Bridging Editions

Understanding 2nd Edition Updates for the *National School Library Standards*

American Association of School Librarians
TRANSFORMING LEARNING

NATIONAL SCHOOL LIBRARY STANDARDS

Content/Concepts	1st Edition	2nd Edition	Change Summary
Navigation Tools	Includes a table of contents with A-level chapter headings and the back matter features a list of illustrations.	With over 70 visual aids included in the 2nd edition, the front matter now includes a list of illustrations and tables up front with the table of contents. Page bleeds have been added calling attention to the Frameworks in Chapters 3-8 and in the Appendix.	These additions help readers locate and navigate more quickly to valuable examples, tools, and AASL Standards Frameworks.
Preface and Acknowledgements	These elements acknowledge the editorial board and the many voices that contributed to their work.	A Preface and Acknowledgements remain and were updated by the committee co-chairs.	These sections highlight the continued relevance of the work, recognize the need for a second edition, and honor both new contributors and the original editorial board.
Introductory Material	Dedicated introductory material was not part of the 1st edition.	A formal Introduction and Part Openers were added.	These additions help preview the purpose, themes, and structure throughout the book, giving readers context and setting the tone.
History of Standards	This brief history offers readers context for standards development in the school library field over time.	The historical content was removed from the book and will be reformatted for the AASL Standards web portal.	Although important for archiving, this content was not relevant to daily practice.
Research and Development	This summary offers context for the R&D process that guided the development for the *National School Library Standards*.	The R&D content was removed from the book and will be updated for the AASL Standards web portal.	Although important for archiving, removing this content allowed for better streamlining the introductory chapters of the book.
Common Beliefs	These six Common Beliefs (Chapter 1) serve as the foundational principles that guide and inform all aspects of school library work.	The six Common Beliefs remain, and their descriptions in Chapter 1 are updated to reflect today's learning environments. Connections to the Common Beliefs are then reinforced throughout the book.	Key to understanding and advocating for school library practice, the Common Beliefs are emphasized with recurring references within the text.
Roles of the School Librarian	The five roles of the school librarian (Chapter 1) seamlessly and simultaneously work together to empower learners, support teaching, and build an inclusive, information-rich learning community.	While these five roles were maintained, their descriptions are updated and expanded upon in Chapter 1. The roles are further illustrated through tables, tools, and text in the Parts and Chapters that follow.	Greater emphasis ensures both librarians and administrators understand how these roles are exhibited through the standards and can demonstrate and measure success.

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Competency-Based Education	Competency-Based Education (CBE) and its focus on personalized learning experiences is noted in Chapter 1 as the basis for the *National School Library Standards*.	CBE is explored further in Chapter 2 and in Chapter 9 through the lens of learner assessment.	A clearer understanding of the goals of CBE will help make readers application of the standards more purposeful, personal, progressive, and measurable.
Exploring the Standards Structure and Framework Elements	Discussion around the structural elements of the AASL Standards Framework appears through different lenses across multiple chapters (1-4).	Chapter 2 serves as a Standards 101, exploring these component parts of the AASL Standards Framework and their relationships.	Bringing these discussions together into one chapter helped eliminate repetition, streamline readers' introduction to the standards, and strengthen connections between framework elements.
Competency and Growth	The difference between competency and outcomes is discussed in Chapter 1 with definitions for each term.	Learner growth is examined in Chapter 2 through the relationships between competencies, outcomes, and learning objectives. Demonstrations of translating standards from competency to measurable objectives across grade-bands are illustrated with "I can" statements and tables throughout the book.	The expanded discussion and examples help readers better understand application of standards and assessment of learning when supporting content-areas and grade-levels.
AASL Standards and the Educational Landscape	Discussion of the education landscape in Chapter 1 is related to evolution of standards in historical context and research conducted to inform development.	The educational landscape is viewed in Chapter 2 through years of demonstrated integration of the *National School Library Standards* at the state, district, and building level, and in librarian preparation programs.	Having this perspective further validates the standards by establishing their alignment with other educational and content-area standards and their use in shaping standards, curriculum, and tools across the nation.
Individual Frameworks by Learner, School Librarian, and School Library	These Frameworks appear in Chapters 2-4 and are accompanied by narrative exploration of the Standards through the lens of Learners (2), School Librarians (3), and School Libraries (4).	These Frameworks are now offered as part of the Appendix. The chapter discussion that accompanied them in the 1st edition has been integrated as appropriate in Chapter 2 and Chapters 3-8.	Moving these separate frameworks to the Appendix keeps them accessible for specific usage needs, while emphasizing the Integrated Frameworks for comprehensive implementation.
Integrated Frameworks by Shared Foundation	These Frameworks anchor the discussion in Part II of the book, Chapters 5-10. They demonstrate the standards parallels within each Shared Foundation and across Learners, School Librarians, and School Libraries.	These Frameworks remain as anchors to Chapters 3-8 in Part II of the book.	The Integrated Frameworks are the most used segment of the standards book and remain the focal point of the 2nd edition.

