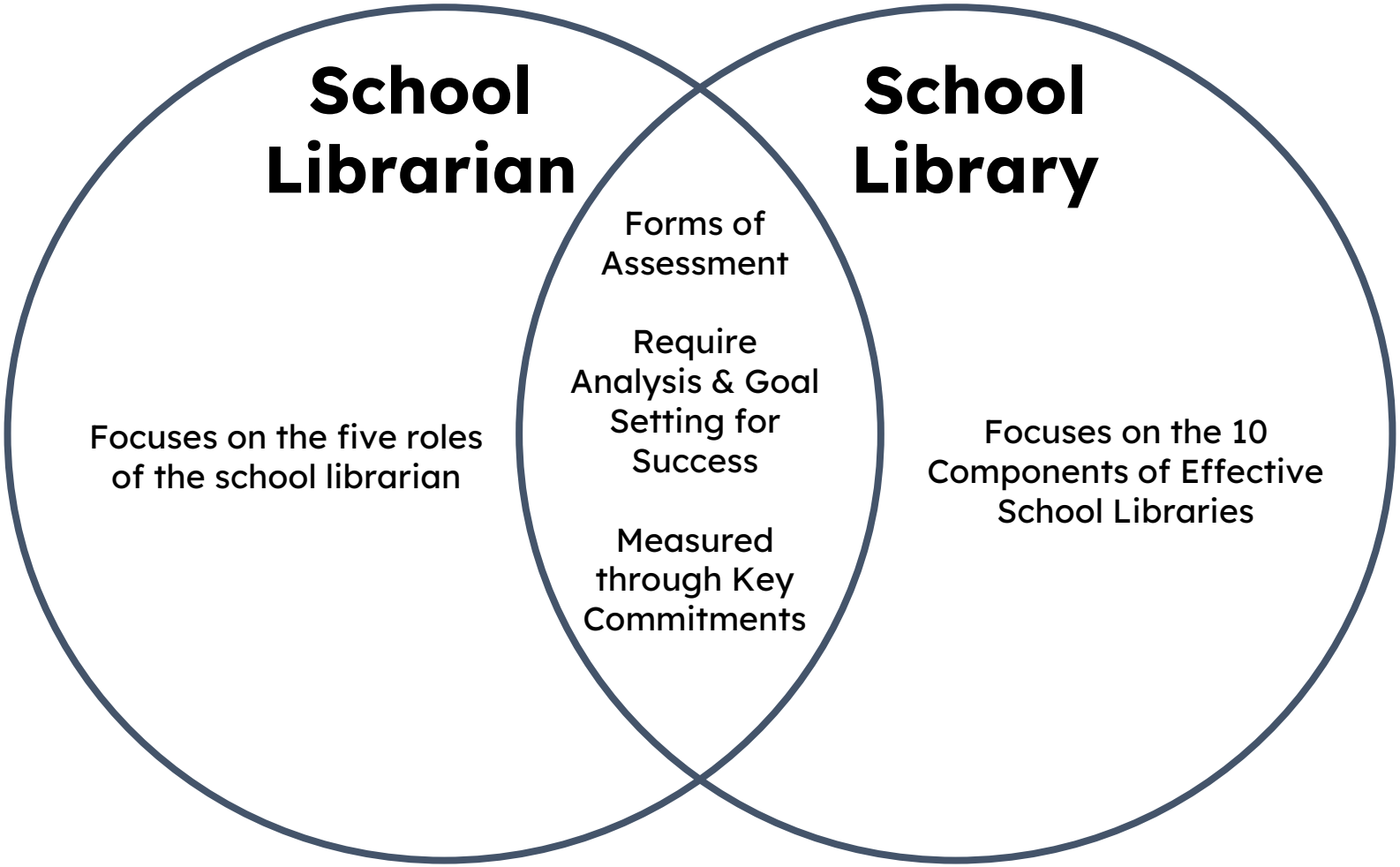
Agenda

Today we will:

01	02	03	04
Discuss School Librarian Evaluation & Goal Setting	Discuss School Library Program Evaluation & Goal Setting	Why Does This Matter? Sharing Ideas for Advocacy!	Provide Time for Questions & Ideas for Future Professional Development

