Using AASL Standards in Middle School Libraries

Lori Misaka, Stephanie Charlefour, and Amanda Hunt

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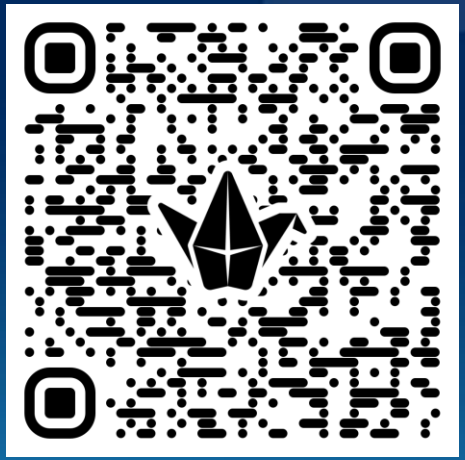

AASL American Association of School Librarians TRANSFORMING LEARNING

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Who We Are

Meet Amanda:

Amanda Hunt
Library Media Specialist

Oak Run Middle School
New Braunfels, TX

ahunt@nbisd.org

Meet Stephanie:

Stephanie Charlefour
Director of Library Services
and Learning Technologies

Northfield Mount Hermon
Mount Hermon, MA

scharlefour@gmail.com

Meet Lori:

Lori Misaka
School Librarian

Waipahu Intermediate School
Waipahu, HI

Lori.Misaka@k12.hi.us

Today's Agenda

01 From Standards to "I Can" Statements

02 Working With the Foundations and Domains

03 Bringing It All Together

04 Lessons Lifted From Our Libraries

Shared Foundation

Key Commitment

SHARED FOUNDATION I.

Inquire

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

Domain

Competency

Alignment

Learner Standards

Domain	LEARNER DOMAINS AND COMPETENCIES	SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES	SCHOOL LIBRARY DOMAINS AND ALIGNMENTS The school library facilitates the Key Commitment to and Competencies of INQUIRE	Domain
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.	**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.	**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.	**A. Think**
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.	**School librarians promote new kn… 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.	**…rary 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.	**B. Create**
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 auth… audience.	**School librarians guide learners to maintain focus throughout the inquiry process by:** 1. Assisting in assessing the inquiry based research process. 2. …viding opportunities for learners to …rning products and reflect on … process with others.	**The school library provides learners opportunities to maintain focus throughout the inquiry process by:** 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments. 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.	**C. Share**
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.	1. Leading learners and staff through the research process. 2. Constructing tasks focused on learners' individual areas of interest. 3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.	**…y ensures an inquiry-based process for learners by:** 1. …and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners. 2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.	**D. Grow**

