GETTING TO KNOW THE (NEW) AASL NATIONAL SCHOOL LIBRARY STANDARDS

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Session Presenters

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Session Goals

- AASL Standards: *Info Power* to Now
- Teach You to Read the AASL Standards
- AASL Standards Cross Walk
- Standards in Action in Your School Library
- Suggestions for Beyond Today’s Workshop
Common Beliefs Central to AASL STANDARDS

1. The school library is unique and essential to the learning community.
2. Licensed/qualified school librarians lead effective school libraries.
3. Learners should be prepared for college, career, and life.
4. Reading is the core of personal and academic competency.
5. Intellectual freedom is every learner’s right.
6. Information technologies must be appropriately integrated and equitably available.
Summary of the Standards Framework
Standard Framework for Learners

I. INQUIRE
II. INCLUDE
III. COLLABORATE
IV. CURATE
V. EXPLORE
VI. ENGAGE
Standard Framework for Leaners

DOMAINS
A. THINK
B. CREATE
C. SHARE
D. GROW
Standard Framework for Learners

- Learner Competencies
- School Librarian Competencies
- School Library Alignments
VOCABULARY You Need to Know

- Shared Foundations
- Key Commitment
- Domains
- Competencies (Learner and School Librarian)
- Alignments (School Library)

For your viewing:

*Turn and Talk following the video.

**AASL Standards - Standards Structure**

https://youtu.be/LwuJgX9wxgA
TURN AND TALK

- Introduce yourself to a neighbor
- Four minute time limit
- Share a take away from the video: What caught your attention?
- Share your talk time!

https://www.online-stopwatch.com/
(From freetech4teachers.com)
AASL STANDARDS

AASL Standards Framework for Learners

AASL Standards Mobile App
Available from iTunes and Google Play
USING THE AASL STANDARDS MOBILE APP

Search “evaluate” → to locate key term

Need Help?

We want to create products for school librarians that are useful and function well. Please submit your support questions using the mobile app support form. AASL will respond to your need personally and use your questions to help us create a set of FAQs.
USING THE AASL STANDARDS MOBILE APP

For planning, filter by Learner

Filter Options
USING THE AASL STANDARDS MOBILE APP

Swipe left on the selected competency-
Compare competencies across frameworks
READING THE STANDARDS:

How do I read the standards?

Example of a Standard

I.B.3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning.

Read it this way:

- **Learner standard I.B.3.**
- **I** = First Shared Foundation – Inquiry
- **B** = Domain – Create
- **3** = Third Competency in Inquiry
READING THE STANDARDS:

Practice Examples:

IV. C. 1. for Learners

IV = Fourth shared foundation - Curate

C = Domain - Share

1 = First competency in Curate

Turn and Talk!

Use your learners standards chart to identify the first competency at the intersection of Curate and Share.

Accessing and evaluating collaboratively constructed information sites.
EINSTEIN GREETING (Modified)

Directions:

- Read your competency. Think of one way (now) that you fulfill it in your school library.
- Mingle! Find someone and share – and hear what someone else does for their domain and competency.
- Find a second person and repeat.
100 YEARS OF SCHOOL LIBRARY STANDARDS

- In 1918, the first school library standards for secondary schools were published by the National Education Association.

- In 1920, these standards were endorsed and published by the American Library Association.

- In 1951, AASL was created.

- In 1960, AASL developed *Standards for School Library Programs (k-12)* emphasizing service to students and teachers using books and audiovisual materials.

- In 1969, *Standards for School Media Programs* emphasized the school library as a media center and the school librarian as a media specialist. Working with classroom teachers, the school librarian designed learning activities using “new and existing technologies.”

- In 1975, *Media Programs District and School* identified essentials for a school library: staff, facilities, collections, and budgets. The school librarian became central to the learning process.
Information Power Mission: The mission of the school library program is to ensure that students and staff are effective users of ideas and information.

- In 1988, *Information Power: Guidelines for School Library Media Programs* expanded the school library media center’s role to providing access to – and use of – information and ideas for all students and staff.

- In 1998, *Information Power: Building Partnerships for Learning* reiterated the 1988 standards and defined the library media specialist’s role as a Teacher, Instructional Partner, Information Specialist, and Program Administrator. Information literacy instruction was defined.

- In 2009, AASL published *Standards for the 21st Century Learner in Action* and simultaneously published *Empowering Learners: Guidelines for School Library Media Programs*. These standards brought about a conscious shift toward a student-centered library with a teaching school librarian as a true instructional partner and technology leader.
WHAT IS THERE TO LIKE ABOUT THE NEW STANDARDS?

- **STUDENT FOCUSED:** They are student focused, but also define the instructional role of the school librarian and shape the vision of a library.