School Librarian vs. School Library Program



01. School Librarian Evaluation

Assessing Your Role

Chapter 10

American Association of School Librarians
TRANSFORMING LEARNING

For the latest standards materials visit standards.aasl.org

Creating Meaningful Goals for Yourself

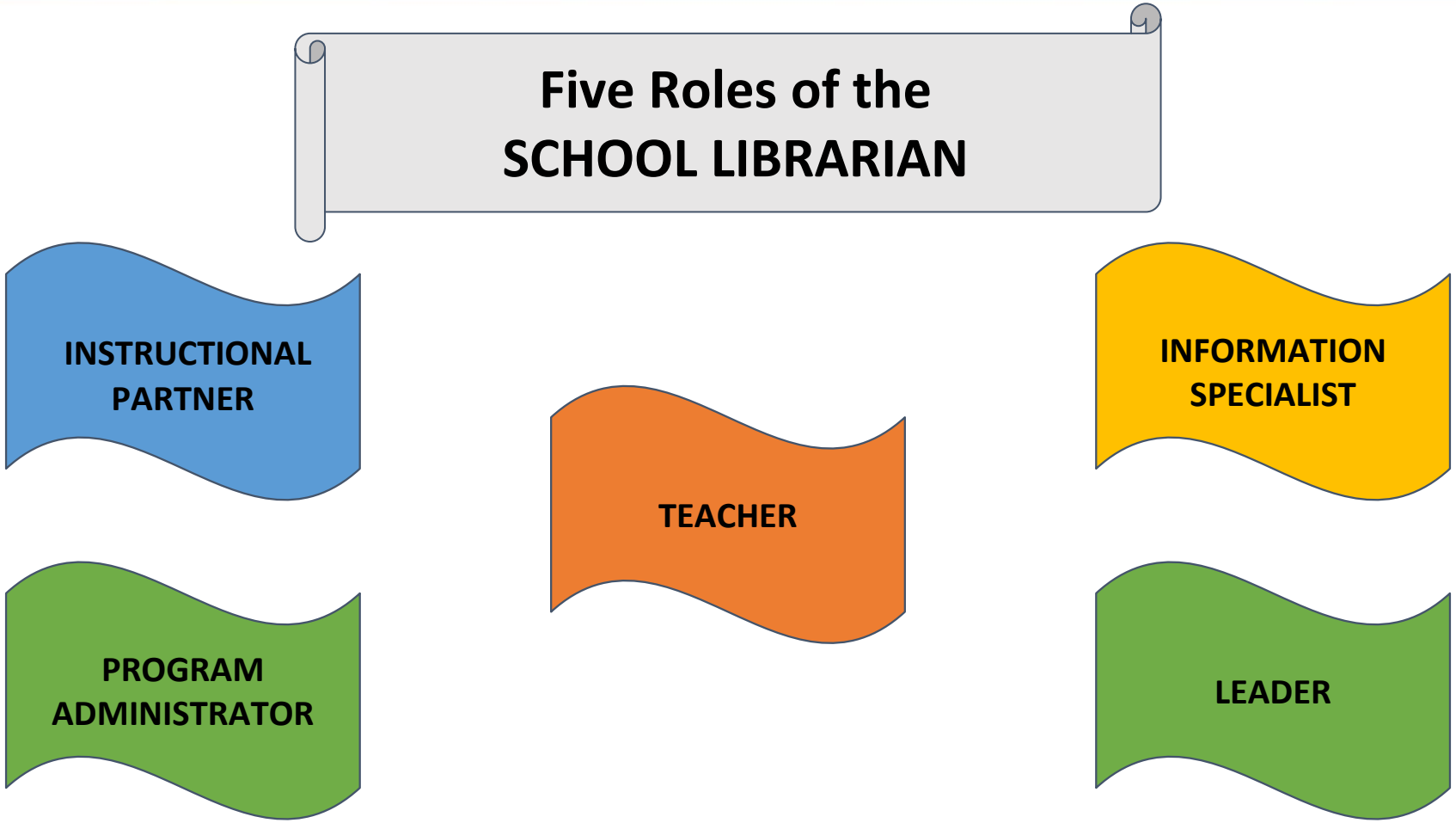


TABLE 10.2

Roles as drivers for school librarian evaluation (*cont'd*)

Role	Learner Competencies and Measurements	School Librarian Competencies and Measurements	School Library Alignments and Measurements
I. INQUIRE			
Program Administrator	**I.C.4. Learners adapt, communicate, and exchange learning products with others in a cycle that includes sharing products with an authentic audience.** Learners present their inquiry-based research and their research journals to grade-level peers, their families, and invited community members.	**I.C.2. School librarians guide learners to maintain focus throughout the inquiry process by providing opportunities for learners to share learning products and reflect on the learning process with others.** With grade-level educators, create a research and presentation schedule that allows all learners to showcase their inquiry-based research with peers, their families, and invited community members.	**I.C.1. The school library provides learners opportunities to maintain focus throughout the inquiry process by creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning.** Develop a schoolwide library schedule that accommodates all classes and provides the opportunity to showcase their work while facilitating continued access for individual learners and meeting their needs.

Table 10.2 Roles as driver for school librarian evaluation. © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 112.

What Is a S.M.A.R.T Goal?

