From Concern to Consensus

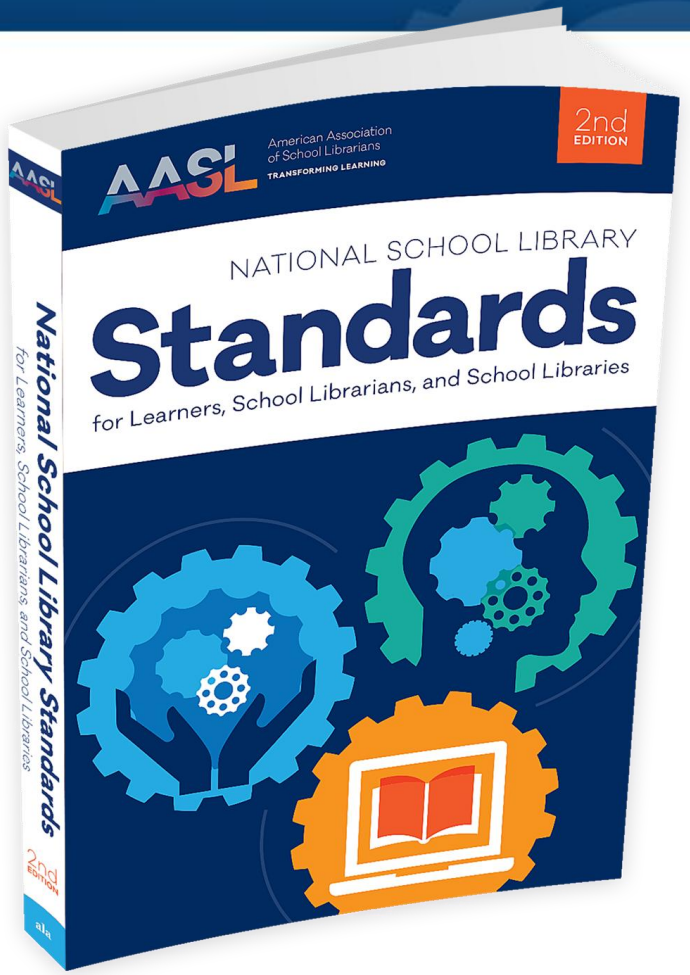
Advocacy and Action in Challenging Times

About Us

- Deborah Lang Froggatt, Ph.D.
  dslangf@gmail.com
- Marie Langevin
  marie.langevin@charlottecountryday.org
- Lori Misaka
  lori.misaka@k12.hi.us
- Cherity Pennington
  cheritypennington7@gmail.com

National School Library Standards 2nd Edition

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



Purpose and Structure

Using the standards to advocate
for our learners, our libraries, and ourselves

01 Exploring Scenarios

02 Practical Application

03 Reflections

Frameworks

Common Beliefs

The school library is a unique and essential part of a learning community.

Qualified school librarians lead effective school libraries.

