



American Association
of School Librarians
TRANSFORMING LEARNING



AASL Board of Directors Meetings ALA 2019 Annual Washington, DC June 20 - 25

Board Meetings I and II

Board I Friday, June 21st 1:00pm – 3:00pm Embassy Suites, Capital CD
Board II Saturday, June 22nd 1:30pm-4:30pm Embassy Suites, Capital CD



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Board II Saturday, June 22nd 1:30pm-4:30pm Embassy Suites, Capital CD

Board III Monday, June 24th 11:30am-2:00pm Embassy Suites, Capital CD (separate agenda)

Consent Reports

Approved as a group with one vote.

A Board member may request an item be removed from consent for further discussion

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ND = no documents

Agenda items will not be taken in this order during the business meetings.



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AASL Board of Directors Meetings ALA 2019 Annual Washington, DC June 20 - 25

Board Book I

Board I Friday, June 21st 1:00pm – 3:00pm Embassy Suites, Capital CD
Board II Saturday, June 22nd 1:30pm-4:30pm Embassy Suites, Capital CD

AASL Board Report

AASL Meeting: ALA Annual 2019

Date Submitted: June 5, 2019

Report Type: Action

Submitter(s): Executive Committee

Subject: FY20 Proposed Budget

Background: The proposed budget for FY20 reflects extensive discussions by the AASL Executive Committee to rethink how to accomplish the mission of AASL within limitations of staff and monetary resources while serving members and the profession.

There are many good projects in place that will provide revenue or need support in addition to outcomes from the anticipated new strategic plan for AASL. FY20 should be a very successful National Conference year, the AASL Standards continue to sell, standards-related publications that have been in development will be released, and membership has increased slightly. Those revenues and an expected annual transfer of 'interest' from our endowment make the FY20 proposed budget a balanced budget - but just barely. The expense side includes defunding a vacant staff position, drastically reducing travel, amortizing an opportunity to purchase multi-year quantities of promotional items, and repeated reviews of line items to decrease expenses to meet a bottom line. Some of the changes are:

Project 0000 Membership:

The number of AASL members has increased with a significant number from student memberships associated with the *National School Library Standards* as an adopted textbook that provides a complimentary membership which is actually a monetary loss for AASL. A portion of all membership dues (\$20) is *Knowledge Quest* which is a well-respected, quality member benefit with expenses exceeding revenues. Personal membership dues were raised from \$40 to \$50 in 2006 and have remained at that level, now the lowest of all divisions. Total dues revenue does not cover the cost of AASL staff salaries and does not include benefits.

Project 4002 Governance:

The only revenue assumes sponsorship funds that are not currently in discussion or confirmed. The Affiliate Assembly breakfast is sponsored for the Annual meeting only with total food& beverage costs above the sponsorship level. Travel has been reduced for the executive director, regional director travel was defunded, and the executive committee meeting in the Spring will be via Zoom.

Project 4003 Advocacy:

This project includes a recently confirmed sponsorship from OverDrive Education to fund a two year "AASL School Leader Collaborative: Administrators & School Librarians Transforming Teaching and Learning".

Project 4004 Sections:

Per ALA policy, sections no longer have dues revenue. With Zoom in place, the expense each section was previously allocated for calls and communications was eliminated.

Project 4030 Serial Publications:

Knowledge Quest copyediting has been moved to staff. A yearly distribution of educational classroom sets will not include print. SLR editors will no longer have funding for travel.

AASL Board Report

	Project #	Name	
		FY20 DRAFT BUDGET - ALA ANNUAL 2019	
Revenue			
	0000	Administration/Membership	\$304,260
	4002	Governance/Committees/Advisory Services	\$6,000
	4003	Advocacy	\$37,500
	4004	Sections	\$3,000
	4009	Awards	\$102,000
	4010	Strategic Plan (name changed from Special Projects)	\$0
	4017	Public/Professional Relations	\$0
	4030	Serial Publications (KQ, SLR)	\$33,700
	4045	Nonconference PD (LI/Web CE)	\$300
	4058	Non-serial publications	\$14,300
	4113	Fall Forum	\$0
	4120	Standards	\$73,000
	4138	National Conference Ticketed Events	\$80,245
	4132	National Conference Exhibits	\$662,000
	4134	National Conference Registration	\$716,135
	4141	National Conference Committee	\$0
		TOTAL REVENUE	\$2,032,440
Expense			
	0000	Administration/Membership	(\$650,665)
	4002	Governance/Committees	(\$43,550)
	4003	Advocacy	(\$29,000)
	4004	Sections	(\$2,780)
	4009	Awards	(\$92,850)
	4010	Strategic Plan	\$0
	4017	Public/Professional Relations	(\$15,035)
	4030	Serial Publications (KQ, SLR)	(\$86,875)
	4045	Nonconference PD (LI/Web CE)	(\$12,125)
	4058	Non-serial publications	(\$4,430)
	4113	National Institute (Fall Forum)	\$0
	4120	Standards	(\$97,310)
	4138	National Conference Ticketed Events	(\$42,144)
	4132	National Conference Exhibits	(\$455,330)
	4134	National Conference Registration	(\$487,365)
	4141	National Conference Committee	(\$8,450)
		TOTAL EXPENSE	(\$2,027,909)
		NET INCOME/LOSS	\$4,531

Project 0000- Administration (Admin 0000/Membership (4008)

Line #	Item	Description	FY20 DRAFT BUDGET	Notes
Revenue				
4000	Dues/Personal	Regular, Student, Non-Salaried/Support, International, Retired, Organizations	\$303,000	As of 2/28/2019 <ul style="list-style-type: none"> • 4461 Regular (\$50 = \$223,050) • 1593 Students (\$35 = \$26,005 No revenue for approx. 850 students comped for Standards) • 54 Support/NS (\$35 = \$1225) • 347 Retired (\$35= \$12,145) * 314 Non-salaried (\$35 = \$10,999) • 212 Org (\$75 = \$15,900) • 46 International (\$50 = \$2300) AASL membership as of 2/28/2019 - 7,091 AASL membership as of 2/28/2018 - 6,731
4003	Dues/Life	Life members	\$1,050	85 members
4004	Dues/CN	Continuing Members	\$210	143 for 25+ continuous years
Total revenue			\$304,260	

