Using AASL Standards in High School Libraries

Jessica Regitano and Stephanie Charlefour

American Association of School Librarians
TRANSFORMING LEARNING

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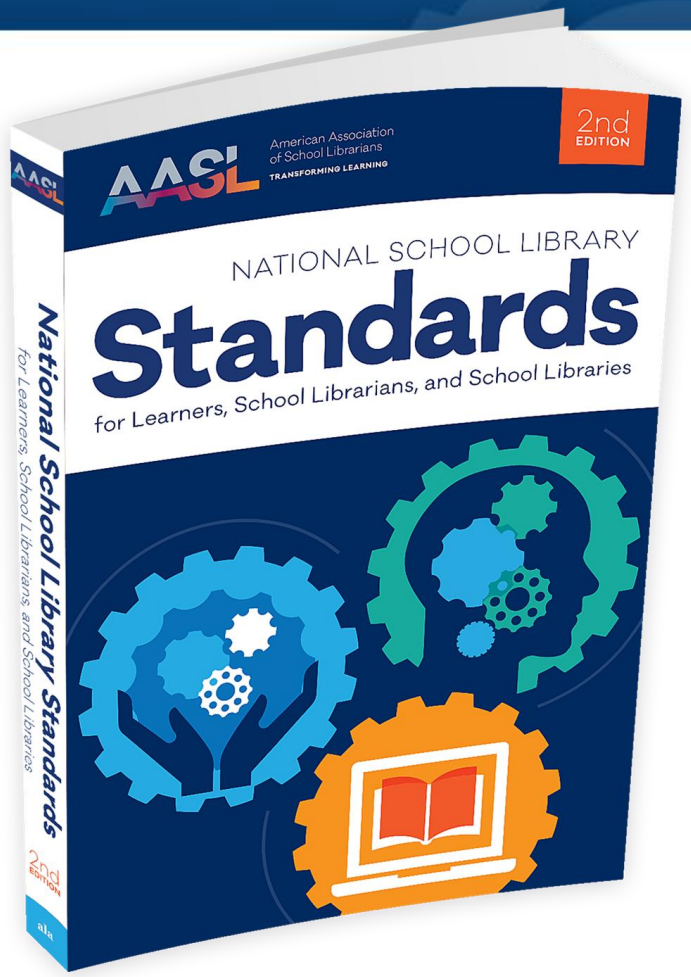
National School Library Standards 2nd Edition

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



Meet Jess and Stephanie

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Today's Agenda

01 Understanding Competency Based Standards

02 Understanding the Structure of Competencies

03 Using "I Can" Statements

04 Collaboration: Meeting Competencies Across Subject Areas

01. Understanding Competency Based Standards

Why Align Library Instruction to the Standards?

- Ensures equity and consistency
- Supports student learning goals
- Clarifies purpose and value
- Guides curriculum planning and assessment
- Promotes collaboration with teachers
- Demonstrates professionalism and accountability
- Advocacy

Comparison between Standards Based Education (SBE) and Competency Based Education (CBE)