- **FLEXIBILITY:** The standards are flexible and open ended no matter the school size, grade level, or funding.

- **MULTI-LAYERED:** As they are implemented, the school librarian and the students can grow in the depth of their application, as school librarians build relationships with students and collaborations with teachers.

- **REFLECT OTHER STANDARDS:** The shared foundations use words such as inquiry and curate which are used in other standards and create opportunities for collaboration.

- **RESEARCH AND EVALUATING INFORMATION:** Research, evaluating information, identifying point-of-view, and text complexity are in AASL standards and cross-over into other content area standards.

- **SUPPORT MATERIALS-FREE:** Support materials at no cost from AASL, SLC, EdWeb, and MSLA are available, so this is a journey you do not have to take alone,

- **A CENTURY IN THE MAKING:** Part of a continuous 100 year effort for improvement and excellence.
Mass. Digital Literacy and Computer Science Standards
Guiding Principles

- All students should have the benefit of quality instructional materials, **good libraries**, and adequate technology.

- Digital literacy and computer science classrooms should make use of a **variety of text materials and formats**, including textbooks, notebook/journals, contextual problems, Internet, and data presented in a variety of media.

- **(Library)** teachers in different **(schools)** classrooms and at different levels should agree about what is to be taught in given grades. Students coming from different elementary schools within a district share a common set of DLCS understandings and skills and that the students they send on to high school will be well prepared for what comes next.
Mass. Digital Literacy and Computer Science Standards -- Strands

- **Computing and Society:**
  - **Safety and Security:** Responsible citizens in the modern world apply principles of personal privacy and network security to the use of computing systems, software, the internet, media, and data.
  - **Ethics and Laws:** Ethics include standards of conduct, fairness, and responsible use of the Internet, data, media, and computing devices. An understanding of principles and laws of software licenses, copyrights, and acceptable use policies are necessary to be responsible citizens in the modern world.

- **Digital Tools and Collaboration (DTC)**
  - **Research:** A variety of digital tools are used to conduct research, answer questions, and develop artifacts to facilitate learning and convey understanding. Access to the Internet and digital tools allows people to gather, evaluate (for validity, bias, relevance, accuracy, etc.), organize, analyze, and synthesize information, data and other media from a variety of sources. Effective use of information, data, and media requires consideration of validity, ethics, and attribution of sources.
Mass. Digital Literacy and Computer Science Standards: Practices

- **Analyzing**: Students use critical thinking and analytical skills to locate, evaluate, and analyze information, information sources, their own computational artifacts, and the computational artifacts others have produced. Skills include:
  - Asking questions to define a problem or information need;
  - Describing and articulating a problem or information need;
  - Evaluating information sources, research, data, proposed solutions, models, or prototypes;
  - Identifying ways to improve solutions or information quality;
  - Selecting and justifying appropriateness, precision, or quality of “best” solutions and information sources

- **Collaborating**: Effective collaboration draws on diverse perspectives, skills, knowledge, and dispositions to address complex and open-ended problems or goals.
  - Collaborating with others to conduct research
  - Exchanging knowledge and feedback with a partner or team member

- **Communication**: Communication is the expression and exchange of information between two or more people
  - Evaluating various digital tools for best expression of a particular idea or set of information;
  - Selecting and using digital media and tools to communicate effectively;
  - Communicating responsibly, such as respecting intellectual property
Students apply digital tools to gather, evaluate, and use information in a legal, safe, and ethical manner. Skills include:

- Defining a problem, research question, or goal;
- Identifying information needs, whether primary (e.g., raw data, experimentation, collection), or secondary (e.g., existing information);
- Employing research strategies to locate all possible sources;
- Evaluating and selecting the best sources of information for credibility, accuracy, and relevance, which may include original data, creating a prototype, or conducting other tangible work;
- Using information ethically: attributing sources of information (text, written, images, other media) using the appropriate citation format for the discipline;
- Organizing and analyzing information;
- Synthesizing and inferring information and data; and
- Creating a thesis that addresses the research question.
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<tr>
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<th>AASL</th>
<th>ISTE</th>
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<tbody>
<tr>
<td><strong>INQUIRE</strong></td>
<td>Continually seeking knowledge</td>
<td>Build knowledge, develop ideas and theories and pursue answers and solutions,</td>
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<td><strong>INCLUDE</strong></td>
<td>Interact with learners with a range of perspectives; Evaluate variety of perspectives during learning activities; Represent diverse perspectives during learning activities</td>
<td>Use digital tools to connect to learners of a variety of backgrounds and cultures engaging in ways that broaden mutual understanding and respect</td>
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<td><strong>COLLABORATE</strong></td>
<td>Deciding to solve problems informed by group interaction</td>
<td>Use collaborative technologies to work together globally</td>
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<tr>
<td><strong>CURATE</strong></td>
<td>Determine information need, possible sources and make critical choices of information sources to use</td>
<td>Curate information using digital tools to create artifacts and demonstrate meaning/conclusions</td>
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<td><strong>EXPLORE</strong></td>
<td>Problem solving through cycle of design, implementation, reflection</td>
<td>Selects and use digital tools to plan and manage a design process</td>
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<td><strong>ENGAGE</strong></td>
<td>Responsibly applies information, technology, and media to learning and understands ethical use</td>
<td>Demonstrates understanding and respect for rights and obligations of using/sharing intellectual property</td>
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https://standards.aasl.org/project/crosswalks/
WHAT THE SCHOOL LIBRARIAN OWNS:

