From: **Editors** globalactionbook@gmail.com 📎
Subject: Your forthcoming chapter
Date: July 19, 2018 at 12:42 AM
To: mmardis@fsu.edu

Dear Dr. Mardis,

We are pleased to advise you that your co-authored chapter (see attached draft) will be published by DeGruyter Saur, in *Global action on school library education and training*, an edited book co-sponsored by the International Association of School Librarianship and the School Libraries Section of IFLA.

We anticipate that your complimentary copy of the book will be mailed to you in Fall 2018.

Here is the citation for the in press chapter:

Burns, E., Mardis, M. A., Keeling, M., & Lechtenberg, K. (in press). The new U.S. *National School Library Standards*: Integrated learning and growth for innovative school librarian preparation. In B. A. Schultz-Jones & D. Oberg (Eds.), *Global action on school library education and training* (pp.   ). Berlin: DeGruyter Saur.

Thank you for your important contribution to the book.

Best regards,

Barbara Schultz-Jones, PhD
Dianne Oberg, PhD
Co-editors
IASL/IFLA School Libraries Joint Committee

IFLA Burns et al.docx

Elizabeth Burns, Marcia A. Mardis, Mary Keeling, and Kate Lechtenberg

2 The New U.S. *National School Library Standards*: Integrated Learning and Growth for Innovative School Librarian Preparation

Abstract: The American Association of School Librarians (AASL), the national professional association for school librarians in the United States and a division of the American Library Association (ALA), establishes professional standards that guide professional conduct. These standards have been updated on an ongoing basis to reflect changes in education policy, advances in technology and pedagogy, and dynamic shifts in professional role and place. The most recent version of the standards was released in November 2017 as *The National School Library Standards for Learners, School Librarians, and School Libraries.* In this chapter, we present an overview of the National School Library Standards, outline their relevance for school librarian education, and share implementation strategies that enable meaningful pre-service application.

Keywords: United States; American Association of School Librarians; *National School Library Standards;* School librarians; School library educators; School library education.

Overview of the National School Library Standards

Authored by an AASL-appointed Editorial Board (EB) that included practicing school librarians and established educators of school librarians, the two-year standards revision and writing process was grounded in research from the field as well as an environmental scan of the profession's needs. In the creation of the National School Library Standards, the EB employed a research and policy synthesis and community-input process to make informed decisions on how to best update what were already well respected and used professional guidelines in the field (AASL 2018, 9). Using findings from field surveys and focus groups, the EB developed an integrated competency-based framework for learners, school librarians, and school libraries that includes shared foundations (i.e., central ideas) and key commitments (i.e., essential explanations) and expresses current educational priorities, trends, and language. Table 2.1 illustrates the shared foundations and their key commitments.

As Table 2.1 suggests, the shared foundations begin with the central idea of inquiry and progress to intellectual and social engagement. Because the AASL Standards document is not designed to be used exclusively in a linear manner, users may topically enter the National School Library Standards at any shared foundation.

Past iterations of the AASL standards focused on learners and were subsequently accompanied by guidelines for school library programs and, eventually, implementation recommendations. The National School Library Standards align the learner and school librarian competencies with school library programming and strategies to implement creative and exciting activities and opportunities. Users operationalize the shared foundations and key commitments by working toward learner and school librarian competencies and school library alignments, which are are grouped into four domains: think, create, share, and grow (shown in Table 2.2).

Table 2.1: National School Library Standards' Shared Foundations and Key Commitments

Shared Foundation	Key Commitment
Inquire	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
Include	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
Collaborate	Work effectively with others to broaden perspectives and work toward common goals.
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 and an interconnected world.

Table 2.2: Integrated Framework of the National School Library Standards

Shared Foundation I. Inquire	
Key Commitment: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	
Learner Domains and Competencies	**School Librarian Domains and Competencies**
A. Think: Learners display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic.	**A. Think:** School librarians teach learners to display curiosity and initiative when seeking information by: Encouraging learners to formulate questions about a personal interest or a curricular topic.

School Library Domains and Alignments
The school library facilitates the key commitment to and competencies of **Inquire:** **A. Think:** The school library enables curiosity and initiative by: Embedding the inquiry process within grade bands and within disciplines.