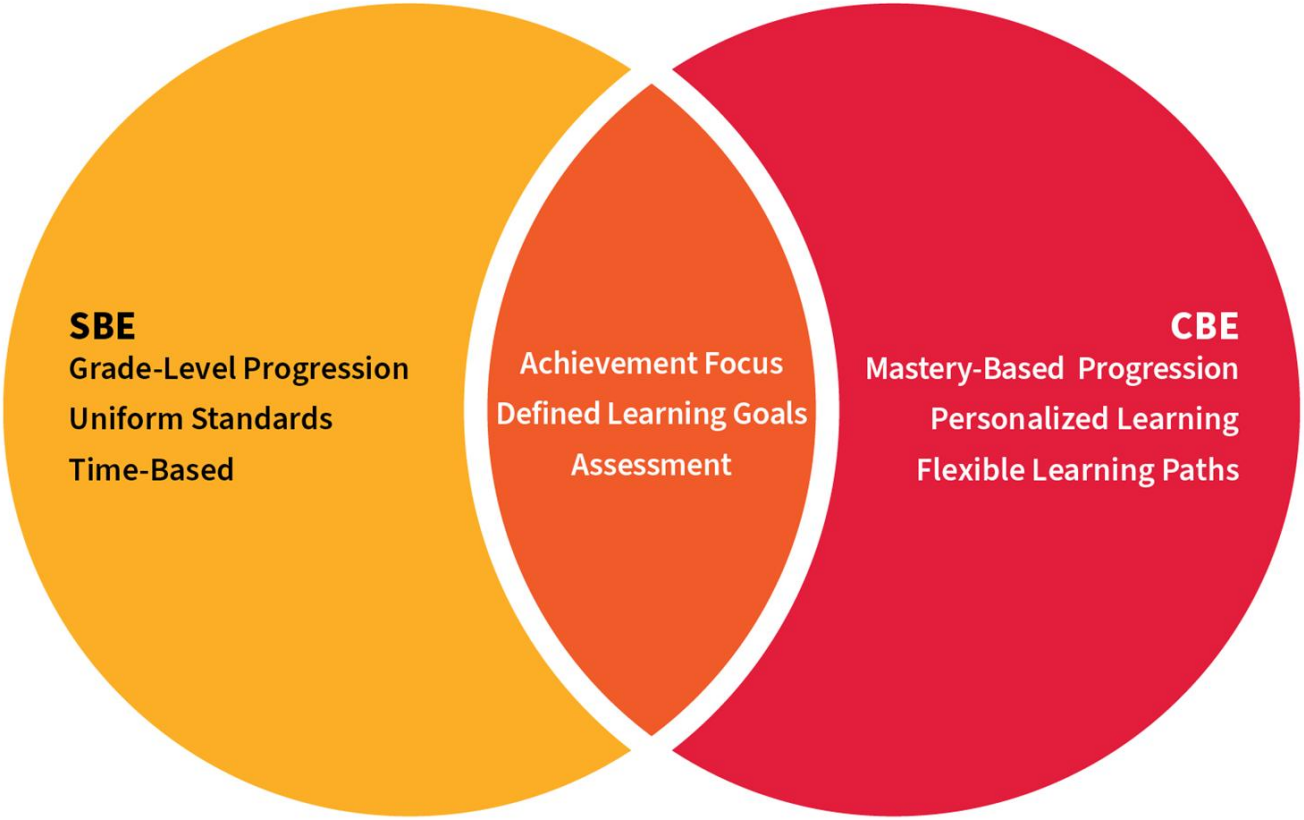

Figure 9.1 Standards-based and competency-based education diagram

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