Research to Revision:

Context for 2nd Edition Standards in an Evolving Educational Landscape

American Association of School Librarians
TRANSFORMING LEARNING

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Who We Are

Laura Hicks
Maryland State Library Agency (retired)

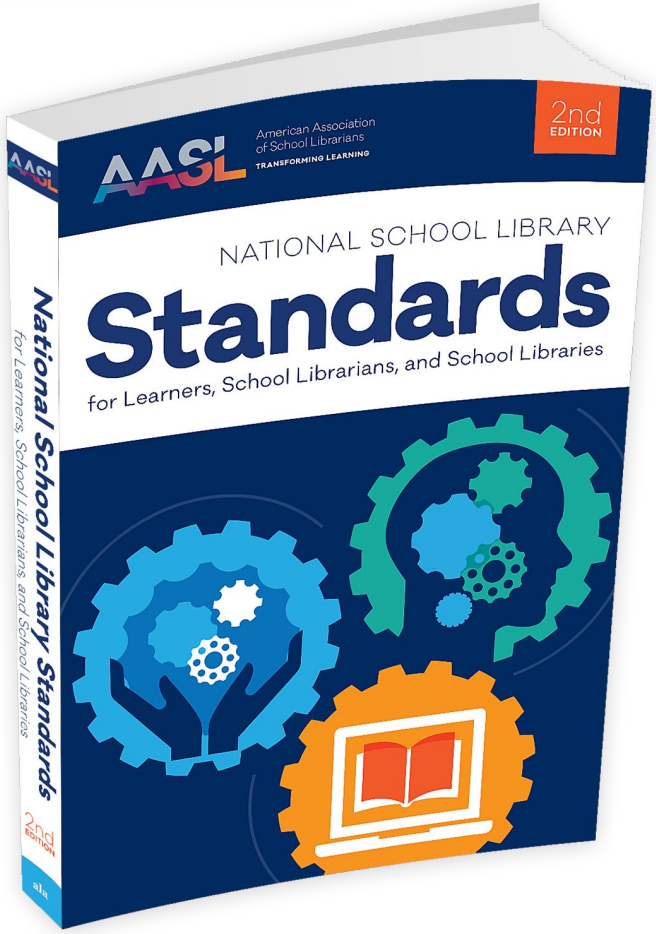
Cherity Pennington
School Librarian/Director of Library and Media Services
Shawnee, Oklahoma

Today's Presentation

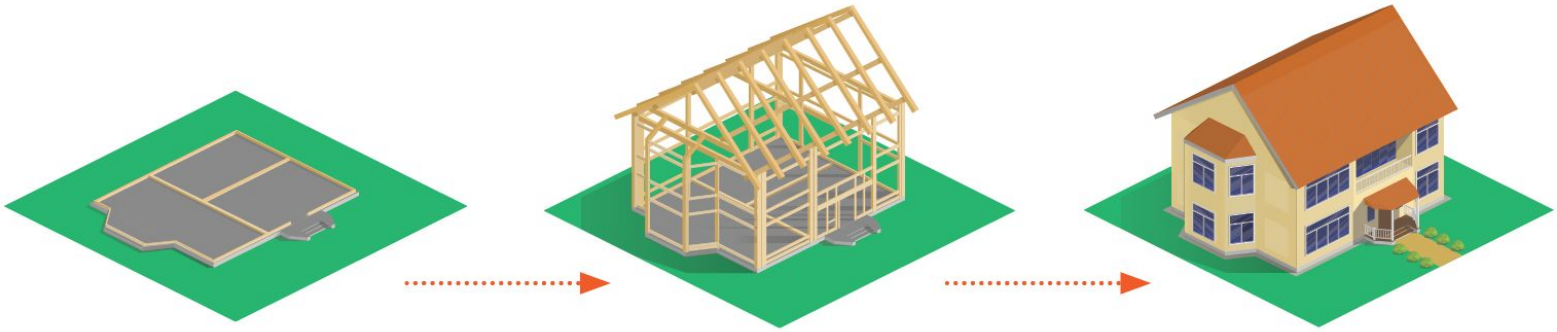
- Why an Update Was Needed
- Research and Development (R&D) Process
- Key Development Decisions and Revisions
- Breakout discussions
- What This Means for School Librarians and Leaders
- Call to Action

National School Library Standards 2nd Edition

- Responsive, relevant, and research-informed
- Lived realities and aspirations of today's school librarians
- Innovation, leadership, and advocacy
- Recommitment to student-centered, future-ready learning



Building a strong framework for school library success



Site Preparation	Framing	Exterior and Interior Finishes
AASL Standards are built on top of PARTNERSHIP AND PURPOSE	AASL Standards are defined by EMPOWERMENT AND EXCELLENCE	AASL Standards are carried out through COLLABORATION AND COMMUNITY
• Educational landscape analysis • Community research • Common Beliefs • Roles of the school librarian	• Shared Foundations • Key Commitments • Domains • Competencies and Alignments	• Standards book • Brand touchpoints • Standards web portal • Downloadable materials • Conference programs • Online learning • Other professional resources

Figure P.1 Building a strong framework for school library success

© 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), xviii.

Why an Update Was Needed

Changing Educational Landscape:

- Advances in technology and digital tools.
- Increasing focus on inclusivity, equity, and culturally responsive education.
- The shifting nature of student inquiry, collaboration, and engagement.

Why an Update Was Needed

Evolving Professional Needs:

- Expansion of school librarian roles as instructional leaders, tech integrators, and equity advocates.
- Need for clarity, flexibility, and alignment with broader educational priorities (e.g., learner agency, personalized learning).