As Table 2.2 shows, each learner competency is reflected in a school librarian competency, and supported by a school library alignment. This structure ensures that learner and professional growth are interdependent and facilitated by school library programming and facilities.

The AASL Standards document also includes several components designed to support and enhance professional learning for school librarians at various stages of practice, from those just entering the profession as pre-service professionals through advanced career professionals. In this way, the structure assists in guiding the school library professional throughout the standard. At multiple entry points, the school library professional is guided by best practice, encouraged to reflect on personal performance, and provided opportunity for future growth. This interconnected approach to ongoing improvement is unique among standards documents and was intentionally designed to ensure that school librarians' education and practice modeled best practices of professional growth, leadership, and development.

The National School Library Standards for School Library Educators

School library educators will be called upon to serve a vital role in leading National School Library Standards understanding and application, as well as to continue the conversations about effective pedagogy and best practice suggested within the AASL Standards document. Implementation should be structured in a way that pre-service candidates and practicing librarians have several opportunities to learn and demonstrate the competencies put forth in the standards. The standards reflect several opportunities for integration with school library program materials. There are multiple points within the standards that specifically lend themselves to coursework one might encounter in school library programs. School library educators will be the facilitators of implementation, interrogating the standards and infusing their understanding into course design. To support school library educators' work, the *National School Library Standards* include several unique elements to support pre-professional learning:

— *Professional Learning Scenarios*: A series of case studies illustrate authentic scenarios through which school librarians at any level, to include district-level supervisors and building-level school librarians, can envision putting the AASL standards into action.
— *Evaluation and Assessment Strategies*: Assessment approaches for measuring learner, school librarians, and school library success in an National School Library Standards learning environment are included. While the AASL Standards are not intended to address or articulate performance expectations for beginning school librarians, the standards do provide a powerful lens through which to examine expectations and set future professional goals.
— *Questions for Reflective Practitioners*: Questions help National School Library Standards users examine the standards, to explore what may be different or new in the document, or to think about situating the standards in a specific educational context.

The *National School Library Standards* also include an extensive bibliography, glossary, professional accomplishment evidence catalog, and helpful verb list that have great potential for preservice coursework application.

School Library Educators as Faculty. School library educators derive the coursework content required for school librarianship preparation from K-12 curricular and instructional practices as well as the core principles of library science. Teaching is a central role for school librarians and, in many U.S. states, school librarians are required to have teaching licensure. The *National School Library Standards* provide school librarians an opportunity to connect with their fellow teachers by linking the shared foundations to other national education standards to create an integrated scope and sequence that includes integrating information practices in every learning context.

School library educators also have a responsibility to ensure that course content aligns with preparation standards, such as the program of study for school library preparation based on the *AASL/CAEP Standards for the Initial Preparation of School Librarians* (2010). Currently, AASL is updating these standards to reflect National School Library Standards content; even in the absence of updated preparation standards, school library educators are able introduce the *National School Library Standards* into their current course content and teaching materials to assist their school librarian candidates to meaningfully interrogate, understand, and apply the standards. As school library educators increasingly embrace the *National School Library Standards* and align them to coursework, each program can generate a curriculum map to illustrate areas in which course content and preparation standards link to the AASL Standards.

School Library Educators as Researchers. School library educators fulfill a dual role--teaching those who will lead K-12 students in practice, as well as conducting and disseminating the research that will inform best practice in the field. This is an iterative process. Through examination of library practice initiated by the new standards or school settings impacted by their implementation, school library educators as researchers will continue to educate the field on the impact or implementation of these standards in practice.

The *National School Library Standards* have a sustained relevance for pre-service students who are exposed to them in their preparation. The *National School Library Standards* are designed to facilitate in-service learning experiences, where theory meets practice in an applied setting. As school librarians assess the application of the standards in their local setting, they can identify gaps in their own preparation programs and suggest more appropriate means to integrate the AASL Standards into practice. Use of supplemental materials within the text contributes to effective use and understanding of the *National School Library Standards*. School librarians may find some of these materials beneficial to their practice. The guidance of school library educators demonstrating use and effective means to document collection of evidence in practice or conduct action research strengthens.