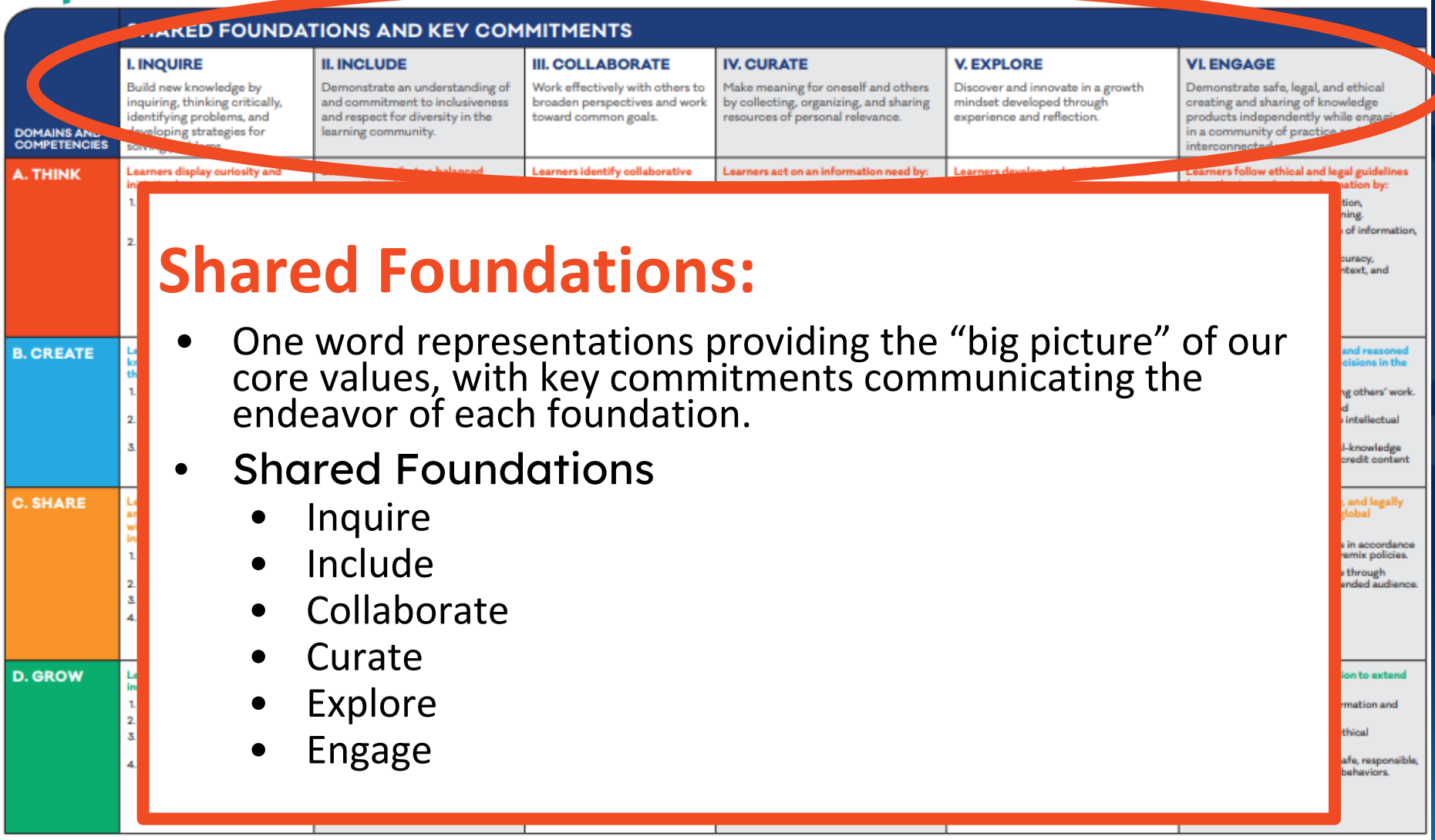
02. Understanding the Structure of Competencies through Shared Foundations & Domains