Expense

5000	Salaries & Wages	All salaries for AASL/ALA employees	(\$380,612)	increase 2% per ALA; does not fill 1 vacant position
5002	Overtime/Wages	Overtime at Conferences	(\$3,000)	
5010	Employee Benefits		(\$119,652)	based on salaries, calculated by ALA
5016	Prof Memberships	Membership for AASL organization and individual staff	(\$825)	Memberships for staff including ASAE (\$325), CSAE (\$400), and Freedom to Read (\$100)
5100	Temp Employees		(\$1,000)	
5110	Professional Services		(\$120,000)	Contracted staff: Communications, Meeting managers
5122	Bank Service Fees	bank processing fees for membership dues paid by credit card	(\$6,080)	approximately 2-3% of charges;
5150	Messenger Service	FedEx Service		
5210	Transportation	Staff travel	(\$2,000)	Travel not governance or public relations, contracted staff to ALA
5212	Lodging & Meals	Staff travel	(\$2,000)	Includes contracted staff to ALA
5216	Business Meetings	Staff Meetings	\$0	team read, team building activities
5301	Conf Equipment Rental	Onsite Rental of computers @ conference	\$0	table
5302	Meal Function		(\$350)	Birthdays and celebrations, annual staff lunch
5305	Speaker Honorarium		\$0	
5306	Awards		\$0	
5402	Printing-O/S		(\$200)	
5404	Design Service-Outside		(\$700)	
5430	Web Operating		(\$6,000)	Sprout (\$4872), Survey Monkey (\$300), Edgar
5031	Staff Development		(\$250)	External training for staff

5500	Supplies/Operating	For supplies not provided by ALA	(\$7,000)	office supplies
5501	Equipment/Software-Minor		\$0	Software and minor equipment purchased outright and not depreciated
5502	Ref Matls/Periodicals		\$0	
5520	Computers		\$0	
5522	Telephone & Fax/O/S		(\$780)	Adds new IL cellphone law (\$35/month X2 =\$780)
5523	Postage & E-Mail/O/S		(\$1,200)	
5530	Depr/Furn & Equip	Amount provided by ALA	(\$3,516)	
5550	Promotion		\$0	
5560	Org. Support/Contrib	Spectrum Scholarship Fund	\$0	direct billing to Welmers grant FY16-FY20
5599	Misc. Expense	For unanticipated expenses	\$14,500	offset operating costs
5902	IUT-ITTS	Labels for Office Use	\$0	
5905	IUT-Telephone	Communications by division staff	(\$2,000)	Calls made out of ALA, not incoming
5909	IUT-Dist. Center		(\$3,000)	\$0
5910	IUT-Repro.	Duplication of administrative/membership materials.	(\$5,000)	\$0
Total expense			(\$650,665)	

Net Income/Loss

(\$346,405)

Project 4002- Governance (Governance 4002/Committees

Line #	Item	Description	FY20 Draft Budget	Notes -
Revenue				
4400	Donations		\$6,000	ABC-CLIO sponsorship \$3000 Affiliate Assembly @Annual; Still need a MW sponsor. Note: \$3K donation less than cost of AA F&B
Total revenue			\$6,000	
Expense				
5110	Professional Services			
5150	Messenger Service	Fed Ex	\$0	
5210	Transportation	Flights and ground transportation	(\$14,000)	EC meeting @ \$3,000; President (3) travel \$3000; Presidential affiliate rotation visits (10) visits \$6000- (3) affiliate visits by ED \$2,000; Eliminates Regional Director travel
5212	Lodging & Meals	Hotel and per diem	(\$10,850)	EC meetings/2 nights (\$2,000) plus meals (\$1,000) = \$3,000. Affiliate visits (10) trips/3 nights (\$450)= \$4,500; ED visits (3) trips/3 nights (\$450)= \$1,350; Per diems \$2,000; Eliminates Regional Directors travel
5216	Business Meetings	Registration at other conferences	(\$3,000)	Fees to other organizations for meetings, includes CEO Symposium
5301	Conference Equipment Rental			Any possible additions required- flip charts/extra powerstrips
5302	Meal Functions		(\$7,050)	Affiliate assembly breakfast; BOD Annual and MW, President tix for Inaugural luncheon.
5306	Awards		(\$2,500)	Crystal Apple; \$500; 2 emerging leaders stipends @ \$1000 - \$2000
5402	Printing		\$0	Last minute on-site Annual/MW printing
5404	Design Service		(\$250)	
5415	Photo Services		\$0	Board photo
5500	Supplies		(\$400)	Board business cards; presidential gavel; certificates for board members
5502	Reference material		\$0	parliamentary procedures
5522	Telephone/Fax		(\$200)	Conference call charges- including all committee/task force work
5523	Postage			
5599	Misc. Expense		(\$5,000)	\$5,000 presidential initiative
5909	IUT-Dist. Center			Mailing to board, committee members
5910	IUT- Repro		(\$300)	Copies for board meeting/affiliate assembly
Total expense			(\$43,550)	

Net Income/Loss **(\$37,550)**

Project 4003- Advocacy

Line#	Item	Description	FY20 Draft Budget	Notes
Revenue				
4400	Donations		\$37,500	Administrator Collaborative and state level leaders, includes Fal20 summit and state leader travel
Total revenue			\$37,500	

Expense

5110	Professional Services		(\$1,000)	
5150	Messenger Service			
5210	Transportation		(\$7,000)	Administrator travel (donation received FY19)
5212	Lodging & Meals			
5216	Business Meetings			
5301	Conference Equipment Rental			
5302	Meal Functions		(\$13,000)	Administrator and State leader meetings
5306	Awards			
5402	Printing			
5404	Design Service		(\$1,500)	
5415	Photo Services			
5500	Supplies			
5502	Reference material			
5522	Telephone/Fax			
5523	Postage		\$0	
5550	Promotion		(\$4,500)	general items amortized (\$4352.19)
5599	Misc. Expense		(\$500)	
5909	IUT-Dist. Center		(\$500)	
5910	IUT- Repro		(\$1,000)	
Total expense			(\$29,000)	

Net Income/Loss
\$8,500

Project 4004- Sections

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4000	Dues/Personal		\$0	Dues discontinued by ALA policy
4200	Registration Fees	ISS School Tour @ ALA Annual	\$3,000	Assumes 50 tickets @ \$60
4220	Meal Functions			ISS Social discontinued
Total revenue			\$3,000	

Expense

5122	Bank Service Fee	Estimated bank fees	(\$80)	
5151	Duplication/Outside	Each section allocated \$300 for section communications. Funding was divided into telephone, duplication, and postage lines.	\$0	Removed from FY20 budget
5210	Transporation	Funding for speakers at outside conferences		
5212	Lodging/Meals	Funding for speakers at outside conferences		
5216	Business Meetings			
5302	Meal Functions			
5305	Speaker/Guest Honorarium	For special programs		
5308	Special Transportation	Expense for ISS bus tour	(\$2,500)	
5522	Telephone/Fax		\$0	
5523	Postage		\$0	
5599	Misc Expense		(\$150)	
5902	IUT- ITTS	Miscellaneous data processing	\$0	
5909	IUT-Distribution Center	Distribution of materials to section chairs and/or section Executive Committees	\$0	
5911	IUT- Overhead		\$0	
5999	IUT- Misc.	ALA overhead @ \$1/ticket	(\$50)	
Total expense			(\$2,780)	

Net Income/Loss
\$220

Project 4009- Awards

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4220	Meal Functions		\$0	
4400	Donations/Honoraria		\$102,000	Includes \$11,000 Administrative fees from award sponsors; reimbursed travel
Total revenue			\$102,000	