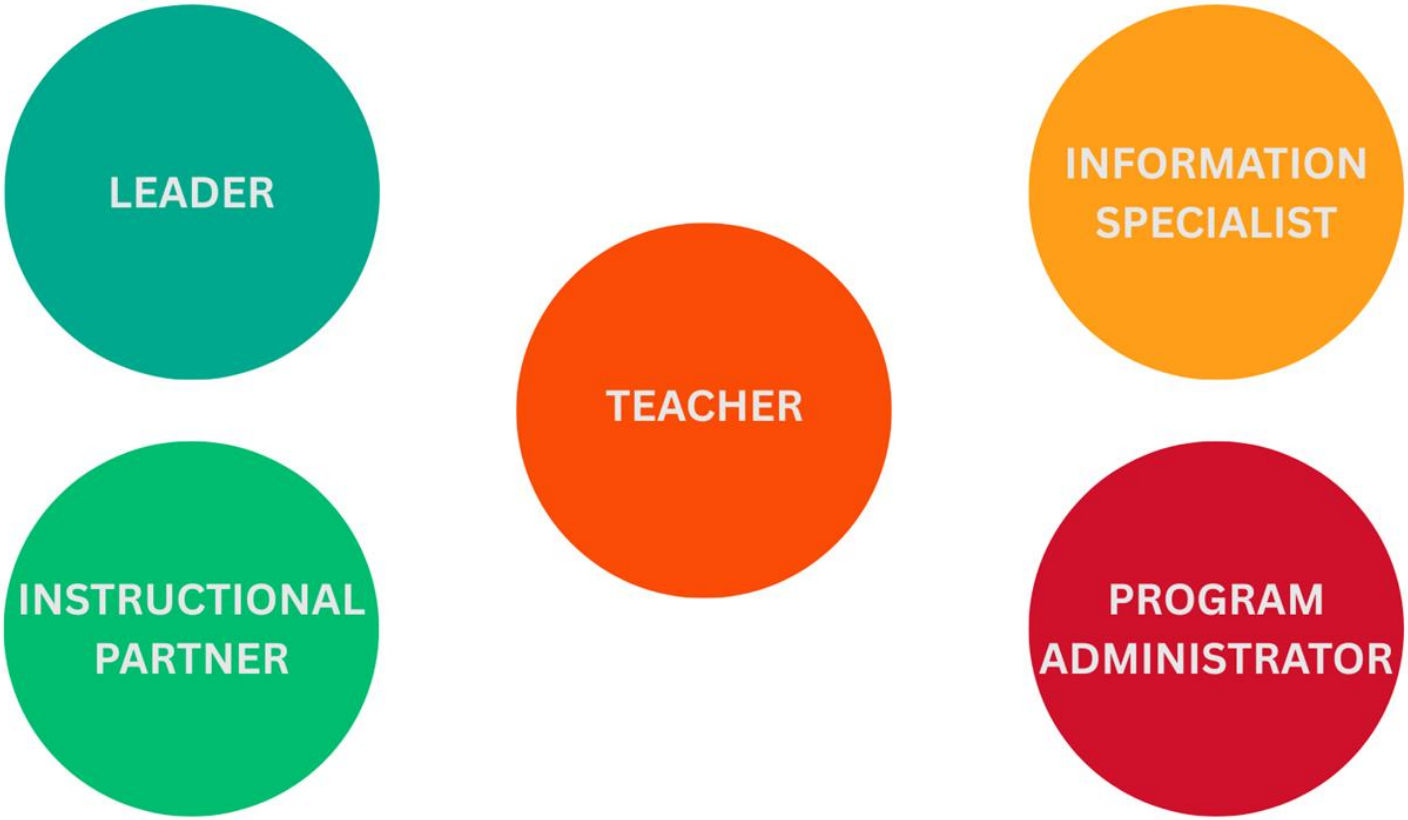
Learners should be prepared for college, career, and life.

Reading is the core of personal and academic competency.

Intellectual freedom is every learner's right.

Information technologies must be appropriately integrated and equitably available.

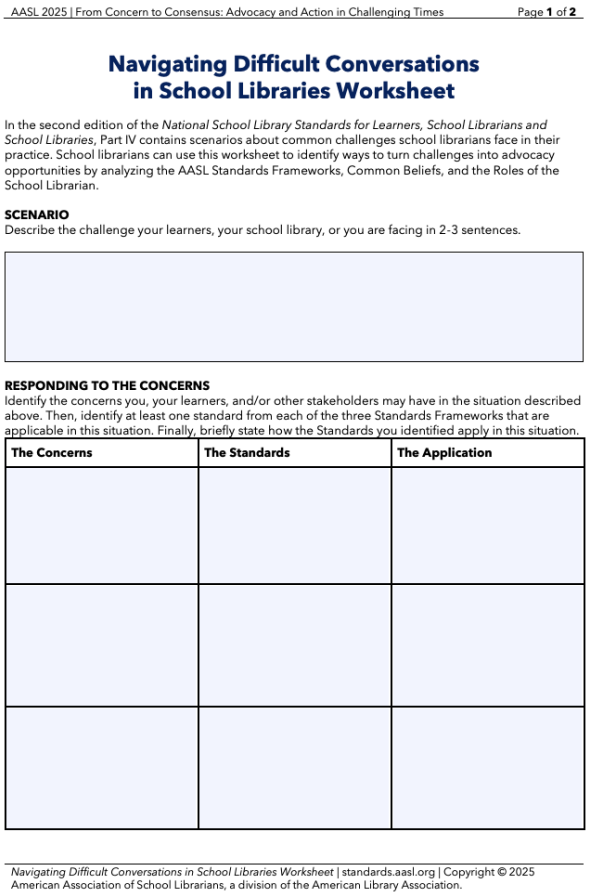
Roles of a School Librarian



AASL
American Association
of School Librarians
TRANSFORMING LEARNING

For the latest standards materials
visit standards.aasl.org

Navigating Difficult Conversations Worksheet



Navigating Difficult Conversations in School Libraries Worksheet

In the second edition of the *National School Library Standards for Learners, School Librarians and School Libraries*, Part IV contains scenarios about common challenges school librarians face in their practice. School librarians can use this worksheet to identify ways to turn challenges into advocacy opportunities by analyzing the AASL Standards Frameworks, Common Beliefs, and the Roles of the School Librarian.