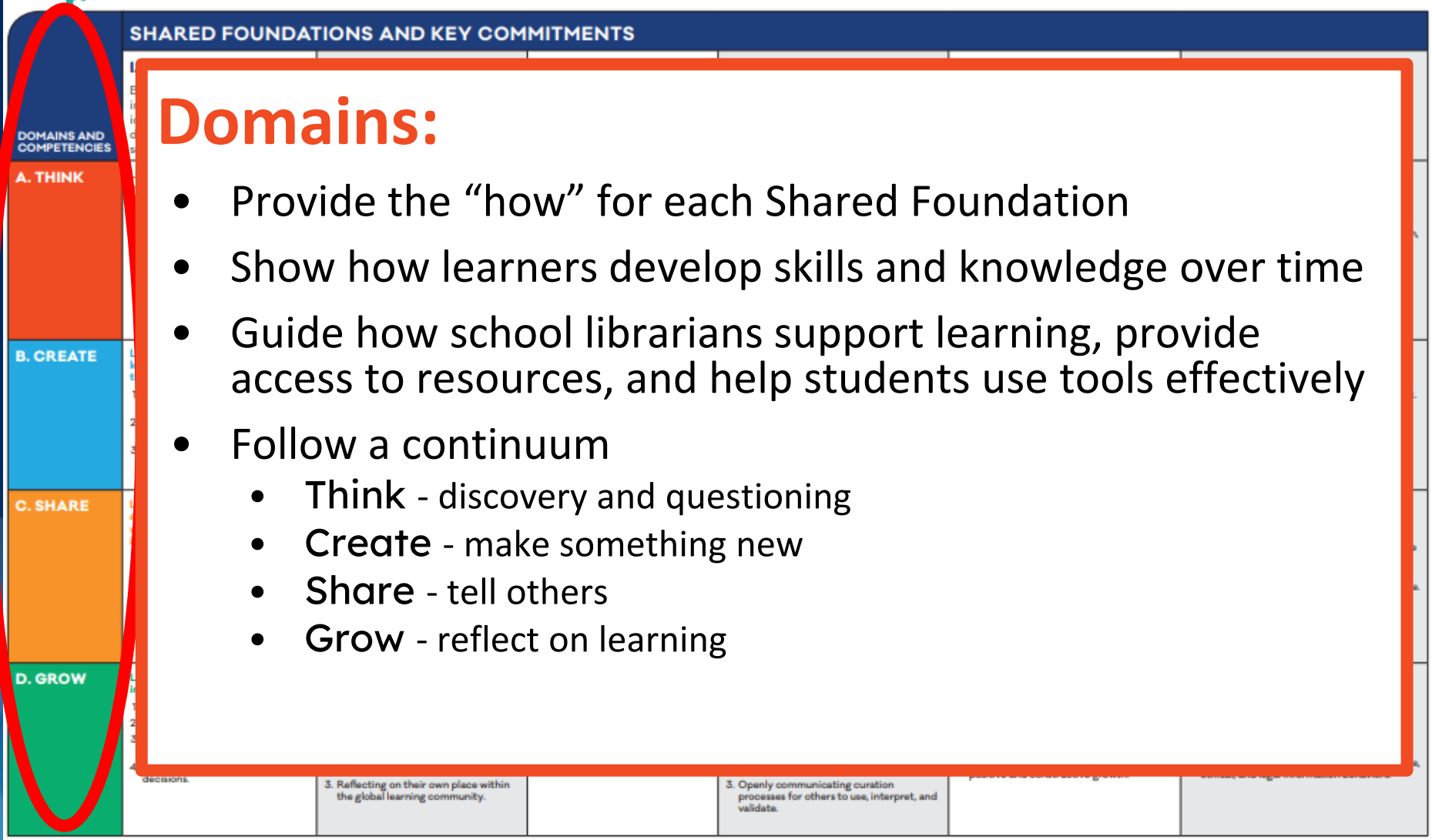
AASL Standards Framework for Learners



Shared Foundations:

- One word representations providing the “big picture” of our core values, with key commitments communicating the endeavor of each foundation.
- Shared Foundations
  - Inquire
  - Include
  - Collaborate
  - Curate
  - Explore
  - Engage

AASL Standards Framework for Learners



Domains:

- Provide the "how" for each Shared Foundation
- Show how learners develop skills and knowledge over time
- Guide how school librarians support learning, provide access to resources, and help students use tools effectively
- Follow a continuum
  - **Think** - discovery and questioning
  - **Create** - make something new
  - **Share** - tell others
  - **Grow** - reflect on learning

Changing the Domain shapes how a Competency is interpreted:

AASL Standards Framework for Learners

DOMAINS AND COMPETENCIES	SHARED FOUNDATIONS AND KEY COMMITMENTS					
	I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	**II. INCLUDE** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	**III. COLLABORATE** Work effectively with others to broaden perspectives and work toward common goals.	**IV. CURATE** Make meaning for oneself and others by collecting, organizing, and sharing	**V. EXPLORE** Discover and innovate in a growth mindset developed through	**VI. ENGAGE** Demonstrate safe, legal, and ethical creating and sharing of knowledge
A. THINK	**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.	**Learners contribute a balanced perspective when participating in a learning community by:** 1. Articulating an awareness of the contributions of a range of learners 2. Adopting a discerning stance tow points of view and opinions expres in information resources and learn products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	**Learners identify collaborative opportunities by:** 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.			
B. CREATE	**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.	**Learners adjust their awareness of the global learning community by:** 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	**Learners [illegible] social, and intellectual networks by:** 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge	2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	2. Persisting through self-directed pursuits by tinkering and making.	2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	**Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	**Learners exhibit empathy with and tolerance for diverse ideas by:** 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	**Learners work productively with others to solve problems by:** 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	**Learners exchange information resources within and beyond their learning community by:** 1. Accessing and evaluating collaboratively	**Learners engage with the learning community by:** 1. Expressing curiosity about a topic of personal interest or curricular relevance.	**Learners responsibly, ethically, and legally share new information with a global community by:** 1. Sharing information resources in accordance
D. GROW	**Learners participate in an ongoing inquiry-based process by:** 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	**Learners demonstrate empathy and equity in knowledge building within the global learning community by:** 1. Seeking interactions with a range learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	**Learners actively participate with others in learning situations by:** 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	Openly communicating curation processes for others to use, interpret, and validate.		

Learners identify collaborative opportunities by:

2. Developing new understandings through engagement in a learning group.

Learners actively participate with others in learning situations by:

1. Actively contributing to group discussions.

Lesson Example 1

Shared Foundation: III. Collaborate

Domain: A. Think

Competency: Learner III.A.2.

- *Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.*

Application:

- **Divide students into groups. Students will participate in a group debate on school start times. They must identify 3 references and analyze them for any bias.**

Lesson Example 2

Shared Foundation: III. Collaborate

Domain: D. Grow

Competency: Learner III.D.1.