- **Information Search Process** across grade and disciplines working with other educators to integrate an information search process into curriculum.

- **Guiding learners** in adopting a discerning stance towards points of view and opinions expressed in information resources and learning resources.

- **Challenges learners** to reflect and question assumptions and possible misinformation.

- **Guiding learners** to make critical choices about information sources to use.

- **Enables learners** by helping them develop information processes for personal growth.

- **Models gathering/organizing information**; designs opportunities to explore possible information sources; Guides learners to make critical choices about information sources to use.

- **Providing engaging learning environment** that supports ethical use of information and information technology.
WHAT THE SCHOOL LIBRARY OWNS:

- **Safe and equitable** learning environment; uses data to improve resources, instruction and services

- **Promotes/models importance** of information use, skills, and resources to learners, staff and community and serves on district-wide activities; engages in community and professional services

- **Leads professional development** that reinforces and impacts school library resources, services, and programming

- **Articulates school library impact** with learners, staff, administration, and community

- **Collection Development**: Provides reading and information materials in a range of formats that supports developmental, social, cultural and linguistic needs; supports school curriculum

- **Educates the community** on the ethical use of information and intellectual property of others
CROSSWALK: COMMON CORE and NATIONAL SOCIAL SCIENCE ANCHORS

Common Core State Standards Initiative: http://www.corestandards.org/

- Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of subject under investigation
- Draw evidence from literacy or information text to support analysis, reflection and research
- Integrate and evaluate content presented in diverse media and formats
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
MASSACHUSETTS FRAMEWORKS: STANDARDS FOR SOCIAL SCIENCE PRACTICE

(2) **Develop** focused research questions in history or problem statements and conduct inquiries.

(3) **Organize** information and data from multiple primary and secondary sources.

(4) **Analyze** the purpose and point of view of each source; distinguish opinion from fact.

(5) **Evaluate** the credibility, accuracy and relevance of each source.

(7) **Explore** questions or problems ... research papers and other products of research.

Explore grade level standards of history and social science standards for literacy:
Reading informational texts, Writing

“They (students) should be able to conduct informal research routinely to find information and gradually engage in more sustained research projects that begin with defining a research question or problem and result in written, oral, or media presentations by individuals or groups.”

http://www.doe.mass.edu/frameworks/current.html
Directions for Carousel Brainstorm

1. Read your chart: brainstorm what you do in the school that shows the shared foundation in action. What does it look like and sound like

2. Write your ideas/examples at the bottom of the chart. Indicate with a capitol letter if it is: **T** (Think), **C** (Create), **S** (Share), **G** (Grow) (15 minutes)
Directions for Carousel Brainstorm

1. With charts on the tables each group will move in sequence through the shared foundations.

2. Read what the previous group has contributed and then add your groups’ thoughts using the color marker assigned to your group. At the sound of the chime, move to the next chart and repeat until you have had an opportunity to add to each chart.

3. Return to your original chart and read and star 3-5 best examples written on the chart.

4. Each group will select a member to share the stared items with the whole workshop group.
## Next Steps: The Standards and Your Professional Goal

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<tr>
<th>S.M.A.R.T.</th>
<th>GOAL DRAFT</th>
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<tbody>
<tr>
<td><strong>Strategic and Specific</strong></td>
<td>Align lessons/units in grade(s) TBD to the AASL Student Learner Competencies.</td>
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<tr>
<td><strong>Measurable</strong></td>
<td>TBD lessons, units will be analyzed for their alignment with the AASL Student Learner Competencies and gaps identified in the local library curriculum in comparison to the AASL Student Learner Standards and an action plan developed to align the two.</td>
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<tr>
<td><strong>Action Oriented</strong></td>
<td>Read five articles, view one Webinar, reference AASL Mobile App or the book <em>National School Library Standards for Learners, School Librarians, and School Libraries</em>, Start and/or participate in a study group.</td>
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<td><strong>Realistic and Results Focused</strong></td>
<td>The outcome will be a chart that defines the alignment of library lessons/units at the designated grade level(s) with the AASL Student Learner Competencies.</td>
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<td><strong>Timed and Tracked</strong></td>
<td>November 2019 through April 2020</td>
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## Next Steps: The Standards and Your Student Goal