SCENARIO
Describe the challenge your learners, your school library, or you are facing in 2-3 sentences.

RESPONDING TO THE CONCERNS
Identify the concerns you, your learners, and/or other stakeholders may have in the situation described above. Then, identify at least one standard from each of the three Standards Frameworks that are applicable in this situation. Finally, briefly state how the Standards you identified apply in this situation.

The Concerns	The Standards	The Application

Navigating Difficult Conversations in School Libraries Worksheet | standards.aasl.org | Copyright © 2025 American Association of School Librarians, a division of the American Library Association.

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National School Library Standards, 2nd edition

National School Library Standards

(Appendix C)

Crosswalk with ISTE Standards for Students and Educators

National School Library Standards *crosswalk with* **ISTE Standards for Students and Educators**

AASL American Association of School Librarians TRANSFORMING LEARNING — NATIONAL SCHOOL LIBRARY STANDARDS

SHARED FOUNDATION I: **Inquire**

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

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
A. THINK	LEARNER Competencies	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	1. ISTE for Students: Empowered Learner 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 3. ISTE for Students: Knowledge Constructor 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
	SCHOOL LIBRARIAN Competencies	School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners' prior and background knowledge as context for constructing new meaning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
	SCHOOL LIBRARY Alignments	The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.	
B. CREATE	LEARNER Competencies	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	4. ISTE for Students: Innovative Designer 4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
	SCHOOL LIBRARIAN Competencies	School librarians promote new knowledge generation by: 1. Ensuring that learners probe possible answers to questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Facilitating the development of products that illustrate learning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
	SCHOOL LIBRARY Alignments	The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.	6. ISTE for Educators: Facilitator 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

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Collaboration Scenario

The school librarian has been working diligently to develop a series of engaging, literacy-based projects aligned with classroom curriculum. They are eager to collaborate with classroom educators to make library time more meaningful and connected to what learners are doing in class. But every time they reach out, the classroom educators politely decline or vaguely agree but never follow up. They hear responses like, ***"You're a lifesaver–library time is the only time I can breathe."*** The school librarian has the growing sense of being viewed more as childcare than as a fellow educator. In meetings, when instructional strategies are discussed, their voice isn't sought. When they propose a co-taught research unit, the classroom educators nod but quickly shift the conversation.

AI Training Scenario

The state Department of Education has developed new guidance for employees and students on AI use and implementation. The school librarian has been asked to serve on a committee to develop training for teachers on AI tools and strategies for educators, as well as lessons for students on ethics, citations, and AI tools for creative use and brainstorming. The meeting schedule for the school year is already packed with PD and initiatives, yet the librarian needs to work out methods and times for staff training.

Pass System Scenario

This is the beginning of the second year of the school librarian's tenure. Last year learners were entering the school library at all times of the day, and there was no accountability for their actions. At times it was disruptive. The school librarian has now developed a "pass system" where, if the learners want a pass during the lunch waves, they will need to come to the school library before school and add their name to an iPad form to receive a pass. Classroom educators will be issued passes to give to learners, and these passes include entries for the period and time leaving class and returning to class. The school librarian has met with the building administrator, and she is open to the use of passes but wants the school librarian to introduce this system to the staff as well as be responsible when there are instances of the pass process not being followed.

School Library Policy Scenario

The school librarian learns the district administration is preparing to evaluate several policies, including the school library collection development and reconsideration policy. The school librarian has served with many district leaders on a variety of committees and has a strong working relationship with them. The school librarian hears from his building principal that the district committee will meet the following week, but no teachers have been asked to serve on the review committee.

Scenario Group Protocol

A. Choose a scenario.

A. Download the template or use template worksheet.

A. Assign Reader, Note Taker, and Spokesperson for share out.

A. Reader begins or new scenario is described.

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Let's Share

Let's Reflect

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