- *Learners actively participate with others in learning situations by actively contributing to group discussions.*

Application:

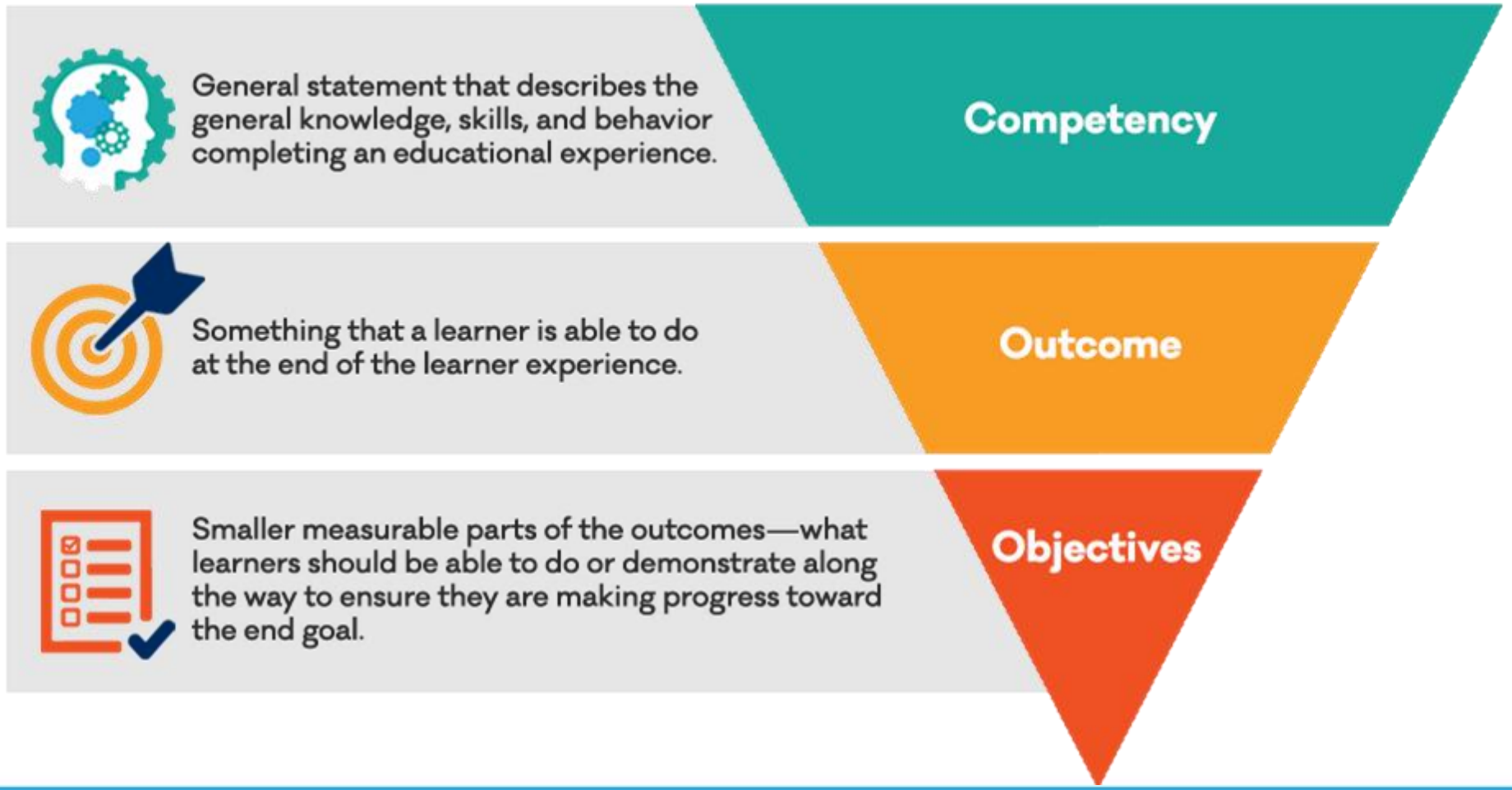
- **During a media literacy unit, you give students an overview of the Media Bias chart. Breaking up in small groups, you give each group a set of articles. They need to use the Media Bias chart and other tips given during the instruction time to determine if they would share the article as a reliable source.**