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| **Strategic and Specific** | Integrate the shared foundation of Inquire and the Domain of Share, and its competencies into selected lessons/units grade level TBD. The four competencies are:  
1. Interacting with content presented by others.  
2. Providing constructive feedback.  
3. Acting on feedback to improve.  
4. Sharing products with an authentic audience. |
| **Measurable**         | Each competency will be integrated into at least one lesson/unit and students will reflect on the impact on their learning.                  |
| **Action Oriented**    | Develop a plan for integrating and evaluating the competencies for example:  
- Students participate in a peer review.  
- Library teacher provides feedback to the student on research project bibliography.  
Each competency will be assessed (rubric, exit ticket, pre/post, etc.) to measure student growth. |
| **Realistic and Results Focused** | Use assessment data to see what the student learned and identify next steps.                                                             |
| **Timed and Tracked**  | November 2019 through April 2020                                                                                                        |
Action Ideas for You and the AASL Standards Framework

- Conduct a building level assessment and evaluation of your school library program. (AASL National School Library Standards p.174-180).

- Start a study group in your district or your local area. This is a chance to collaborate beyond your library walls.

- Start a study group with district library teachers and classroom teachers and dive into the social studies standards together.

- Educate yourself. Use the free AASL resources. 10 hours + product is 10 PDP’s.
Action Ideas for You and the AASL Standards Framework

- MSLA workshops. Next year’s conference could enable you to present what you have learned -- to go from theory to practice.

- Contribute an article to the MSLA *Forum* of what you have done.

- Work in your district or start a group in MSLA to develop materials and strategies to communicate to your school community (Principals, teachers, PTOs) the new standards in action in your school library.

- Communicate with your principal. Teachers are held to standards and so are library teachers.
Toot The AASL Standards: Be Ready With An Elevator Talk

Your talk should be:

• Quick. Concise. Friendly.
• Train yourself to think in 3-4 sentences, 19-25 words.
• Consider your audience. What is important to them?
• Capture attention – tell a story.
• Practice.

- **RESOURCES:**
  - [http://www.ala.org/everyday-advocacy/speak-out/elevator-speech](http://www.ala.org/everyday-advocacy/speak-out/elevator-speech)
  - [https://knowledgequest.aasl.org/what-is-an-elevator-speech/](https://knowledgequest.aasl.org/what-is-an-elevator-speech/)
  - [https://home.edweb.net/webinar/emergingtech20171115/](https://home.edweb.net/webinar/emergingtech20171115/)
Resources: AASL Standards Portal

https://standards.aasl.org/
Resources

Standards.aasl.org

*AASL National Standards: A Few Essentials to Get Started* by Joyce Valenza

*New AASL Standards, So What* by Paige Jaeger
https://schoollibraryconnection.com/Home/Display/2137600
Leading with your leader: Prepare your administrators for the new AASL Standards

By Kathryn Roots Lewis, member of the AASL Standards and Guidelines Editorial Board, and Sara Kelly Johns, member of the AASL Standards and Guidelines Implementation Task Force

https://knowledgequest.aasl.org/leading-leader-prepare-administrators-new-aasl-standards/
Resources

Mass DOE Frameworks

www.doe.mass.edu/frameworks/current.html

*Maximizing School Librarian Leadership: Building Connections for Learning and Advocacy* by Judi Moreillon


Maximizing School Librarian Leadership: Building Connections for Learning and Advocacy by Judi Moreillon -- **Book Study**

Resources

PA School Library Project

http://paschoollibraryproject.org/home

SLC Power Verbs, a tool for tackling the new standards by Paige Jaeger

https://schoollibraryconnection.com/Home/Display/?
learningModuleId=2140110&webSiteCode=SLC_Reviews&returnToPage=%2fHome%2fDisplay%2f%3flearningModul
edId%3d2140110&tab=3&token=E41361440A4B6D3A335C502D207A13A9&casError=False

Sign up for a 30 day free trial to see the wealth of info available through a School Library Connection subscription
Resources

School Library AASL Crosswalk by Mississippi Department of Education

file:///C:/Users/zilon/Downloads/School%20Library%20AASL%20Crosswalk%20(1)%20(2).pdf

Tech Tools - AASL Standards for the Learner

https://docs.google.com/document/d/13i9zMI4jTmKkihMpwDXHrh0KWCtC_pskl28kPN2vJMo/edit


THANK YOU FOR ATTENDING OUR SESSION!
ENJOY THE CONFERENCE