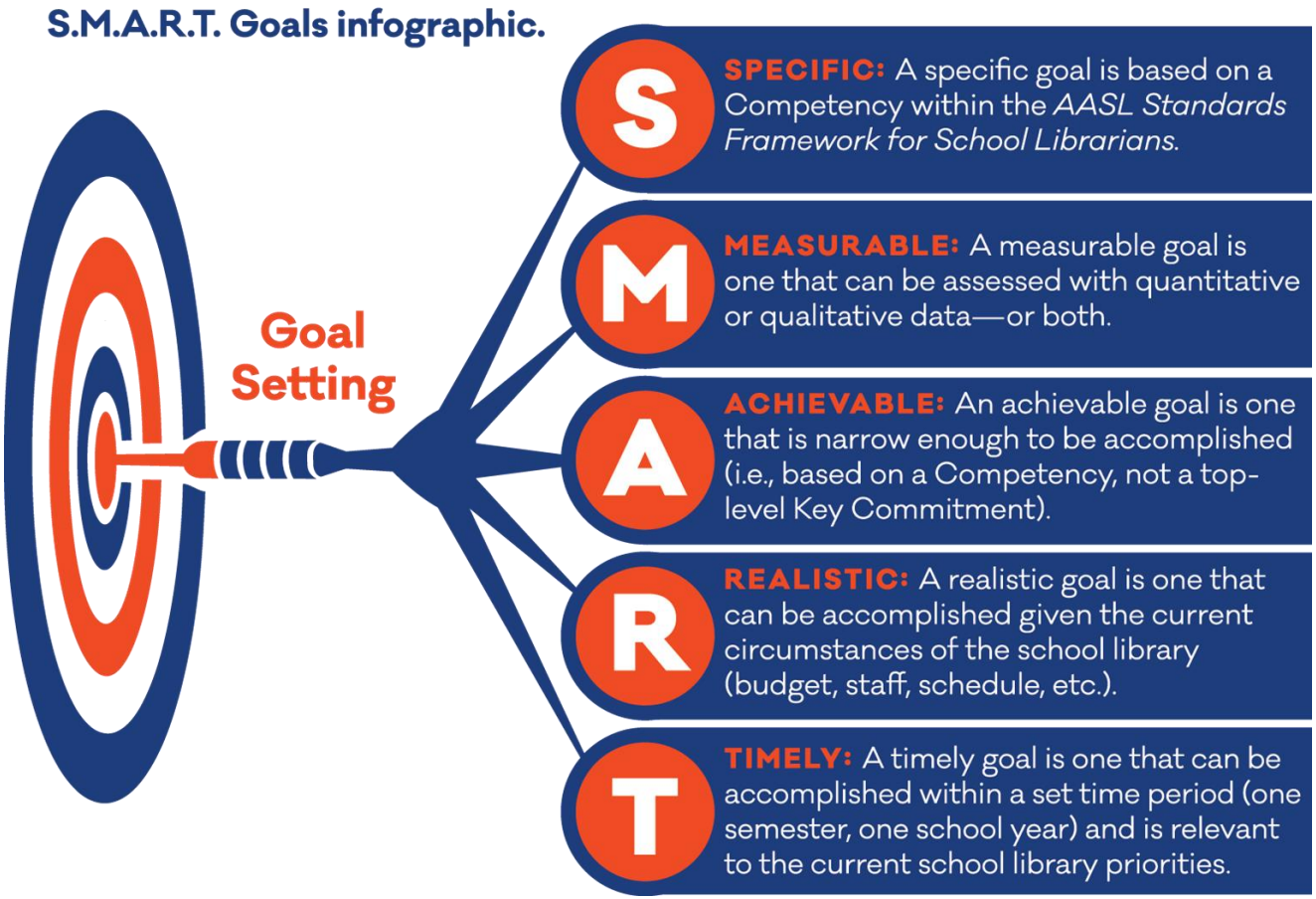


Figure 10.1 S.M.A.R.T. Goals Infographic
© 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 113.

Evaluating School Librarian Roles

SHARED FOUNDATION: INQUIRE

KEY COMMITMENT: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

LEARNER GROWTH S.M.A.R.T. GOAL

By May, 80 percent of learners will have independently formulated inquiry-based learning questions and will have probed and notated possible answers.

School Librarian Role: Teacher **Learners' Library Use:** Inquiry Researchers

COMPETENCY	LEARNER MEASUREMENT
Learner I.A.1. (Inquire/Think): Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.	Pre- and post-lesson assessments on question formulation and selected learner work serve as artifacts.

Table 10.3 Inquire S.M.A.R.T. goal example | Learner Growth

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Evaluating School Librarian Roles

PROFESSIONAL PRACTICE S.M.A.R.T. GOAL

By May, 75 percent of learners in the school will have participated in inquiry research.