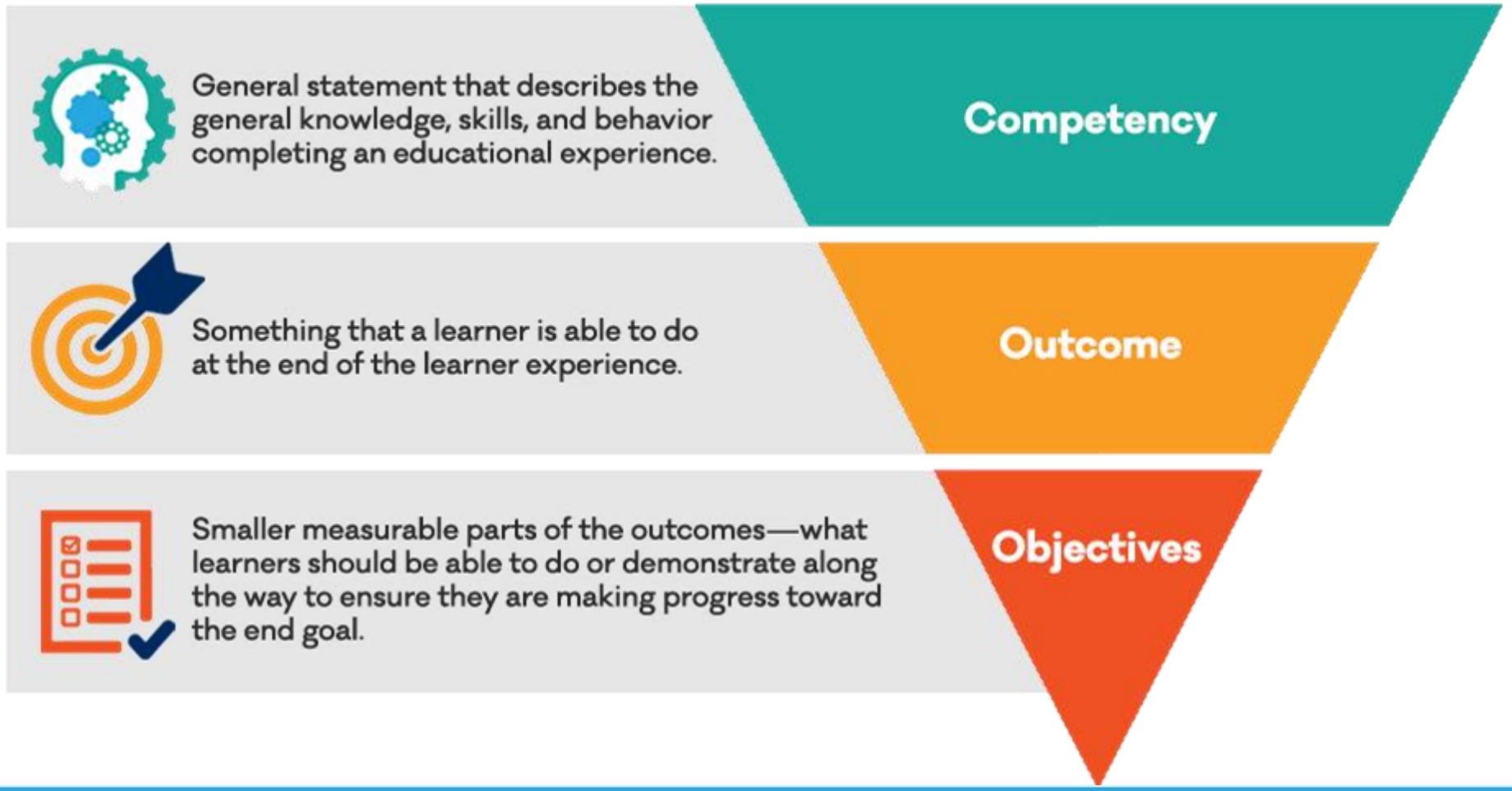
For the latest standards materials
visit standards.aasl.org

01: From Standards to "I Can" Statements

Aligning 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 other educators
- Demonstrates professionalism and accountability

Competency Expressed as an Outcome and Objectives



Competency Expressed as an Outcome and Objectives

Scenario: A middle school librarian partners with an English Language Arts teacher on a short research project for 8th graders centered around the question…

Should schools implement a four-day school week?

Think - Group - Share

Using the Learner Standards, pick your favorite standard and competency that fits this scenario.

Scenario: A middle school librarian partners with an English Language Arts teacher on a short research project for 8th graders centered around the question…

Should schools implement a four-day school week?

Competency Expressed as an Outcome and Objectives

Competency *General statement that describes the general knowledge, skills, and behavior completing an educational experience*
II.A.2. Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

Competency to Outcome

Now take your identified competency and write it as an outcome for your lesson.

Scenario: A middle school librarian partners with an English Language Arts teacher on a short research project for 8th graders centered around the question…

Should schools implement a four-day school week?

Competency Expressed as an Outcome and Objectives

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*
II.A.2. Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.	The learner will be able to analyze and communicate multiple perspectives on whether schools should adopt a four-day school week, while evaluating the credibility and intent of sources used.

Outcome to Objective(s)

Using your outcome, write at least one objective. What do you want your student to accomplish with this lesson?

Scenario: A middle school librarian partners with an English Language Arts teacher on a short research project for 8th graders centered around the question…

Should schools implement a four-day school week?

Competency Expressed as an Outcome and Objectives

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*
II.A.2. Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.	The learner will be able to analyze and communicate multiple perspectives on whether schools should adopt a four-day school week, while evaluating the credibility and intent of sources used.	**a.** The learner will locate and select information from a range of print and digital sources, including news articles, editorials, and educational studies. **b.** The learner will evaluate sources for reliability, bias, and relevance using librarian-guided criteria. **c.** The learner will participate in small group discussions to share findings, compare viewpoints, and develop a reasoned, evidence-based position.

Objectives to “I Can” Statements

Raise your hand if you create “I Can” Statements for lessons?

Expressing Objectives as "I Can" Statements

Why "I Can" Statements?

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

Tip: Use "I can" statements in learning objectives and posted learning targets.

Objectives to “I Can” Statements

Last up: take at least one of your objectives and turn it into a student facing “I Can” Statement.