Expense

5110	Professional Services		\$0	
5122	Bank Service Fee	Credit card charges	\$0	
5150	Messenger Service	FedEx mailings	\$0	
5210	Transporation		(\$10,000)	Distinguished Administrator airfare; NSLPY travel (Follett reimburses)
5212	Lodging/Meals		(\$5,000)	Distinguished Administrator hotel; NSLPY travel (Follett reimburses)
5301	Conference Equipment		\$0	
5302	Meal Functions			Refreshments for sponsor/winner included in NC F&B
5306	Awards		(\$75,600)	Checks to award winners
5309	A/V Rental		\$0	
5402	Printing		(\$250)	Awards marketing pieces; Awards ceremony brochure; KQ Awards Insert
5404	Design Services		(\$200)	Awards marketing pieces; Awards ceremony brochure; KQ Awards Insert
5415	Pre-Press/Photo Services		\$0	
5500	Supplies	Award plaques	(\$800)	
5522	Telephone & Fax		\$0	
5599	Misc. Expense	Contingency on site	(\$500)	
5902	IUT- ITTS	Printing of membership list	\$0	
5909	IUT- Dist. Center	Distribution of award materials	\$0	
5910	IUT- Repro Center		(\$500)	
5999	IUT- Misc	Ticket processing fee	\$0	
Total expense			(\$92,850)	
Net Income/Loss			\$9,150	

Project 4010- Strategic Plan/S

Line #	Item	Description	FY19 Draft Budget	Notes
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Revenue

				This has been used for special projects, renamed for relating a project to the Strategic Plan. At this time the FY20 budget does not reflect a project.
Total revenue			\$0	

Expense

5150	Messenger Service	FedEx		
5122	Bank Fees			
5210	Transportation			
5212	Lodging			
5302	Meal Functions			
5305	Speaker Honorarium			
5500	Supplies	Miscellaneous supplies.		
5522	Telephone & Fax	Miscellaneous calls		
5599	Misc			
5904	Transfer to/from endowment			
5905	IUT- Telephone	Mailing labels		
5909	IUT-Dist. Center	Mailings		
5910	IUT- Repro	In house copies.		
Total expense			\$0	

Net Income/Loss

\$0

Project 4017- Public Relations

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
Total revenue			\$0	
Expense				
5016	Professional Membership	P21	\$0	
5150	Messenger Service	FedEx mailings	\$0	
5210	Transportation	Airfare and ground transportation	(\$6,440)	ED Quarterly visits to Washington Office @ \$600 = \$2400; SETDA @ \$600; Three unplanned trips \$1800. Cab fare for 8 trips @ \$130 each = \$1,040. Presidential PR = SLJ Summit \$600.
5212	Lodging & Meals	Hotel and per diem	(\$8,100)	ED Visits to Washington Office @ 400 per night/2 nights = \$3200; SETDA = \$800. Three unplanned trips @ \$400 per night/2 nights = \$2,400; Per diem for 16 days = \$800 Presidential SLJ Summit = \$900
5216	Business Meetings		(\$495)	registration
5302	Meal Functions		\$0	
5522	Telephone & Fax	Conference calls	\$0	
5560	Org Support/Contrib		\$0	
5902	IUT-ITTS		\$0	
5905	IUT- Telephone		\$0	
5909	IUT-Dist. Center			Shipping of materials
5910	IUT- Repro			Copies of materials
Total expense			(\$15,035)	
Net Income/Loss			(\$15,035)	

Project 4030- Serial Publications (KQ 4030/SLR 4031/KQ Express 4041)

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4109	Sales/Miscellaneous	Sales of single copies and articles	\$0	
4110	Subscriptions	Based upon 300 subscriptions at \$50 per subscription.	\$7,500	
4140	Advertising/Gross	KQ, Smartbrief	\$25,000	
4611	Comm/Sales Rep	Commission paid to sales rep.	\$0	
4421	Royalties-Exempt	Revenue from databases (EBSCO, Proquest, Gale Cengage	\$1,200	
Total revenue			\$33,700	

Expense

5122	Bank Service Fees	Credit Card Fee	(\$550)	
5150	Messenger Service	FedEx	\$0	
5210	Transportation	Airfare and ground transporation	\$0	
5212	Lodging & Meals	Hotel and per diem	\$0	
5400	Edit/Proofreading-O/S	Copyeditor	(\$4,000)	Copyediting and proofreading (Cheryl Cherry)- SLR (\$4,000)
5401	Typesetting	SLR	\$0	
5402	Printing-O/S	R.R. Donnelly	(\$40,000)	
5404	Design Service-O/S		(\$23,000)	Distillery (\$3500/issue + Images, Ad Design); KQ (\$20,000); SLR (\$500)
5410	Mail Service-O/S	International Mailing (PB)	(\$1,200)	
5430	Web Operating Expenses	Electronic mail service	\$0	
5522	Telephone & Fax		\$0	
5523	Postage & E-Mail/O/S		(\$13,000)	Domestic Journal mailing (R.R. Donnelly)
5543	Bad Debt Expense		(\$425)	Less than 5% of advertising net to offset reserve.
5599	Misc. Expense		\$0	
5902	IUT-ITTS		(\$450)	Mailing labels for 5 issues
5903	IUT-Subscription		(\$740)	Costs for processing subscriptions
5909	IUT-Dist. Center		(\$350)	Mailings to editors
5910	IUT-Repro.		(\$1,750)	Printing costs for KQ Media Kit and KQ flyers/ads
5911	IUT-General Overhead	OH on subscription revenue @ publishing rate	(\$1,000)	
5600	Taxes/Income	Estimated at 1% of gross advertising	(\$410)	
Total expense			(\$86,875)	

Net Income/Loss

(\$53,175)

Project 4045- Nonconference PD

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4103	Sales/Online		\$0	Assumed 4 'mini' courses- 20 @ \$25 X 4 = \$3,000.
4110	Subscriptions	Nonmember eCOLLAB/Packages in eCOLLAB	\$300	ALA calendarizes subscriptions ; "packages" sold through Digitell, marketing through ALA Store
4400	Donations/Honoraria		\$0	
4430	Royalites		\$0	
Total revenue			\$300	

Expense

5110	Professional Services		\$0	
5122	Bank Service Fees		\$0	For courses charged to credit card
5150	Messenger Service	Fed Ex Mailings	\$0	
5210	Transportation		\$0	
5212	Lodging & Meals		\$0	
5305	Speaker/Guest Honorarium		\$0	
5402	Printing	Promotional brochure	\$0	
5404	Design Service-O/S	Promotional brochure	\$0	
5410	Mail Service		\$0	
5412	Advertising		\$0	
5413	Mail List Rental		\$0	
5430	Web Operating		(\$10,000)	Annual maintenance for eCOLLAB; eCollab a member benefit
5431	Webinar		(\$1,500)	
5501	Equipment		\$0	
5523	Postage		\$0	
5903	Subscription Processing		\$0	
5905	IUT- Telephone		\$0	
5909	IUT- Dist Center	Mailings	\$0	
5910	IUT- Repro	Master copy of materials	(\$500)	
5911	IUT- General Overhead	OH on non-exempt royalties @ publishing rate	(\$25)	
5940	IUT- Registration	Registrations X \$4.50	(\$100)	
Total expense			(\$12,125)	