The integrated frameworks and flexible entry point structure presents a unique educational and professional learning expectation for school librarians and school library educators. While school librarians use professional standards to guide professional actions such as instruction, curriculum-focused planning, integrated collaboration, and cultivating program support among stakeholders (AASL 2018, 42), school library educators are at the forefront of instruction, introducing new educational policy, and promoting innovative pedagogy; they ensure

that pre-service school librarians become school library professionals poised to be learning leaders, prepared to engage with innovative developments in the school library profession. Educators of school librarians set the tone, pace, and content for practitioners' initial and continuing development as well as operationalize the profession's research agenda.

Implementation Support for School Library Educators. In anticipation of the fresh approach reflected in the *National School Library Standards*, AASL also assembled a complementary separate Implementation Task Force (ITF). The ITF was assembled to disseminate and garner support for the *National School Library Standards* among all of its stakeholders, including school library educators. Convened six months after the Editorial Board began its research, the ITF began planning for the AASL Standards implementation activities. The ITF grounded their work in change management research, adult learning theory, and marketing principles. The ITF blended their conceptual approach with *National School Library Standards* content to shape implementation priorities, provide resources for a variety of users, and ensure multiple entry points for personalized learning. The ITF members understood that different users would approach the standards differently. To facilitate implementation, the ITF used a personas approach (U.S. Department of Health and Human Services n.d.) to create seven key types of National School Library Standards audiences. Each audience's representative persona was named and accompanied by a description of their priorities, needs, and concerns. The personas are:

— Noah Who Needs Support (Middle School Librarian)
— Inez the Innovator (High School School Librarian).
— Margot the Mentor (District Library Supervisor)
— Athena the Academic (School Library Educator and Researcher
— Leon the Lead Learner (Principal)
— Tony the Teacher (Grade 6 Teacher)
— Patty the Parent (Parent)

With the needs of these personas in mind, the Implementation Plan consists of the four broad goals of explain, engage, equip, and evaluate to be realized over three years (AASL 2017), as summarized in Table 3. These intentionally broad goals and objectives succinctly summarize the implementation plan; work that will be done through 115 action steps that address the learning and communication needs of the *National School Library Standards* audiences.

Table 2.3. Implementation Plan Goals, Objectives, and Personas Served

Goal 1. Explain the structure, purpose, and value of the AASL Standards to school librarians, stakeholders, and partners beyond the school community.
Objectives
1.1 Develop consistent, sharable branding and messaging for the standards to be used across traditional and social media. (All personas)
1.2 Introduce AASL standards to key stakeholders, including state and regional school library leaders, national educational organizations, state departments of education, and school administrator organizations. (All personas)

1.3 Create and sustain excitement and conversations about the AASL Standards (All personas)
Goal 2. Engage innovators in developing tools to explain the structure, purpose, and value of the AASL standards to school librarians, stakeholders, and partners beyond the school library community.
Objectives 2.1 Identify and engage with "movers and shakers" in the school library profession. (Inez, Athena, Margot) 2.2 Encourage practitioners to develop and share implementation models and metrics for AASL Standards. (Athena, Inez, Margot, Noah) 2.3 Engage with stakeholders outside the profession.(All personas)
Goal 3. Equip practitioners to understand, apply, and use the AASL standards in their educational settings.
Objectives 3.1 Design professional development opportunities for practitioners. (Athena, Inez, Margot, Noah, Leon, Tony) 3.2 Foster building personal learning networks and crowdsourcing of resources related to the AASL standards. (Athena, Inez, Margot, Noah, Leon) 3.3 Ensure implementation support through AASL publications, websites, and online tools. (Athena, Inez, Margot, Noah) 3.4 Prepare library and information science and continuing education faculty members to integrate the AASL standards in university programs. (Athena)
Goal 4. Evaluate progress toward implementing AASL standards and adjust for changing conditions.
Objectives 4.1 Document effectiveness of AASL standards implementation efforts. (All personas) 4.2 Review and adjust Implementation Strategic Plan for continued relevance.

As Table 2.3 shows, the objectives of Goal 1 are designed to ensure that the *National School Library Standards* release was accompanied by clear messaging, materials, and sustained conversations for all stakeholders across a variety of platforms. After determining goals and relevant messages for each persona, the ITF planned for a variety of learning experiences and media types, including face-to-face professional development, print, video, online learning, and social media. The objectives of Goals 1 support school library educators' efforts to teach preservice school librarians to connect with a variety of stakeholders and models a way to consider their differing needs. The focus on multiple media types also mirrors what school librarians teach about multiple literacies and differentiating for different learning styles.