School Librarian Role: Instructional Partner **Learners' Library Use:** Accomplished Learners

COMPETENCIES	SCHOOL LIBRARIAN MEASUREMENTS
School Librarian I.B.3. (Inquire/Create): School librarians promote new knowledge generation by facilitating the development of products that illustrate learning. *Learner I.B.3. (Inquire/Create):* Learners engage with new knowledge by following a process that includes generating products that illustrate learning.	Developed information and digital literacy instruction to aid tasks focused on learners' individual areas of interest. The school library schedule shows which educators used the library and when for inquiry research units. Other artifacts include selected collaborative unit plans and learner final presentation documentation (e.g., research papers, oral presentations, debates).

Table 10.3 Inquire S.M.A.R.T. goal example | Professional Practice

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Evaluating School Librarian Roles

TABLE 10.4

School librarian evaluation rubric

Developmental Stage	Characteristics
1. Beginning	Currently, there is no evidence that the school librarian is meeting this example.
2. Developing	The school librarian needs to display more evidence of meeting this example.
3. Advanced	There is evidence that the school librarian has been consistently meeting this example.
4. Competent	The school librarian exceeds this example, expanding it to fit the varied needs of the learning community.

Evaluation Criteria by School Librarian Role	Standards Connection Examples	Development Stage			
		1	2	3	4
Leader					
a. Fosters participatory and personalized inquiry.	School Librarian I.A.1. School Library V.A.2.				
b. Contributes to curricular decisions to ensure curriculum alignment across grades and content areas.	School Librarian III.B.2. School Library III.B.2.				
c. Facilitates professional learning including new resources and educational technologies.	School Librarian VI.D.1. School Library IV.B.2.				
d. Facilitates literacy, supports culture of reading and other library programs across the school community.	School Librarian V.A.1. School Library V.A.2.				

Table 10.4 School librarian evaluation rubric © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 117-119.

Evaluating School Librarian Roles

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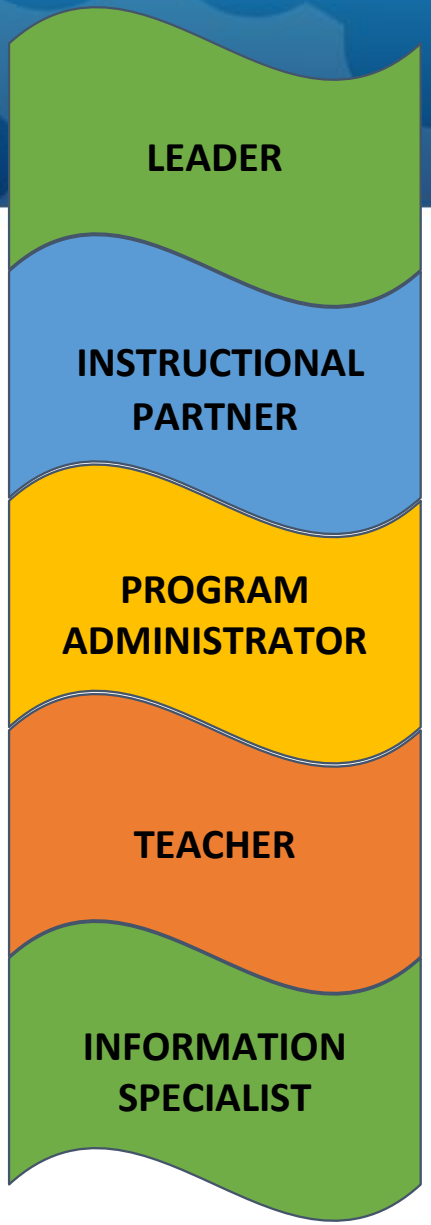
Table 10.4 School librarian evaluation rubric © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 117-119.