Net Income/Loss
(\$11,825)

Project 4058- Nonserial Publications

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4100	Sales/Books		\$15,000	Publications in inventory. Standards-related, non stamped (\$10,000) in Prophix as Misc 5599
4421	Royalties- Exempt	Based on 10% of sales	\$500	
4429	Overhead Exempt		\$0	
4430	Miscellaneous Fees		\$0	
4601	Returns/Credits		(\$1,000)	
4602	Sales/Books Discount		(\$200)	
Total revenue			\$14,300	
Expenses				
5110	Professional Services	Writing/editing fees	\$0	
5122	Bank Service Fees	Projected bank fees	(\$25)	
5150	Messenger Service	FedEx deliveries		
5400	Editl/Proofreading-O/S	Editing, copyediting, and proofreading	\$0	
5401	Typesetting/Comptn-O/S	Typesetting and design for three publications	\$0	
5402	Printing-O/S	Printing/Production	\$0	\$0
5404	Design Service-O/S	Design of marketing brochure	(\$500)	
5414	Supplies		\$0	
5420	Copyright Fees	Charges for registering copyright		
5433	Order Processing/Fulfillment	Based on estimated transactions (15%)	(\$1,000)	
5522	Telephone & Fax/O/S	Telephone and fax reimbursement	\$0	
5523	Postage & E-Mail/O/S	Postage reimbursement	\$0	
5540	Royalty Expense	Online Store Royalty	\$0	
5543	Bad Debt Expense	Based on estimated transactions (1%)	(\$155)	
5550	Promotion	Development & placement of PR materials such as space ads in stakeholder publications	\$0	
5599	Misc. Expense	Miscellaneous	(\$500)	
5905	IUT-Telephone	Communications with vendors, etc.	\$0	
5909	IUT-Dist. Center	In-house Mailing	\$0	
5910	IUT-Repro.	In-house printing	(\$1,000)	
5911	IUT-General Overhead	OH on book sales @ publishing rate	(\$1,250)	
Total expense			(\$4,430)	

Net Income/Loss
\$9,870

Project 4113- National Institute (Fall Forum)

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4200	Registration Fees			
	Ticketed Event			
4210	Exhibits			
4400	Donations/Sponsorship		\$0	
Total revenue			\$0	
Expense				
5110	Professional Services		\$0	
5122	Bank Fees		\$0	
5150	Messenger Service	FedEx	\$0	
5210	Transportation	Site Visit	\$0	
5212	Lodging & Meals	Site Visit	\$0	
5301	Conference Equipment		\$0	
5302	Meal Functions		\$0	
5305	Speaker/Guest Honorarium		\$0	
5402	Printing		\$0	
5404	Design Service-O/S	Brochure Design	\$0	
5410	Mail Service-O/S	Mailing of Brochure	\$0	
5412	Advertising/Direct	Space ad or email	\$0	
5430	Web Expense		\$0	
5510	Insurance	Cancellation Insurance (estimate)	\$0	
5522	Telephone & Fax/O/S	Telephone rental and calls onsite	\$0	
5523	Postage & E-Mail/O/S	Misc Postage	\$0	
5525	Utilities	Electrical and other in-house services	\$0	
5550	Promotion	Promotional piece	\$0	
5599	Misc Expense	Rebates to satellites	\$0	
5902	IUT- ITTS		\$0	
5905	IUT-Telephone	Phone calls	\$0	
5909	IUT-Dist. Center	Mailings	\$0	
5910	IUT-Repro.	Copies	\$0	
5940	Registration Processing		\$0	
5911	IUT-General Overhead	OH on registration fees		Overhead for registration and exhibits 26.5%
Total expense			\$0	
Net Income/Loss			\$0	

Project 4120- Standards

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4100	Sales/Books		\$73,000	AASL Standards IUT from ALA Publishing (April/August)
4421	Royalties- Exempt	Based on 10% of sales	\$0	
4429	Overhead Exempt		\$0	
4430	Miscellaneous Fees		\$0	
4601	Returns/Credits		\$0	
4602	Sales/Books Discount		\$0	
Total revenue			\$73,000	
Expenses				
5110	Professional Services	Writing/editing fees	(\$84,000)	KRC FY19 balance and FY20
5122	Bank Service Fees	Projected bank fees	(\$60)	
5210	Transportation		\$0	
5212	Lodging and Meals		\$0	
5150	Messenger Service	FedEx deliveries		
5400	Editl/Proofreading-O/S			
5401	Typesetting/Comptn-O/S		\$0	
5402	Printing-O/S	Printing/Production		ITF Plan
5404	Design Service-O/S		(\$6,750)	ITF Plan
5414	Supplies		\$0	
5420	Copyright Fees			
5430	Web	Tech	(\$3,000)	
5433	Order Processing/Fulfillment	estimated transactions (15%)		
5522	Telephone & Fax/O/S			
5523	Postage & E-Mail/O/S	Postage reimbursement	\$0	
5540	Royalty Expense	Online Store Royalty	\$0	
5543	Bad Debt Expense	estimated transactions (1%)	\$0	
5550	Promotion		(\$2,000)	Development & placement such as space ads in stakeholder pubs
5599	Misc. Expense	Miscellaneous	(\$500)	
5905	IUT-Telephone		\$0	
5909	IUT-Dist. Center	In-house Mailing	\$0	
5910	IUT-Repro.	In-house printing	(\$1,000)	
5911	IUT-General Overhead	OH sales @ publishing rate		
Total expense			(\$97,310)	
Net Income/Loss			(\$24,310)	

Project 4132- NC Exhibits (Exhibits 4132/Program Book 4137)

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4104	Sales/Rental-Mail Lists		\$13,000	
4140	Advertising/Gross		\$45,000	Coupon Book Add (less 20% Corcoran)
4210	Exhibit Space Rentals	Exhibit space rentals	\$604,000	275 Booths @ \$2,100 = \$577,500 28 Tabletops @ \$750 = \$21,000 10 Apps @ \$550 = \$5,500
4400	Donations		\$0	
4490	Misc. Fees/Revenues		\$0	
4611	Comm/Sales Rep	Based on 20% of ad sales	\$0	
Total revenue			\$662,000	