Scenario: A middle school librarian partners with an English Language Arts teacher on a short research project for 8th graders centered around the question…

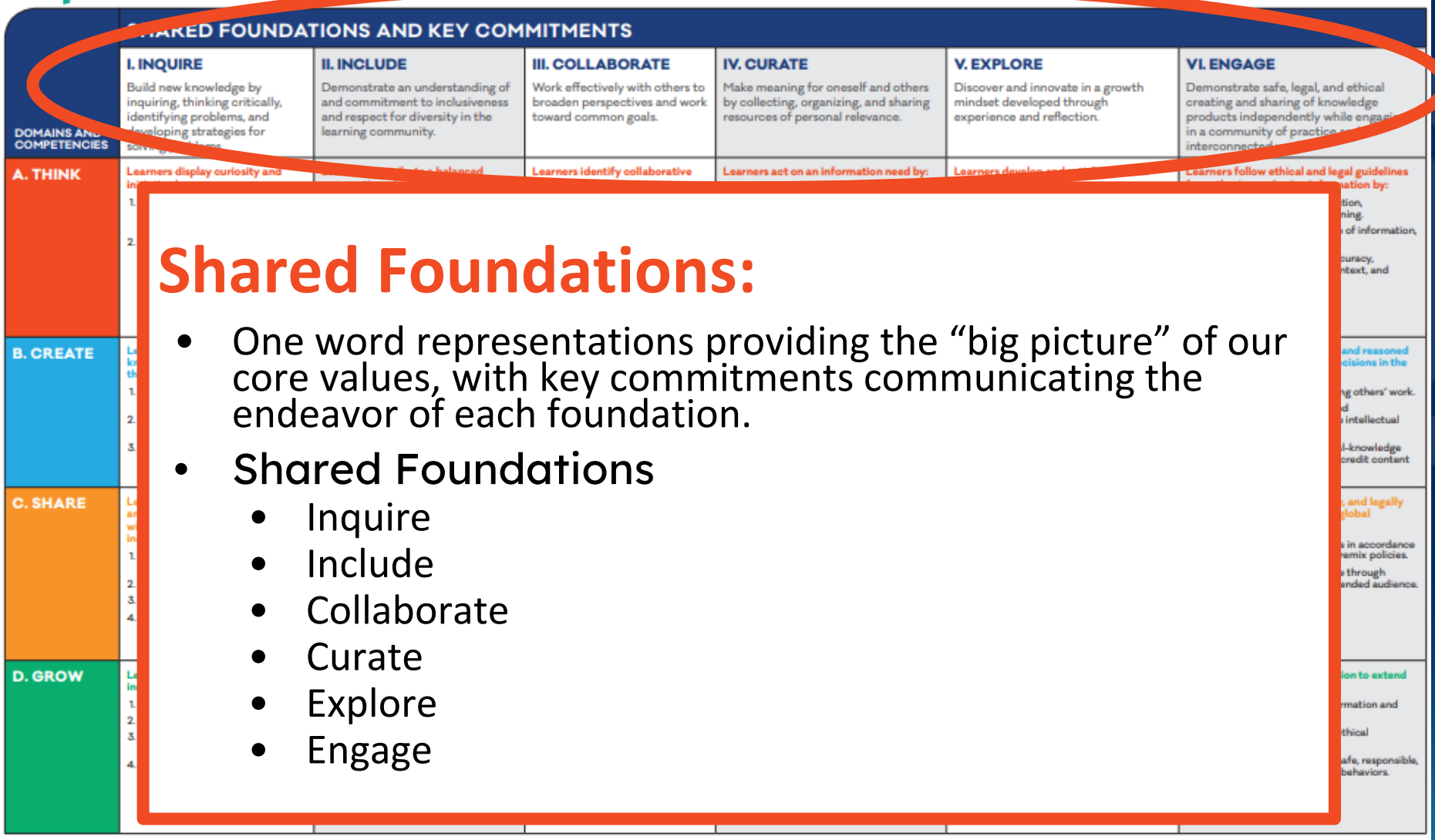
Should schools implement a four-day school week?

Our “I Can” Statement

I can locate valid and reliable sources to help form my opinion.

02: Working With the Foundations and 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

About the Foundations

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

INCLUDE: Demonstrate an understanding and commitment to inclusiveness and respect for diversity in the learning community.

COLLABORATE: Work effectively with others to broaden perspectives and work towards common goals.

About the Foundations

CURATE: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.

ENGAGE: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice in an interconnected world.

Real World Example: Inquire

Inquire (I.A.1): Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.