Turn & Talk

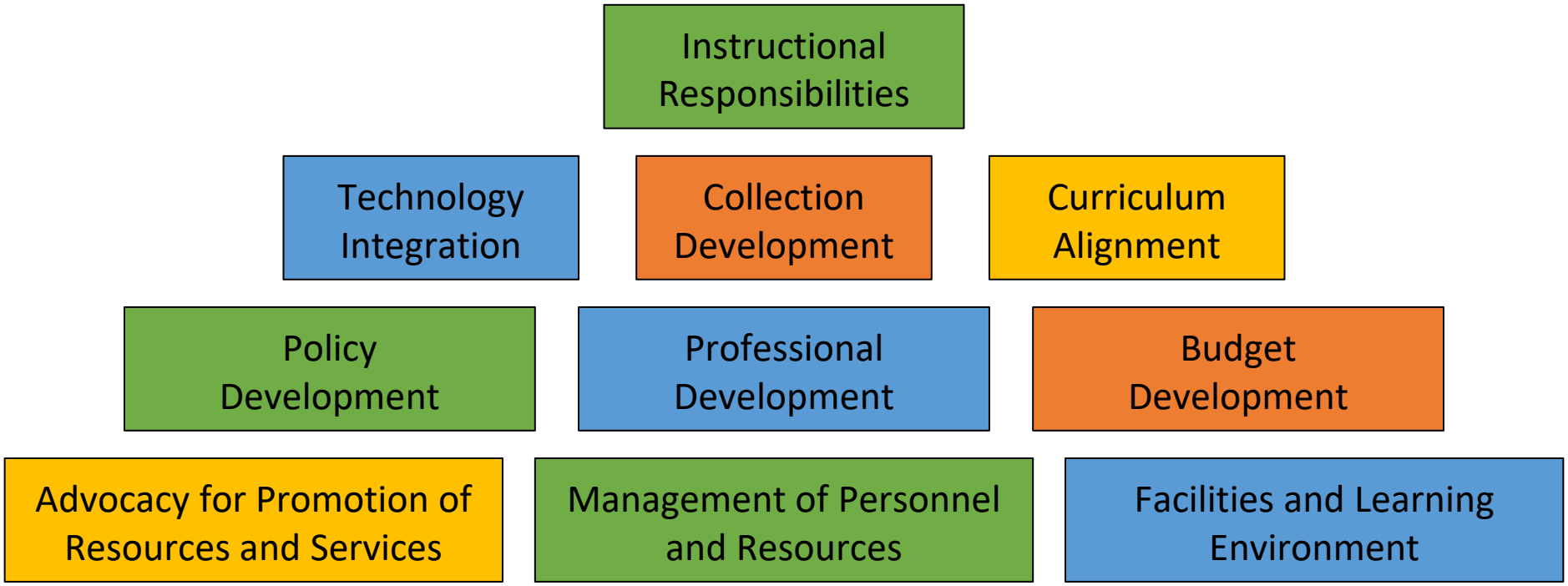
1. What one wish, hope, or goal that you had at the start of the school year?

1. What school librarian role are you performing?

02. School Library Evaluations

Examining Your School Library Program using Chapter 11 in the Standards book.

10 Components of Effective School Libraries



Examining the 10 Components:

Each of these components are examined with the following in mind:

1. What does this activity look like to a building level administrator?
2. What happens behind the scenes in a building level school library to make this activity happen?
3. What happens behind the scenes at the district level to make this happen?
4. Which Common Beliefs are addressed?
5. Which Shared Foundations apply?
6. Which School Librarian roles are in action?

Example: Instructional Responsibilities

Component 1: Instructional Responsibilities

a. The school librarian instructs ALL learners in information and media literacy skills and in using the school library's resources.

b. The school librarian partners with curriculum and subject areas throughout the school.

c. *District library administration ensures all school librarians receive equitable professional development on information and media literacy.*

d. *District library administration advocates for school librarian partnerships with classroom educators by partnering with relevant curriculum administrators.*

Table 11.1 School library evaluation rubric | Rating Scale Key © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 123.

Developmental Stage	Characteristics
1. Beginning	Currently, there is no evidence that the school library is meeting this example.
2. Developing	The school library needs to display more evidence of meeting this example.
3. Advanced	There is evidence that the school library has been consistently meeting this example.
4. Effective	The school library exceeds this example, expanding it to fit the school library's needs.

Think–Group–Share

Do you evaluate your school library program? If yes, how?

School Library Evaluation: Planning For It

Making the “chore” seem easier with pre-planning and prep work:

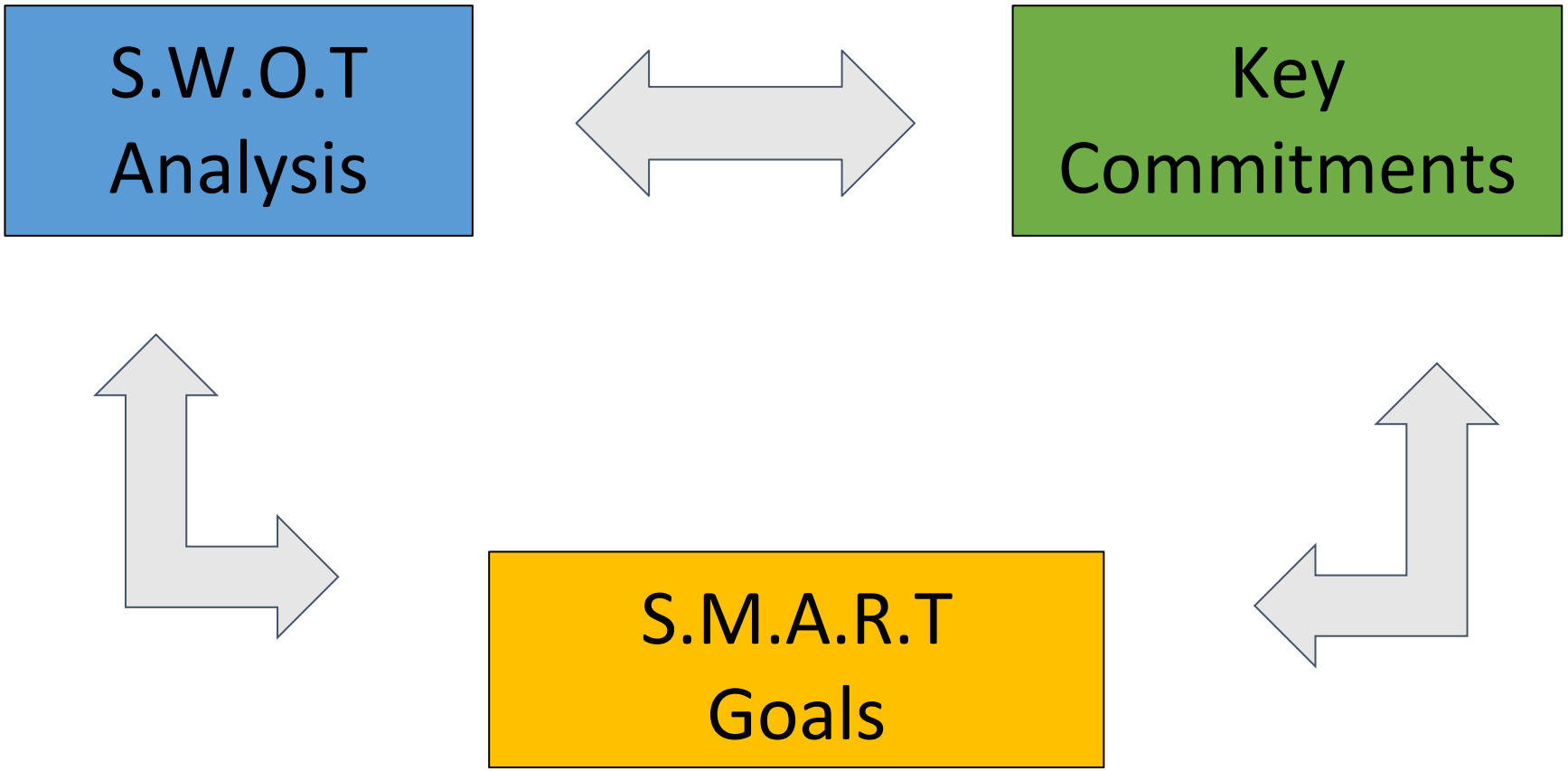
Think about how to make this “chore” easier for your workflow:

- Lesson plans?
- Planning periods?
- Library Management System Reports

Ask for help from student workers

Collection Tool:
Google Form example

School Library Evaluations Using…



Evidence: Strengthen Your Evaluations

TABLE 11.2

SWOT analysis for school libraries

School Library | Strengths	**School Library** | Weaknesses
Consider what the school library does effectively: • How does the school library contribute to academic achievement and to the school's success? • What does the school library provide that is unique or special? • What do learners, other educators, and others in the community like best about the school library?	Consider areas in which the school library needs improvement: • In what areas does the school library have fewer resources than needed? • What else needs improvement? • What do learners, staff, other educators, and others in the community wish was done better?

Table 11.2 SWOT analysis for school libraries | Strengths and Weaknesses © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 136.

Evidence: Strengthen Your Evaluations

School Library | Opportunities	**School Library** | Threats
Consider circumstances that the school library may be able to leverage or take advantage of for growth: • What could be done if only the school library had the resources to do it? • What is happening in the world now that the school library could take advantage of? • How can the school librarian's *strengths* open doors to opportunities for the school library?	Consider events that have the potential to negatively impact the school library. Look beyond the walls of the school library—the school- and district-wide learning communities and the local, state, and national communities: • What is happening in the school district that could negatively impact the school library? • What school library services are provided more easily elsewhere for learners, staff, other educators, and the community? • What *weaknesses* leave the school library vulnerable to cuts in services? • What is happening locally or statewide that could impact the school library? Is something happening nationally to consider?

Table 11.2 SWOT analysis for school libraries | Opportunities and Threats © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 136.