Expense

5110	Professional Services		(\$96,000)	Corcoran Fees (Booth Commission; Retainer Fee; 20% Coupon Book Ad Sales): \$88,000 Datisis Fees: \$8,000
5122	Bank Service Fees		(\$12,000)	
5150	Messenger Service	FedEx	\$0	
5210	Transportation		\$0	
5212	Lodging & Meals		(\$8,980)	Coffee/Water for exhibitors during set-up = \$1,000 Lodging for 3 Corcoran staff for 7 nights (\$90) = \$1,890 Corcoran Per diem for 3 staff (\$50/day) = \$1,050 Lodging for 5 Freeman staff for 7 nights (\$90) = \$3,150
5300	Facilities Rental		(\$52,500)	Rental fees for Kentucky International Convention Center (Less \$17,500 deposit; Guarantees \$40,000)
5301	Conference Equipment Rental		(\$21,000)	Internet (includes attendee wireless buyout, App & Coming Internet fees; bookstore; CSI internet needs; vendor Internet needs) = \$21,000
5302	Meal Functions		(\$40,000)	Exhibits opening reception for 2,000
5402	Printing		(\$11,000)	Program Book (\$10,000); KQ belly band (\$1,000)
5404	Design Service-O/S	Program book/Theme Design/Promotions	(\$23,750)	Theme/brand & phase one materials \$5,000 Program Book & phase two materials \$4,750 Alliance Brochure \$1,500 Agile Advertising (\$10,000) Coupon book design and printing: \$2,500
5410	Mail Services		\$0	18

5411	Advertising Space		(\$5,000)	SLC ad trade
5413	Mail List Rental		(\$500)	
5430	Web Expense		\$0	
5500	Supplies/Operating	Ribbons for exhibitors	\$0	
5522	Telephone & Fax/O/S	Telephone line for exhibit show office	(\$100)	
5523	Postage		\$0	
5543	Bad Debt Expense	From exhibits payments (\$500);	(\$500)	
5550	Promotion	Promotional Items: bookmarks, etc.	(\$3,000)	
5599	Misc. Expense	Contingency	(\$5,000)	
5902	IUT- Data processing		\$0	
5909	IUT- Distribution Center		\$0	
5910	IUT- Repro		(\$1,000)	
5911	IUT- General Overhead		(\$175,000)	
Total expense			(\$455,330)	

Net Income/Loss

\$206,670

Project 4134- NC Registration (Registration 4134/Administration

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
				AASL Members: 1,300 total = \$404,800 300 @ \$299 = \$89,700; 100 @ \$309 = \$30,900; 100 @ \$319 = \$31,900; 200 @ \$329 = \$32,900; 100 @ \$339 = \$33,900; 100 @ \$349 = \$34,900; 100 @ \$359 = \$35,900; 100 @ \$369 = \$36,900; 100 @ \$379 = \$37,900; 100 @ \$399 = \$39,900 ALA Members: 70 total = \$25,885 10 @ \$349 = \$3,490; 5 @ \$359 = \$1,795; 5 @ \$369 = \$1,845; 5 @ \$379 = \$1,895; 5 @ \$389 = \$1,945; 5 @ \$399 = \$1,995; 5 @ \$409 = \$2,045; 5 @ \$419 = \$2,095; 10 @ \$429 = \$4,290; 10 @ \$449 = \$4,490 Non-Members: 350 total = \$141,550 100 @ \$449 = \$45,150; 60 @ \$459 = \$27,540; 50 @ \$469 = \$23,450; 20 @ \$479 = \$9,580; 20 @ \$489 = \$9,780; 10 @ \$499 = \$4,990; 10 @ \$509 = \$5,090; 10 @ \$519 = \$5,190; 10 @ \$529 = \$5,290; 10 @ \$549 = \$5,490 Student/Retired Members: 200 total = \$43,900 50 @ \$179 = \$8,950; 20 @ \$189 = \$3,780; 10 @ \$199 = \$1,990; 20 @ \$209 = \$4,180; 20 @ \$219 = \$4,380; 10
4200	Registration fees		\$616,135	
4400	Donations	Vendor Sponsors	\$100,000	
Total revenue			\$716,135	

Expense

				ADA Interpreter (\$3,000) Scooter for ADA (\$1000) Registration temps (5 temps @ \$20/hour for 50 hrs.): \$1,000
5100	Temp Employee/Outside		(\$5,000)	
5110	Professional Services		(\$22,000)	
5122	Bank Service Fees		(\$6,000)	
5150	Messenger Service	FedEx mailings	\$0	
	Transportation		(\$2,800)	AASL Staff airfare (7 staff members): \$2,000 CSI airfare (2 staff): \$500 Ground transit: \$300

5212	Lodging & Meals		(\$18,445)	AASL Staff hotel (7 staff x 7 nights @ \$90): \$4,410 VIP Housing (7 VIP x 7 nights @ \$90): \$4,410 Vendor Housing (5 Pixel, 2 Digitell x 7 nights @ \$90): \$4,410 AASL Staff per diem (2 meals x 7 nights @ \$35): \$1,715 AASL Staff office (lunch Wednesday-Saturday; coffee): \$1,500 Sponsor Reception: \$1,000 Overdrive Luncheon: \$1,000 Hotel Attrition/Cancellation:
5300	Facilities Rental	Payment for Exhibit Hall	\$0	
5301	Conference Equipment Rental		\$0	
5302	Meal Functions		(\$48,000)	Meal tickets for \$2,000 attendees = \$42,000 Coffee Service for \$2,000 attendees = \$6,000
5303	Exhibits	Freeman decorator costs	(\$30,000)	
5305	Speaker/Guest Honorarium		(\$11,000)	Ellen Oh: \$3,000 Adolph Brown: \$8,000 (all inclusive)
5308	Special Transportation		\$0	
5307	Security Services	Security for exhibits, registration, general sessions, etc.	(\$18,000)	Security for Exhibits, Bookstore, Registration
5309	Audio Visual		(\$125,000)	20 Concurrent Session Rooms @ \$150/day = \$6,000 3 General Sessions @ \$25,000 = \$100,000 plus closing session \$20,000
5402	Printing Outside	Onsite Photocopying, 4 cases of paper for internet center	(\$5,000)	
5404	Design Services		\$0	
5410	Mail Service-O/S	Shipping supplies	\$0	
5411	Advertising		(\$5,000)	
5430	Web Operations		(\$5,000)	
5500	Supplies/Operating		(\$10,000)	
5510	Insurance	Cancellation Insurance	(\$4,000)	
5522	Telephone & Fax/O/S		(\$210)	per ALA Policy \$35 cellphone subsidy month of
5523	Postage	Misc. postage	\$0	
5525	Utilities		\$0	
5550	Promotions		(\$3,600)	amortized per June 2019
5599	Misc. Expense	Contingency	(\$5,000)	
5909	IUT- Dist. Center	Mailing	(\$150)	
5910	IUT- Repro	Photocopies	(\$500)	
5911	IUT-General Overhead	OH on registration fees 26.4%	(\$162,660)	
Total expense			(\$487,365)	

Net Income/Loss

\$228,770

Project 4138- NC Ticketed Events (Meal Function 4138/Tours 4139/Seminars 4140)