I can create questions to guide my research on the four-day school week debate.

Real World Example: Include

Include (II.B.2): Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.

I can consider different points of view, like teachers, parents, and students, before deciding my stance.

Real World Example: Include

Curate (IV.A.3): Learners act on an information need by making critical choices about information sources to use.

I can find reliable articles and studies to support my argument and keep track of my sources.

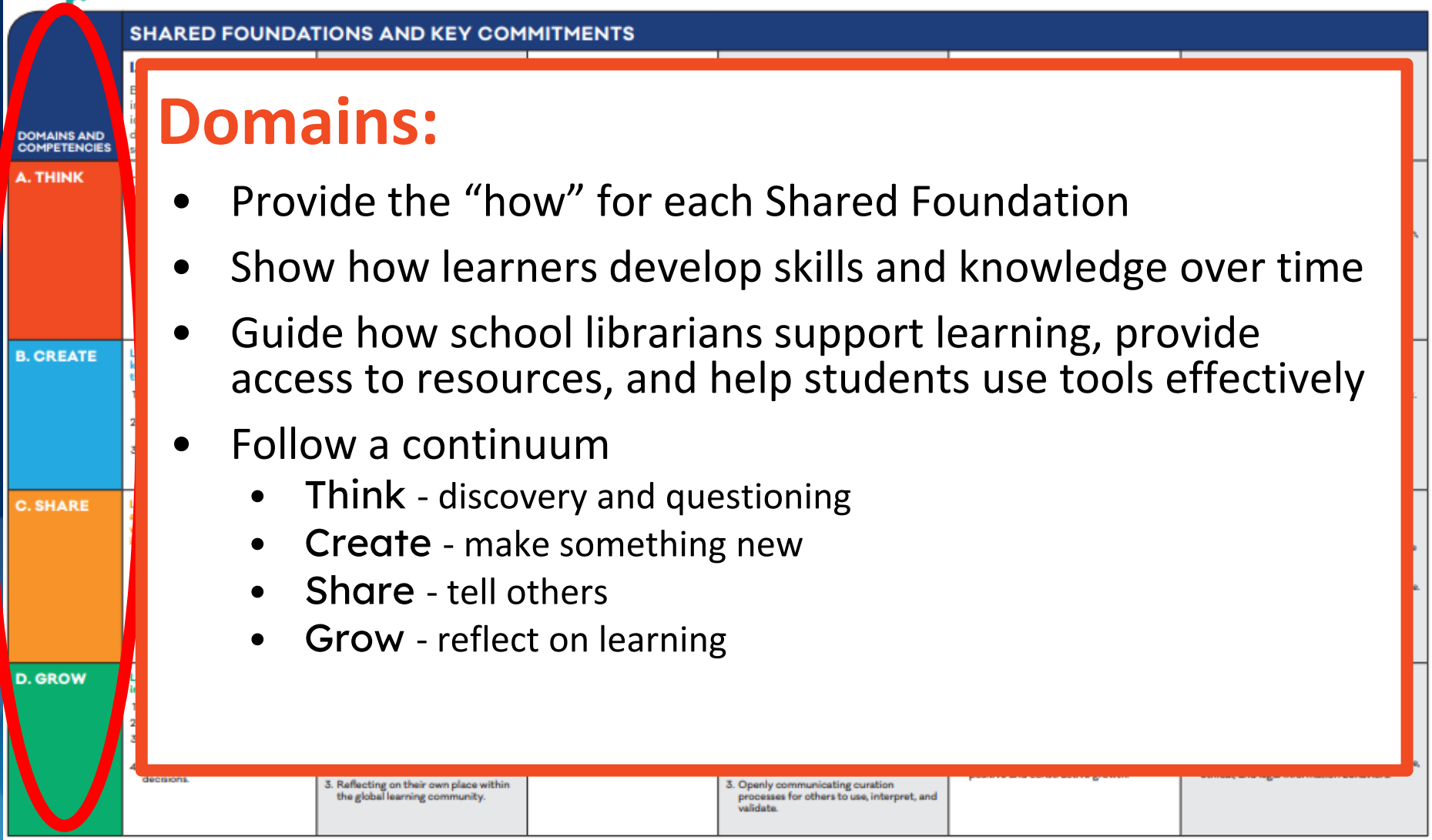
Expressing Competencies as "I Can" Statements

Social Studies Standard (Hawai‘i Core Standards for Social Studies, 7th grade):
Explain the social and environmental changes resulting from foreign influence (SS.7HHK.2.14.4).