03. Using “I Can” Statements

Yes, Even in High School Libraries

tinyurl.com/aasl2025hs

Objectives Expressed as Outcome and Objectives



Changing the Domain shapes how a Competency is interpreted:

AASL Standards Framework for Learners

Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

DOMAINS AND COMPETENCIES	SHARED FOUNDATIONS AND KEY COMMITMENTS					
	I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying… and developing strategies for solving problems.			**V. CURATE** …ake meaning for oneself and others by collecting, organizing, and sharing …sources of personal relevance.	**V. EXPLORE** Discover and innovate in a growth mindset developed through experience and reflection.	**VI. ENGAGE** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	**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.	…contributions of a range of learners. …dopting a discerning stance toward …oints of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	…understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	**…earners act on an information need by:** …Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	**Learners develop and satisfy personal curiosity by:** 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	**Learners follow ethical and legal guidelines for gathering and using information by:** 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	**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.	**Learners adjust their awareness of the global learning community by:** 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	**Learners participate in personal, social, and intellectual networks by:** 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge	**Learners gather information appropriate to the task by:** 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	**Learners construct new knowledge by:** 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	**Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:** 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	**Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	**Learners exhibit empathy with and tolerance for diverse ideas by:** 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	**Learners work productively with others to solve problems by:** 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	**Learners exchange information resources within and beyond their learning community by:** 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	**Learners engage with the learning community by:** 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	**Learners responsibly, ethically, and legally share new information with a global community by:** 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	**Learners participate in an ongoing inquiry-based process by:** 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	**Learners demonstrate empathy and equity in knowledge building within the global learning community by:** 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	**Learners actively participate with others in learning situations by:** 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	**Learners select and organize information for a variety of audiences by:** 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	**Learners develop through experience and reflection by:** 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	**Learners engage with information to extend personal learning by:** 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

A Competency Expressed as an Outcome

Competency *General statement that describes the general knowledge, skills, and behavior completing an educational experience*	**Outcome** *Something that a learner is able to do at the end of the learner experience*	**Objectives** *Smaller measurable parts of the outcomes - what learners should be able to do or demonstrate along the way to ensure they are making progress toward the end goal*
VI.A.3. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.		

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VI.A.3. Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	The learner will apply lateral reading skills to assess the reliability and validity of the sources explored about their topic.	

A Competency Expressed as an Outcome

Competency *General statement that describes the general knowledge, skills, and behavior completing an educational experience*	**Outcome** *Something that a learner is able to do at the end of the learner experience*	**Objectives** *Smaller measurable parts of the outcomes - what learners should be able to do or demonstrate along the way to ensure they are making progress toward the end goal*
VI.A.3. Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	The learner will apply lateral reading skills to assess the reliability and validity of the sources explored about their topic.	a. The learner will identify two outside sources to show they have researched the source. b. The learner will use the Media Bias chart to determine if the source has bias, and if yes, what concerns this brings. c. Using sources and Media Bias chart, the learners will determine if the source is credible and reliable to use in their assignment.

Expressing Competencies as "I Can" Statements

Why "I Can" Statements?

- Promote student ownership
- Clarify learning outcomes
- Give real world examples for high school librarians

Tip: Use "I can" statements in learning objectives and if you use Exit Tickets to check for understanding.

Today's Scenario

A history teacher has approached you about working with their class. In this lesson, they would like you to help students considering how misinformation is shaping our perspectives on current events.

Additional information:

- 65 minute class period
- You would like to collect evidence of how students processed the lesson

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B. CREATE	**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.	**Learners adjust their awarene[illegible] global learning community by:** 1. Interacting with learners wh[illegible] range of perspectives. 2. Evaluating a variety of persp[illegible] during learning activities. 3. Representing diverse perspe[illegible] during learning activities.				**Learners use [illegible]on and reasoned conclusions to make ethical decisions in the creation of knowledge by:** 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
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D. GROW	**Learners participate in an ongoing inquiry-based process by:** 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	**Learners demonstrate empathy and equity in knowledge building within the global learning community by:** 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	**Learners actively participate with others in learning situations by:** 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	**Learners select and organize information for a variety of audiences by:** 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	**Learners develop through experience and reflection by:** 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	**Learners engage with information to extend personal learning by:** 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Learners follow ethical and legal guidelines for gathering and using information by:
3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

Competency→Objective→ I Can Statement

Competency *General statement that describes the general knowledge, skills, and behavior completing an educational experience*	**Objective** *Smaller measurable parts of the outcomes - what learners should be able to do or demonstrate along the way to ensure they are making progress toward the end goal*	**I Can Statement** *Objective framed in learner-friendly language*
VI.A.3. Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	The learner will use the Media Bias chart to determine if the source has bias, and if yes, what concerns this brings.	I can examine sources critically including the bias of the source and address what impact this bias has on the source.