Research and Development (R&D) Process

Overview of Research Methods

- Multi-phase data collection including surveys, focus groups, interviews, and literature review.
- Engagement of diverse stakeholder groups: practitioners, higher ed, administrators, state leaders.

Surveys
961 participants

- School librarians
- Supervisors
- Administrators
- Classroom Educators
- MLS educators/instructors
- AASL Chapter Orgs

Focus Groups
8 focus groups
39 participants

- School librarians
  - *Elementary*
  - *Middle*
  - *High*
  - *Multiple Buildings*
- Supervisors
- Administrators
- MLS educators/instructors

  + AASL Chapter Orgs

UMSI research summary

- Literature Review
- Data Analysis
- Executive Summary
  - *Findings*
  - *Opportunities*
- Publish Fall 2025

Research and Development (R&D) Process

Key Research Findings

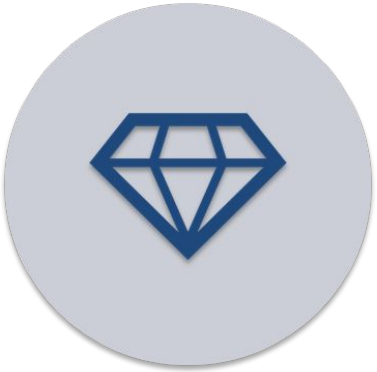
- Many found the book text-heavy and hard to read.
- Desire for clearer demonstration of integration across learner, librarian, and library standards.
- Call for standards that reflect current library practices and future-forward thinking.

Research and Development (R&D) Process

Key Research Findings

- Desire guidance around assessment and goal setting.
- Lacks attention to school librarian roles and responsibilities for administrators.
  - Roles, metrics, and connections to learner outcomes.
  - Behind-the-scenes work.
- Scenarios need more diversity and real-world practice examples.

Research and Development (R&D) Process



Most Valued Components

- Most used - Frameworks by Shared Foundation
- Frameworks by Learner, School Librarian, and School Library
- Library Bill of Rights
- Index

Key Development Decisions and Revisions

Updates Reflected

Structural Changes:

- Simplified language and improved clarity.
- Streamlined chapters and book organization.
- Relocated resources in an updated online Standards Portal.

Key Development Decisions and Revisions

Updates Reflected

Content Enhancements:

- Increased emphasis on collaboration, digital literacy, and data-informed practice.
- New guidance on equity, inclusion, and access.
- Greater flexibility for adaptation across varying school and district contexts.

Key Development Decisions and Revisions

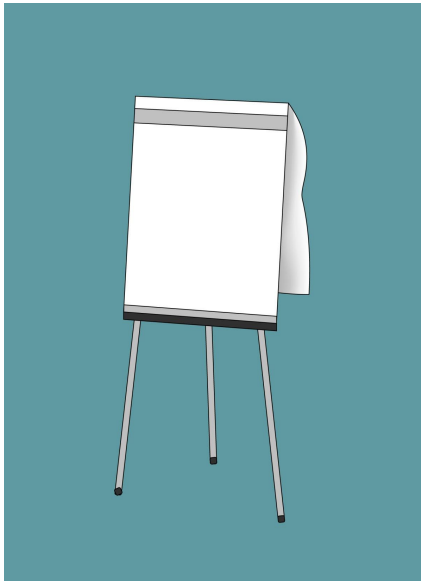
Updates Reflected

Support Materials:

- Tools for implementation
- Updated rubrics
- Updated templates
- Professional learning supports planned post-release

Breakout discussions

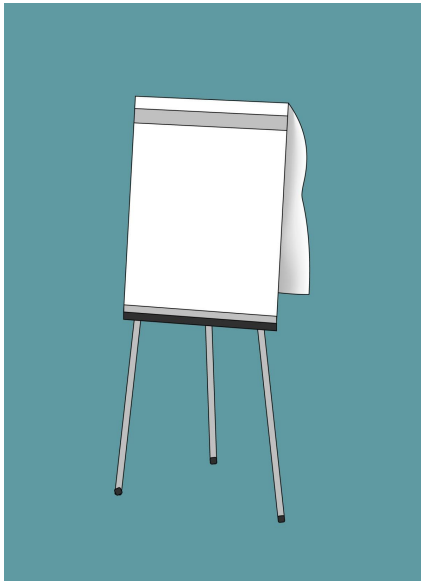
- In small groups, gather at the chart paper for a Support Material type.
- Discuss in your group some ideas for materials to be created for this type.
- List ideas on Post Its.
- We will rotate twice.
- Each small group will have 5 minutes to discuss.



Breakout discussions

Whole group discussion

- Each material type will have 2 minutes to share their top two takeaways.



What This Means for School Librarians and Leaders

I. Empowerment Through Standards:

- The 2nd Edition serves as a living framework for continuous professional growth.

II. Alignment with District and National Goals:

- Connects to academic standards, graduate profiles, and district strategic plans.

What This Means for School Librarians and Leaders

III. Invitation to Engage:

- Provides opportunities for professional learning at AASL25 and beyond.

Call to Action

- ★ Explore the new edition.
- ★ Share the impact of your work.
- ★ Learn More:
  - Standards portal
  - Research summary
  - KQ columns, blogs, and upcoming 2nd edition issue

Where we are at AASL25

- Welcome Home session
- Concurrent sessions
- Poster sessions
- Meet and greets
- Page to Practice Sessions

Questions?

Contact us:

Laura Hicks

lollihicks@gmail.com

Cherity Pennington

cheritypennington7@gmail.com

Thank You!

NATIONAL SCHOOL LIBRARY STANDARDS