Line #	Item	Description	FY20 Draft Budget	Notes
Revenue				
4200	Registration Fees	Preconferences	\$61,200	6 half-day preconferences @ 360 total registrants = \$53,700 320 - AASL members @ \$140 (\$44,800) 20 - ALA members @ \$190 (\$3,800) 20 - Nonmembers @ \$255 (\$5,100) 2 Symposiums @ 50 people/session = \$7, 500 100 - AASL members @ \$75 = \$7,500
4220	Ticketed Events/Meal Functions	OH = \$1 per ticket	\$2,000	ISS reception \$40 @50 people
4429	Ticketed Tours	OH = \$1 per ticket	\$17,045	Ali & Louisville Slugger: 50 @ \$30 = \$1,500 Horse Farm: 39 @ \$75 = \$2,925 Churchill Downs: 50 @ \$55 = \$2,750 Trolley: 54 @ \$30 = \$1,620 ELEM: 55 @ \$30 = \$1,650 MS & HS: 55 @ \$30 = \$1,650 ISS: 55 @ \$45 = \$2,475 Eminence: 55 @ \$45 = \$2,475
Total revenue			\$80,245	

Expense

5110	Professional Services		\$0	
5210	Transportation		(\$6,475)	Buses for Tours (\$5,275); Trolley for Tours (\$1,200)
5212	Lodging & Meals		(\$2,700)	Housing for 6 preconference presenters (6 presenters x 5 nights @ \$90): \$2,700
5301	Equipment Rental	Preconference A/V	(\$8,000)	
5302	Meal Functions		(\$7,200)	Preconference Beverage Services-\$3,500 for 360 participants Symposium Meals- \$2,100 for 120 participants ISS Reception-\$1500 for 50 participants
5304	Speaker/Guest Expense	Misc. speaker expense	\$0	
5305	Speaker Honorarium		\$0	
5500	Supplies/Operating	Supplies for workshops	(\$300)	
5599	Misc.		\$0	
5902	IUT-ITTS		\$0	
5910	IUT- Repro	Duplication of materials for distribution.	(\$900)	
5911	IUT- General Overhead		(\$16,569)	
5999	IUT- Misc		\$0	
Total expense			(\$42,144)	

Net Income/Loss

\$38,101

Project 4141- NC Committee

Line #	Item	Description	FY20 Draft Budget	Notes
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Revenue

			\$0	
Total revenue			\$0	

Expens

5210	Transporation		(\$1,000)	Site visit flights and ground transportation
				Hotel for 5 nights for 11 Committee Members at \$90/night
5212	Lodging & Meals		(\$4,950)	
5216	Business Meeting		\$0	
5302	Meal Functions	site visit meals	(\$1,500)	
5522	Telephone & Fax/O/S	Conference calls with committee	\$0	
5550	Promotion	Committee apparel	(\$1,000)	
5599	Misc. Expense	Supplies	\$0	
Total expense			(\$8,450)	

Net Income/Loss

(\$8,450)

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Executive Committee

Subject: Policy J-6 Annual Conference Panel

Action Requested (MOTION): To approve sunsetting the Annual Conference Committee and creating a panel to review proposals submitted for Annual Conference.

Background:

At their Spring meeting, the Executive Committee approved changing the Annual Conference Committee to a panel of reviewers. With changes to the ALA system for submitting proposals, the work of the committee had changed. The Annual Conference Committee has sunsetted and the following policy reflects the changes.

There will have four 1-year terms and four 2-year terms in the initial appointments so that no more than half of the committee could rotate off per year.

<p>Policy No: J-6</p> <p>Subject: Committees Commission: Annual Conference Panel</p>
<p>Page: 1 of 1</p> <p>Effective Date: 6/23/17</p> <p>Revision Date(s):</p> <p>Review Date(s):</p> <p>Review Responsibility: AASL Board of Directors, AASL Bylaws and Organization Committee</p>

Policy Statement:

The AASL Annual Conference Panel is responsible for reviewing and selecting educational programming at ALA Annual Conference.

Focus:

Primary: AASL Executive Committee, AASL Annual Conference Panel

Purpose:

To describe the duties of the annual conference panel.

Procedure:

Panel objective(s):

1. Make recommendations for educational programming to be offered at ALA Annual Conference.

Panel composition:

1. Panel members should consist of a minimum of eight members, appointed by the AASL President-Elect for two-year terms. Prior conference planning experience at local, state, or national level preferred. Position is limited to two consecutive terms.

Panel responsibilities:

1. Encourages and promotes proposal submissions from AASL members.
2. Reviews and scores assigned proposals and includes notes for each session to assist with making final determination.
3. Upon request, assists AASL President in identifying potential speaker for President's Program.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Executive Committee

Subject: Policy J-8 Best Digital Tools for Teaching and Learning

Action Requested (MOTION): To approve combining Best Website for Teaching and Learning and Best Apps for Teaching and Learning into one Best Digital Tools for Teaching and Learning Committee.

Background:

At their Spring meeting, the Executive Committee approved the consolidation of the Best Websites for Teaching and Learning Committee and the Best Apps for Teaching and Learning Committee. This reflects the changes in the industry; several volunteers indicated it was rare that a website does not have an accompanying app. Additionally, with the new committee:

- A rubric will be developed and used for all submission reviews
- Committee members will not receive applicant information if a fee is required to access site. This is consistent with book award committees who do not pay for publications under consideration.
- All information flows through AASL headquarters in a timeline and process similar to other awards and recognitions.

Policy No: J-8

Subject: Committees Commission: Best Digital Tools for Teaching and Learning

Page: 1 of 1

Effective Date: 6/23/17

Revision Date(s):

Review Date(s):

Review Responsibility: AASL Board of Directors, AASL Bylaws and Organization Committee

Policy Statement:

The AASL Best Digital Tools for Teaching and Learning Committee will make final determination of recognition list for AASL Best Digital Tools for Teaching and Learning annually.

Focus:

Primary: AASL Executive Committee, AASL Best Digital Tools for Teaching and Learning Committee

Purpose:

To describe the duties of the best digital tools for teaching and learning committee.

Procedure:

Committee objective(s):

1. Ensure AASL's overall best digital tools for teaching and learning recognition program, including submission, promotion, review, selection, and recognition, is fair, consistent, and successful.

Committee composition:

1. The chair is appointed by the AASL President-Elect for a one-year term. Prior committee experience is required. Position is limited to four consecutive years. May resume committee chair position after one year off the best digital tools for teaching and learning committee.
2. Committee members should consist of a minimum of 10 members, appointed by the AASL President-Elect for two-year terms. Position is limited to two consecutive terms.

Committee responsibilities:

1. Reviews application information and encourages and promotes submissions.
2. Ensures accurate and timely review of applications
3. Reviews and submits any recommended changes in policy or recognition criteria to the AASL Board of Directors for consideration at ALA Annual Conference.

Chair responsibilities:

1. Attends AASL Best Digital Tools recognition program.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Executive Committee

Subject: Policy J-11 School Library Month Committee (revised)

Action Requested (MOTION): To approve changes to the charge of the School Library Month Committee.