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Integrated Frameworks Explored in Depth	Part II examines each Shared Foundation leading with the lens of the Learner, School Librarian, or School Library and exploring how the Domains apply for each framework.	Part II examines each Shared Foundation leading with the Domains and exploring the application of standards across the frameworks for Learners, School Librarians, and School Libraries.	The shift in approach underlines the interconnectivity of the frameworks to support learning through the Domains. Tables further illustrate the parallels between the frameworks, roles of the school librarian, and application of Competencies across grade-bands.
Best Practices	Best Practice text boxes conclude chapters 5-10 focusing on each Shared Foundation.	These text boxes remain in Chapters 3-8 with updates for clarity and to reflect modern settings.	These practical lists of activities are noted as one of readers' most favored features.
Contemporary Topics	A groundbreaking resource for school libraries, the 1st edition introduces an enduring and unifying framework that welcomes emerging educational priorities, evolving learning environments, and the expanding roles of school librarians within increasingly digital and collaborative school settings.	Limited updates were made to modernize vocabulary within the Competencies, but the standards and the framework otherwise remain strong. Contemporary topics are addressed through the many practice examples and scenarios featured in the book.	The 2nd edition further validates the standards frameworks and affirms the concepts established in the first edition. Added practical guidance helps librarians apply the standards meaningfully in today's evolving school library settings.
Measuring Learners	Chapter 12 looks at assessment in a competency-based environment, formative assessment and rating schemes and scales, self-and peer-assessment, and summative assessment tasks.	Chapter 9 expands on competency-based assessment with special attention to growth across time, personalization, and authentic learning. Discussion around content-area collaboration for holistic assessment is then followed by types of assessment, and rating schemes and scales. Illustrative tables and grade-level examples accompany each discussion.	The expanded and reorganized chapter gives readers clearer, more practical, and more learner-centered guidance with expanded visual aids that make the ideas easier to understand and apply.
Measuring School Librarians	Chapter 13 begins with a discussion of how librarian activity is exhibited through the standards. Formative and summative evaluation for librarians is explored with examples for crosswalking the standards with commonly used teacher evaluation tools. The chapter concludes with setting goals and developing growth plans.	Chapter 10 repositions the topic of librarian evaluation by promoting the five roles of the school librarian. The chapter walks readers through crosswalking, self-assessment, and goal setting, culminating in a sample librarian evaluation rubric that is shaped by the five school librarian roles.	The more role-aligned approach to librarian evaluation in the 2nd Edition helps make the evaluation process more transparent for administrators and actionable for librarians, resulting in a more collaborative growth plan.

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Evaluating School Libraries	Chapter 14 looks at the school-level, district-level, and state-level responsibilities for developing and evaluating an effective school library. An evaluation checklist is provided as a tool for use by school library advisory committees.	Chapter 11 provides an evaluation rubric that outlines ten components for library evaluation with school and district criteria for each. The text discusses what each component looks like in action for a building administrator and what happens behind the scenes. The chapter concludes with strategies and tools for strategic planning.	By centering communication with administrators, the updated chapter helps build collaborative approaches to school library improvement goals and long-term strategic planning that aligns library and school/district priorities.
Scenarios (Part IV)	Scenarios for Professional Learning focus on the practitioner to help readers envision applying the standards to planning and practice.	Scenarios for Common Challenges focus on experiences with stakeholders during implementation of the standards.	These scenarios are centered on daily practice, move beyond reflection, and aim to help readers identify strategies for resolution and advocacy.
Appendix and Back Matter	Containing more than 100 pages of reference material, this comprehensive resource provides librarians with AASL implementation plans, full reprints of key advocacy documents, and more.	The Appendix features only the most used resources: the AASL Standards Frameworks (Learner, School Librarian, and School Library); an annotated list of AASL position statements; the ALA Library Bill of Rights; a works cited listing; and the Index.	Material that was easy to locate on the AASL and ALA websites was removed. Other materials are to be reformatted and published on the AASL Standards web portal. A slim and intentional Appendix makes for a practical and timeless resource.