Materials developed to explain the *National School Library Standards* fulfill school library educators' needs to understand the standards and tools for their instruction and professional development. For example, several brief explanation videos and one-page documents give a broad overview of the *National School Library Standards* and, for school library educators, frame the rationale for this iteration of the standards within AASL's history

and current LIS trends, introduce the *National School Library Standards* organizational structure, and situate the AASL Standards within the larger context of standards-based education. Other one page documents created for administrators, teachers, and parents can be used to guide pre-service and in-service librarians in their growing understanding of how these groups relate to the larger school library community. The implementation plan also recognizes that the early stages of learning are not just about consuming information, but about collaborating and moving toward application in order to solidify understandings. The ITF specifically targeted school library educators to honor their need for social learning and collaboration on their path from explanation toward engagement and implementation.

Goal 2's objectives are focused on engaging the vast network of school library innovators through recruitment, crowdsourcing, and relationship-building. The participation of school library educators and other innovators will ensure that the *National School Library Standards* transform practice. School library educators will play a vital role in developing a body of school librarian leaders and allies through sustained relationships and mentoring in and beyond the LIS community. Both preservice and in-service librarian learning can be clearly tied to nationwide implementation efforts as we continue the conversations about best practices and new innovations in school libraries. For example, AASL has created and will continue to promote a variety of message boards to support online conversations and resource sharing related to the AASL *Standards*. By encouraging pre-service and in-service students to participate in these national message boards on the *National School Library Standards* portal, school library educators can both extend their course conversations and support their students in developing lasting professional learning networks that are tied to the national conversations about ESSA, assessment, equity, and other issues in school libraries. School library educators will also find message boards tailored to their own concerns about curriculum development and alignment to the *National School Library Standards*.

AASL also recognizes the unique role that school library educators play in research about the school library profession. The implementation plan includes an action step in which the Educators of School Librarians Section (ESLS) of AASL will take the lead in developing calls for research focused on the *National School Library Standards*, beginning in late 2018, and encourage researchers to submit research to AASL's research journal, *School Library Research.* Such a research call may encourage a range of research including, for example, how students and faculty initially respond to the standards, how faculty adapt existing curricula to integrate the new standards, how preservice libraries respond to implementation efforts in their field experiences, or how in-service librarians use implementation resources to implement the standards in their local contexts.

Goal 3's priority to equip practitioners to use *National School Library Standards* include access to professional learning opportunities through a variety of media. The extent to which LIS educators prepare pre-service school librarians to participate in networked and virtual communities will ensure that new school librarians will have the tools to continue their professional growth in any circumstance. AASL is planning a lesson plan database as a crowd-sourced resource to promote community engagement, and a school library program evaluation rubric with subsidiary tools will facilitate national data collection, comparison against similar school types, and creation of graphical data presentations. Development of these resources will begin in year one, with both resources ready to launch on the *National School Library Standards* web portal (http://standards.aasl.org) in 2018-2019 school year. School library educators can easily include activities that involve the lesson plan database and program evaluation rubric in

their course activities. In addition, the implementation plan includes steps to compile dynamic lists of of suggested resources, discussion prompts, and performance tasks that cover a variety of LIS topics commonly included in pre-service coursework.

Goal 4 enables school library educators to express their needs and reaction to the implementation plan as they move to integrating it into pre-service education.

Conclusion

In this chapter, we introduced the content and development process of the *National School Library Standards* in the United States. We also reviewed the *National School Library Standards* implementation plan and its relevance for school library educators. Since the release of the AASL Standards, the school library field has begun the process of integrating these new standards into practice. The *National School Library Standards* were recently released and implementation is in early stages. School Library educators across the nation have only begun to integrate the *National School Library Standards* into courses and revise curricula to reflect changes in materials presented to pre-service students.

The many materials included within the *National School Library Standards* and the early and targeted action plan developed by the implementation task force set the course for innovative school library preparation. As school library educators continue to unpack the AASL Standards, their continued engagement in teaching and resaerch will assist the effective implmentation for school librarian practitioners and pre-service candidates.

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