Background:

At their Spring meeting, the Executive Committee approved operationalizing School Library Month. This allows for less dedicated staff time which is approximately equivalent to 15-20 staff days. The committee will curate and utilize existing resources. AASL will no longer secure a spokesperson for School Library Month.

Policy No: J-11

Subject: Committee Commission: School Library Month

Page: 1 of 1

Effective Date: 6/23/17

Revision Date(s):

Review Date(s):

Review Responsibility: AASL Board of Directors, AASL Articles and Bylaws Committee

Policy Statement:

The AASL School Library Month Committee will organize and promote materials for AASL's School Library Month.

Focus:

Primary: AASL Executive Committee, AASL School Library Month Committee

Purpose:

To describe the duties of the School Library Month committee.

Procedure:

Committee objective(s):

1. Organize archived content into format that allows for ease of search and use.
2. Plan, and execute an awareness campaign of tools and resources available through AASL to celebrate School Library Month.

Committee composition:

1. The chair is appointed by the AASL President-Elect for a one-year term. Prior School Library Month committee experience is required. Position is limited to four consecutive years. May resume committee chair position after one year off the School Library Month committee.
2. Committee members should consist of a minimum of five members, appointed by the AASL President-Elect for two-year terms. Position is limited to two consecutive terms.

Committee responsibilities:

1. Organize activities, promotional materials, and social media content.
2. Develops promotional plan and actively participates in promotion throughout month.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Executive Committee

Subject: Policy J-18 Member Engagement Committee

Action Requested (MOTION): To approve the creation of the Member Engagement Committee.

Background:

At their Spring meeting, the Executive Committee approved the creation of a membership committee. Several other ALA divisions have membership committees. The committee would be asked to coordinate a number of the tasks that had been performed by staff. The committee will be asked to:

- Manage volunteer coverage for the AASL/ALSC/YALSA booth at ALA Annual
- Manage first-timers orientation at AASL National Conference
- Research member/affiliate give-away preferences and working with staff to finalize give-away items
- Promote member benefits within AASL and to external groups
- Assist in keeping Affiliate information up to date

Policy No: J-18
Subject: Committees Commission: Member Engagement
Page: 1 of 1 Effective Date: Revision Date(s): Review Date(s): Review Responsibility: AASL Board of Directors, AASL Member Engagement Committee

Policy Statement:

The AASL Member Engagement Committee is responsible for planning, organizing and executing the member engagement activities of the association.

Focus:

Primary: AASL Board of Directors, AASL Member Engagement Committee

Purpose:

To describe the duties of the AASL Member Engagement Committee.

Procedure:

Committee objective(s):

1. Promote AASL membership to non-members.
2. Ensure that AASL are members are aware of activities and resources available to them as members.
3. Actively engage new AASL members.

Committee composition:

1. The co-chairs are appointed by the AASL President-Elect for a one-year term. Prior AASL committee experience is required. The co-chair position is limited to four consecutive years. The chair may resume the chair position after one year off the committee.
2. The committee should consist of a minimum of ten members, each member appointed by the AASL President-Elect for two-year terms. The committee member position is limited to two consecutive terms.

Co-Chair responsibilities:

1. The co-chairs work will be divided with an internal and external focus:
 - a. External co-chair will be primarily focused on face-to-face events including managing coverage for the ALA Annual Conference AASL booth, organization of AASL's First Timers Orientation, and promotion of AASL to external groups.
 - i. Attendance at both ALA Annual and AASL National are a requirement for this position.
 - b. Internal co-chair will primarily focus on contact and communications to new members, anniversary year members, and state Affiliate communications and resources.

Committee responsibilities:

1. Encourage membership in AASL through face-to-face events (ALA Annual Conference, AASL National Conference, State Affiliates, etc.)
2. Engage new and anniversary members through various communication channels.

3. Plan, organize and execute recruitment and retention strategies for both internal and external groups.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Executive Committee

Subject: Policy J-19 Legacy Committee

Action Requested (MOTION): To approve the creation of a Legacy Committee to acknowledge the donors to the Friends of AASL and other fundraising.

Background:

At their Spring meeting, the Executive Committee approved the creation of a new committee to acknowledge donations to the Friends of AASL and other support to AASL. Committee members would coordinate efforts such as thank you notes to individual donors and other ways to assist with communications.

Policy No: J-19 Subject: Committees Commission: Legacy
Page: 1 of 1 Effective Date: Revision Date(s): Review Date(s): Review Responsibility: AASL Board of Directors, AASL Member Engagement Committee

Policy Statement:

The AASL Legacy Committee is responsible for planning, organizing and executing the Friends of AASL individual donor project.

Focus:

Primary: AASL Board of Directors, AASL Legacy Committee

Purpose:

To describe the duties of the AASL Legacy Committee.

Procedure:

Committee objective(s):

1. Promote individual gift giving to the Friends of AASL fund.
2. Contact donors on a monthly basis with personalized thank you messages.
3. Contact donors one month prior to their “gift anniversary” date to remind them of the impact their previous gift had and encourage a repeat gift in the current year.

Committee composition:

1. The chair appointed by the AASL President-Elect for a one-year term. Prior AASL committee experience is required. The chair position is limited to four consecutive years. The chair may resume the chair position after one year off the committee.
2. The committee should consist of a minimum of ten members, each member appointed by the AASL President-Elect for two-year terms. The committee member position is limited to two consecutive terms.

Chair responsibilities:

1. Organize and monitor the work of the committee to ensure monthly tasks and communications and being completed in a timely fashion.
2. Convene the committee quarterly to discuss work, answer questions and brainstorm additional communication strategies and growth opportunities.

Committee responsibilities:

1. Complete communication tasks and report back to committee chair.
2. Participate in committee meetings.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Executive Committee

Subject: Policy J-20 Professional Learning Committee

Action Requested (MOTION): To approve sunseting the Professional Development Advisory Group and creating the Professional Learning Committee.

Background:

At their Spring meeting, the Executive Committee approved to sunset the PD Advisory Group and to create a committee to curate and advise as we rethink AASL's eCollab.

Policy No: J-20
Subject: Committees Commission: Professional Learning
Page: 1 of 1 Effective Date: Revision Date(s): Review Date(s): Review Responsibility: AASL Board of Directors, AASL Bylaws and Organization Committee

Policy Statement:

The AASL Professional Learning Committee is responsible for the content organization, development and marketing of AASL's online digital professional development.

Focus:

Primary: AASL Executive Committee, AASL Professional Learning Committee

Purpose:

To describe the duties of the Professional Learning committee.

Procedure:

Committee objective(s):

1. Review AASL's online professional development content annually to weed content that is no longer relevant and/or outdated.
2. Consider topics or areas of interest in which materials of varying formats could be packaged for consumption.
3. Develop and executive a marketing plan for AASL members, with a focus on the member benefit of AASL's online professional development content as well as non-members with a focus on availability to purchase on an as-needed basis.
4. Recommend possible areas for content development by identifying gaps in content.