Objectives to I Can Statements

VI.A.3: Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

Objectives by grade band:

K-2	*3-5*	6-8	9-12
I can tell you the author and title of the information I am reading.	*I can make a simple citation and understand that it gives credit to the creator.*	I can recognize that I have different information needs and not all information are based on facts.	I can examine sources critically including the bias of the source and address what impact this bias has on the source.

Activity A: Think-Group-Share

tinyurl.com/aasl2025hs

Your turn! Gather in groups of 3 or 4. Using the handout, discuss how you would scaffold learners for each grade level and how they would master this competency.

What would an "I Can" statement look like at each grade?

III.D.1. Learners actively participate with others in learning situations by actively contributing to group discussions.			
9	10	11	12

04. Collaboration: Meeting Competencies Across Multiple Subject Areas

Collaboration is Key!

Why?

- We rarely have our own class(es).
- For this age group, we can embed into other curriculum, highlighting our interdisciplinary nature.
- Research skills are vital across all content, and research has shown that when taught library skills at the point of need, learners can transfer these skills again in the future.
- By having multiple teachers in the room, learning is enhanced.

Translate a Standard to Content Areas

VI.A.3. Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.			
English	**History**	**Science**	**Art**
I can recognize the bias of this source and know what it means for the validity. (12th)	I can synthesize multiple sources given to me, to arrive at a thesis statement. (10th)	I can look at the headline, infographics, and written work to determine if they are related. (11th)	I can apply basic AI Literacy skills to determine if a graphic might be AI generated. (9th)

Activity B: Think-Group-Share

tinyurl.com/aasl2025hs

Your turn! Gather in groups of 3 or 4. Using the handout, discuss how you would address this competency in each subject area.

What would the outcome, objective(s), and "I Can" statement(s) look like for each content area?

II.C.1. Learners adjust their awareness of the global learning community by engaging in informed conversation and active debate.		
Content Area Selected:		
Outcome:	Objective(s):	I Can Statement(s):

Using Crosswalks to Enhance Collaboration

Group Share:

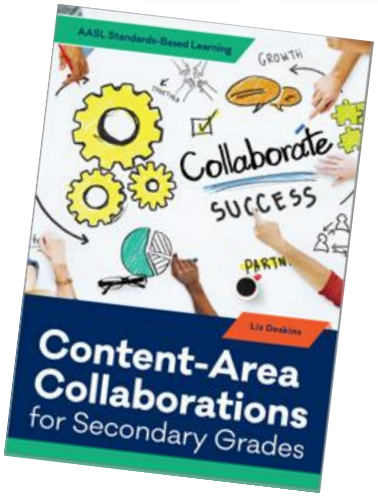
Has anyone used AI resources to help develop additional crosswalks? For which tools or crosswalks would you want to try this experiment?

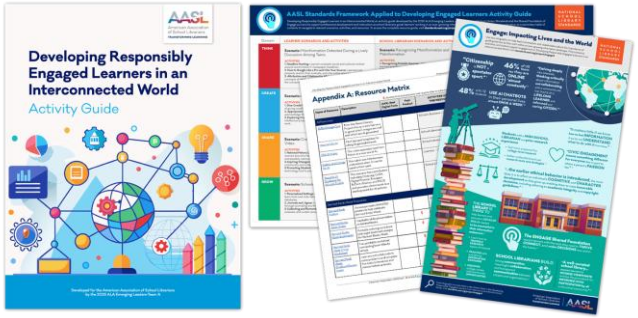
Additional Recommended Resources

Content-Area Collaborations for Secondary Grades by Liz Deskins

ALA Member Price
$44.99

Non-Member Price
$49.99





AASL Shared Foundations Activity Guides

Complimentary, Available on the Standards Portal

standards.aasl.org/materials

Wrapping Up Today's Conversation

What Supports Do You Need?

- What other resources would be helpful to you to continue to add the Standards in your library?
- What format works best for you?
- What professional development would be helpful?

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

REGISTER HERE

Questions