AASL Shared Foundation: Curate (IV.A.3)
Learners act on an information need by making critical choices about information sources to use.

I Can Statement (student-friendly):
I can gather maps, images, and reliable sources to show how Westerners re-shaped the land and culture of Hawai‘i.

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

The Domains

Changing the Domain shapes how a Competency is interpreted.

Learner III.A.2. ***Learners identify collaborative opportunities by*** developing new understandings through engagement in a learning group **(Think Domain)**

Learner III.D.1. ***Learners actively participate with others in learning situations by*** actively contributing to group discussion **(Grow Domain)**

03: Bringing It All Together

I Can Statements Across Grade Bands

II.A.2. Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning projects.			
K-2 I can tell the difference between a fact and what someone thinks about an idea, like having school on Fridays.	**3-5** I can use simple rules to decide if an article or video about school schedules is trustworthy or trying to convince me of something.	**6-8** I can compare different opinions about a four-day school week and use evidence from my research to decide what I think.	**9-12** I can combine information from many types of sources to create a well-balanced and informed opinion about complex school policy issues.

Scaffolding for Different Grade Levels

Sample Scaffold Table:

How a single competency grows across grades

6th grade:	**7th grade:**	**8th grade:**
Intro to digital citizenship, evaluating sources	Building inquiry projects, deeper collaboration	Independent research, multimedia projects

I Can Statements…Your Turn

Group activity: Discuss how a competency from one of your standards might be scaffolded from 6th grade to 8th grade

I.B.1. Learners engage with new knowledge by following a process that includes using evidence to investigate questions.		
6th	7th	8th

Collaboration With Classroom Educators

Align library instruction with content-area standards (ELA, science, social studies, etc.) and other teaching & learning standards (crosswalks).

Collaborate on inquiry projects, research units, and media literacy lessons.

Strategies:

- Attend team meetings
- Share sample lesson ideas
- Offer co-teaching opportunities
- Curriculum mapping
- Offer library-based research support tied to class content

04: Lessons Lifted From Our Libraries

Digital Citizenship: Lesson example 1

Shared Foundation: II. Include

Domain: A. Think
Competency: Learner II.A.2.

- *Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.*

  Application: Students evaluate the bias and credibility of online posts, news articles, and social media.

Digital Citizenship: Lesson example 2

Shared Foundation: VI. Engage

Domain: B. Create
Competency: Learner VI.C.1.

- *Learners responsibly, ethically, and legally share information resources by citing them.*

  Application: Students practice citing images, text, and media in their own digital work and understand Creative Commons licensing.

Digital Citizenship: Lesson example 3

Shared Foundation: IV. Curate

Domain: A. Think
Competency: Learner IV.B.2.

- *Learners gather information appropriate to the task by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.*

  Application: Students analyze websites or media sources to determine their trustworthiness and relevance.

Digital Citizenship: Lesson example 4

Shared Foundation: V. Explore

Domain: D. Grow
Competency: Learner V.D.1.

- *Learners develop personal strategies to monitor progress toward achieving goals by reflecting on what they learn and how they learn.*

  Application: Students reflect on their digital footprint, screen time habits, and personal responsibility in online communities.

Final Thoughts & Questions

Questions

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?

Related Sessions at AASL25

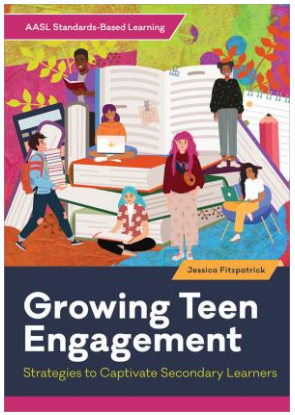
PAGE TO PRACTICE STAGE

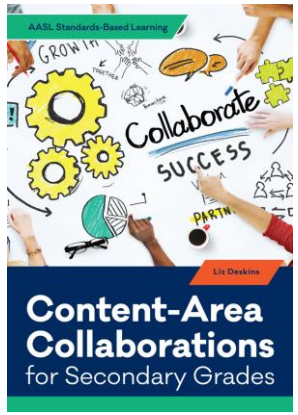
Trading Secrets to Thriving Secondary Libraries

Saturday | 12:30 PM

INTERACTIVE INTERVIEW:

Jessica Fitzpatrick and Liz Deskins





Developing Creative Collaborators, Flexible Partners, and Resilient Citizens using the AASL Standards

Saturday | 1:30 PM

Room 221

2024 Emerging Leaders Team

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

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Mahalo
Thank You!