Example of a Key Commitment Chart

TABLE 11.5

Key Commitment evaluation scenario example

Evaluative Actions and Prospects by Shared Foundation	Developmental Stage*			
INQUIRE **Key Commitment:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	**1**	**2**	**3**	**4**
During the first year, the school librarian met with department chairs to understand the curriculum. The librarian has kept notes and is working to identify collection holes.			**x**	
Self-directed learning is currently challenging to offer in the school library because of the lack of an assistant. The library is closed to anyone who does not participate in scheduled classes.		**x**		

Table 11.5 School library evaluation rubric © 2026 American Library Association | Extracted from *American Association of School Librarians, National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd Edition (American Library Association, 2026), 139-140.

Next Step: Turning the Analysis into Goals

Turn and Talk:

What S.M.A.R.T. goal have you set for your school LIBRARY recently?

03. Why Does This Matter?

Using tools and resources for advocacy

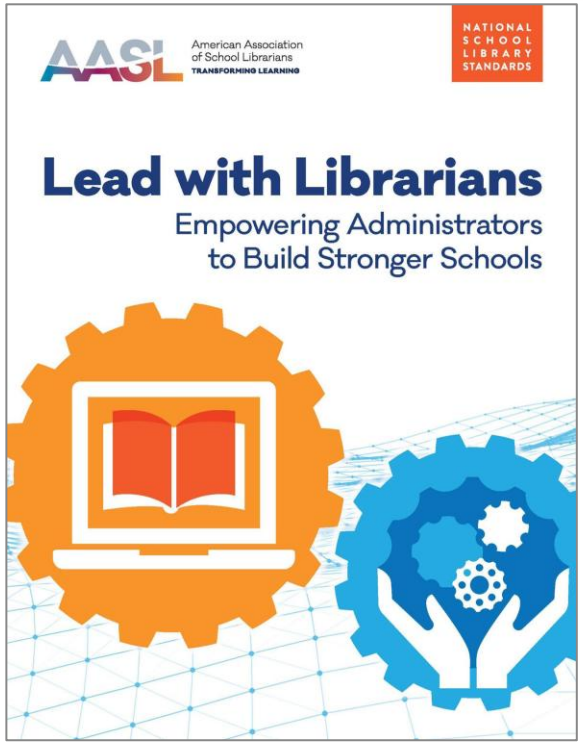
Raise Your Hands If You Create a Yearly Report

Reporting Out! Sharing Your Year in the Library

Examples:

1. Infographic Style
2. Newsletter Style
3. Report

Administrator's Pamphlet



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Understanding the Role of the School Librarian

SCHOOL LIBRARIANS SERVE IN DYNAMIC, MULTIFACETED ROLES—as leaders, instructional partners, information specialists, teachers, and program administrators. Each role contributes to a vibrant learning environment that supports both learner success and instructional excellence.

School librarians navigate these responsibilities with agility, often balancing multiple roles to meet the evolving needs of the school community. When administrators recognize and empower school librarians in these capacities, the library becomes a powerful hub of innovation, collaboration, and achievement. By working together, administrators and school librarians can cultivate a transformative school culture where all learners thrive.

Leader

School librarians lead beyond the library walls.

As a LEADER, school librarians:
- Use data to inform decisions and drive innovation.
- Serve on leadership, technology, and curriculum teams.
- Build relationships and advocate for school-wide initiatives.
- Align library goals with school

Instructional Partner

School librarians co-plan and co-teach.

As INSTRUCTIONAL PARTNERS, school librarians:
- Design adaptable, differentiated, standards-based learning experiences.
- Collaborate with content areas to enrich instruction

Information Specialist

School librarians connect learners with information and foster a culture of reading.

As INFORMATION SPECIALISTS, school librarians:
- Ensure continuous access to information, resources, and library services for all learners.
- Connect learners with books that instill a

What the Research Says

ELEVATING ACHIEVEMENT

Research shows that learners test higher in reading, writing, math, and information literacy when they have access to a strong school library and instruction from a qualified school librarian. This impact on performance is especially significant for learners in Title I schools (Lance and Kachel 2018).

SOURCE

Lance, K.O. & Kachel, D.E. 2018. "Why school librarians matter: What years of research tell us." *Phi Delta Kappan*, 99 (7): 15-20.

Teacher

School librarians teach critical skills for today's world.

As TEACHERS, school librarians:
- Deliver lessons that build inquiry and research skills.
- Foster inclusive, culturally responsive instruction.
- Prepare learners to navigate a complex, interconnected, and information-rich world.

Program Administrator

School librarians manage the library as a dynamic learning space.

As PROGRAM ADMINISTRATORS, school librarians:
- Manage library operations, staffing, and budget.
- Develop policies and procedures that serve all learners.
- Ensure library resources are current, relevant, and align with school goals.

ADMINISTRATORS AND SCHOOL LIBRARIANS

A Partnership for Whole-School Success

TODAY'S SCHOOL LIBRARIES—and the certified professionals who lead them—play a vital role in preparing all learners for future success. This guide is designed for school administrators seeking to understand the impact of a strong school library and how effective collaboration with school librarians can strengthen the entire learning community.

School librarians empower learners to:
- Think critically and engage in creative pursuits.
- Become confident, ethical users of information in a digital age.
- Build a lifelong love of reading and learning.

In this guide, you'll find:
- Common beliefs that guide school librarians and libraries.
- The five roles that school librarians enact.
- Key components to evaluate school library efficacy.
- Measurements to evaluate school librarian performance.
- Research findings, tools, and further resources.

What the Research Says

OPPORTUNITIES FOR GROWTH

- **Leadership training:** Many administrators report limited training on the role of school librarians and libraries and the importance of sustained funding in times of financial hardship (Shannon 2012).
- **Maximizing expertise:** During the COVID-19 pandemic, despite providing integral services, school librarians were often underutilized in planning and instruction—even as their expertise could have supported remote learning efforts (Valenza et al. 2023; Wake et al. 2022).

THE SLIDE ADVANTAGE

The School Librarian Investigation—Divergence & Evolution (SLIDE) is a research project and data tool that tracks national trends in school librarian employment using federal education statistics. It helps administrators identify disparities in student access to qualified school library professionals and benchmark their district against similar schools. Use SLIDE to support evidence-based staffing decisions, advocate for equitable library access, and demonstrate impact to stakeholders.

Explore the data: **libslide.org/data-tools/state-profile**

SOURCES

Shannon, D.M. 2012. "Perceptions of school library programs and school librarians: Perspectives of supportive school administrators." *Teacher Librarian*, 39 (3): 17-22. https://www.proquest.com/magazines/perceptions-school-library-programs-librarians/docview/924153968/se-2

Valenza, J., Boyer, B., Mohamad, G., Bushby, R., & Elliott, E. 2023. *We were the glue: Contributions, compromises, and continuing concerns of school librarians during the COVID-19 pandemic* (ED626437). ERIC. https://files.eric.ed.gov/fulltext/ED626437.pdf

Wake, D., Hu, H., & Shaw, E. 2022. "School librarians leading from the center in online learning contexts: Informal communities of practice creating space for connection and collaboration." *School Library Research*, 25.

Common Beliefs | Shared Values, Shared Success

SCHOOL LIBRARIANS ARE GUIDED BY a set of Common Beliefs that are fundamental to the mission of an effective school library. These beliefs directly support school-wide goals and, when understood by administrators, translate into tangible benefits for the entire learning community. By actively supporting these core values, administrators empower a critical ally in achieving their priorities.

1. The school library is a unique and essential part of a learning community.
For administrators, a well-utilized school library, led by a state-certified school librarian, extends instructional capacity, drives cross-curricular achievement, and strengthens the learning culture. Its essential nature means it acts as a central hub, fostering an environment where all students can thrive.

2. Qualified school librarians lead effective school libraries.
Partnering with a state-certified school librarian helps administrators ensure that instructional goals are met with high-quality, standards-aligned support across all grade levels. These librarians are instructional leaders and teachers who support the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy, directly contributing to school-wide academic success.

3. Learners should be prepared for college, career, and life.
This directly supports an administrator's mission to graduate lifelong learners who are well-rounded, capable, and competitive in a global society. School librarians, with their focus on inquiry learning and information literacy, are crucial in equipping students with the skills necessary for future readiness.

4. Reading is the core of personal and academic competency.
For administrators focused on boosting literacy rates and closing achievement gaps, a dynamic reading culture led by the school librarian is a powerful asset. The school librarian supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives, directly impacting student success in all academic areas.

5. Intellectual freedom is every learner's right.
By upholding these values, school librarians help administrators promote inclusivity, support student agency, and navigate challenges around curriculum and book selection with professionalism and care. This commitment aligns with an administrator's priority to create a diverse and equitable learning environment where all voices are valued.

6. Information technologies must be appropriately integrated and equitably available.
An effective school library has up-to-date digital materials and technology. This ensures administrators meet district technology goals, while equipping all learners with the skills they need in a digital world. The school librarian supports the development of digital learning and technology literacies, ensuring equitable access and effective integration of technology across the curriculum.

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Upcoming AASL Webinar

CHARTING YOUR COURSE:

Creating a Scope and Sequence to Strengthen the School Library's Impact

Thursday, November 6, 2025

6:00 PM Central Time

Learn to build a customized, standards-aligned Scope and Sequence to enhance instruction, support student learning, and showcase your library's impact.

PRESENTER: Stephanie Charlefour

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Questions?