Committee composition:

1. Chair is appointed by the AASL President-Elect for a one-year term. Prior professional development committee experience is required. Position is limited to four consecutive years. May resume committee chair position after one year off the AASL Professional Learning Committee.
2. Committee members should consist of a minimum of six members, appointed by the AASL President-Elect for two-year terms. Prior professional development content creation (webinars, books, articles) preferred. Position is limited to two consecutive terms.

Committee responsibilities:

1. Review AASL's online professional development content annually to weed content that is no longer relevant and/or outdated.
2. Consider topics or areas of interest in which materials of varying formats could be packaged for consumption.
3. Develop and executive a marketing plan for AASL members, with a focus on the member benefit of AASL's online professional development content, as well as non-members with a focus on availability to purchase on an as need basis.
4. Recommend possible areas for content development by identifying gaps in content.

Chair responsibilities:

1. Submit quarterly to staff and board liaison suggestions for weeding, content packaging, marketing and areas for development.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Executive Committee

Subject: Policy N-2 Social Media Editorial Board (revision)

Action Requested (MOTION): To approve moving the role of the Social Media Superstar recognition to the responsibilities of the Social Media Editorial Board.

Background:

At their Spring meeting, the Executive Committee approved moving the Social Media Superstars to the Social Media Editorial Board explore a reimagined recognition program. Additional members will be added to the Committee.

<p>Policy No: N-2</p> <p>Subject: Social Media Editorial Board</p>
<p>Page: 1 of 2</p> <p>Effective Date: 1/27/18</p> <p>Revision Date(s): Review</p> <p>Date(s):</p> <p>Review Responsibility: AASL Board of Directors</p>

Policy Statement: The AASL Social Media Editorial Board works with the Social Media Editorial Board Chair, Social Media Posting group, and AASL Staff Liaison to ensure posted content is relevant, current, and reflects the needs of AASL’s diverse membership. The Social Media Editorial Board should ensure content posted engages members and perspective members, encourages community, and builds a personal learning network for the profession.

Focus:

Primary: Social Media Editorial Board, AASL Staff

Secondary: Social Media Posting Group, AASL Board of Directors, AASL Membership

Purpose:

To define roles and responsibilities of the Social Media Editorial Board.

Procedure:

Committee composition:

1. The Social Media Editorial Board chair is appointed by the AASL President-Elect for a two-year term. Prior Social Media Editorial Board experience is required. The position of chair is limited to two consecutive terms. Member may resume chair position after one year off the Social Media Editorial Board.
2. The Social Media Editorial Board should consist of 4 members appointed by the President-Elect. The position is limited to two consecutive terms. Appointments should be staggered to maintain continuity on the Editorial Board.
3. The Social Media Editorial Board will also include the ex officio positions of an AASL Staff Liaison and AASL Board Liaison.

Editorial Content

1. Working with the AASL Staff Liaison, the Social Media Editorial Board will scan social media platforms and other media outlets to identify trends and issues within the school library profession. Each Editorial Board member will have specific topics to scan for which may include but are not limited to: transitions in technology; federal legislation; library research; book/author news (honors, milestones); research on young people, parent and family; and ALA and AASL initiatives (i.e. AASL Standards).
2. The Social Media Editorial Board will offer insight and suggestions to the Social Media Posting Group for curation and sharing via AASL social media platforms.
3. The Social Media Editorial Board will be responsible for maintaining the Social Media Posting Group:
 - Applications for the Social Media Posting Group will be accepted on a continual basis.

- The Social Media Editorial Board will review applications and approve members of the Social Media Posting group as needed to maintain a group of five active posters.
- Members of the Social Media Posting Group will sign writing agreements for terms ranging from no less than three months to no longer than 12 months. Terms may be renewed as determined by the Social Media Editorial Board.
- The Social Media Editorial Board will remove and replace inactive members of the Social Media Posting Group as needed.

Non-Editorial Content

1. The Social Media Editorial Board will be responsible for identifying trends in social media, reviewing new social media platforms, and making recommendations for new AASL social media channels.
2. The Social Media Editorial Board will follow the procedure for monitoring and responding to social media inquiries as identified in AASL Policy [N-1: Social Media Policies and Guidelines](#).
3. The Social Media Editorial Board will promote AASL social media content within their professional networks and school library community.
- ~~3.4.~~ [The Social Media Editorial Board will oversee the Social Media Recognition Program.](#)

AASL Board Report

AASL Meeting: 2019 ALA Annual Board of Directors Meeting **Date Submitted:** May 31, 2019

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Role of the School Library Program Position Statement Task Force

Board/Staff Liaison: Anita Cellucci/Meg Featheringham

Submitter(s) (individual names): Meg Featheringham

Subject: Position Statement on the Role of the School Library

Action Requested: That the AASL Board of Directors review and approve the Role of the School Library Position Statement to replace the current Role of the School Library Program Position Statement.

Note: they also want the *Knowledge Quest* articles in the “Recommended Reading List” to be made publicly available and linked in the final document.

Background:

During the 2019 ALA Midwinter Meeting the AASL Board of Directors approved the creation of a task force to update the Role of the School Library Program Position Statement to align the language and content in the position statement with AASL’s *National School Library Standards for Learners, School Librarians, and School Libraries*.

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).
Association Relevance

Relationship to any policies/position statements: Role of the School Library Program Position Statement

Possible Budget Impact: N/A

Possible Staff Impact: Copyediting/formatting and updates to web file

AASL Board Report

Role of the School Library

Disclaimer: The American Association of School Librarians (AASL) assumes no responsibility for the practices or recommendations of any member or other professional, or for the policies and procedures of any program. School librarians function within the limitations of licensure/certification, state board of education policies, and/or institution, district, or school policy.

DEFINITIONS:

Assessment: Process of “collecting, analyzing, and reporting data” (Coatney 2003, 157) about learner accomplishments and understandings throughout a learning experience. Forms of assessment may include tests, observations, self-assessments, conferences, logs, graphic organizers, surveys, checklists, rubrics, and interviews (Wiggins and McTighe 2005; Harada and Yoshina 2010).

Collaboration: Working with a member of the teaching team to plan, implement, and evaluate a specialized instructional plan (AASL 2016a; Montiel-Overall 2006).

Curation: Curation is the act of continually identifying, selecting, and sharing the best and most relevant content and resources on a specific subject to match the needs of a specific audience (Handley 2012).

School Library: An effective school library has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every learner (AASL 2016b).

Information Technologies: Modern information, computer, and communication technology products, services, or tools, including the Internet, computer devices and other hardware, software applications, data systems, personal digital devices, and other digital and multimedia content and data storage (AASL 2016b).

Learning Environment: The diverse physical locations, contexts, and cultures in which people learn. Since learners may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more-accurate or preferred alternative to “classroom,” which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example (Abbott 2013).

Personalized Learning: The process of using a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual learners. Learning personalization may take the form of using online and/or in-person learning experiences tailored specifically to learners (Abbott 2015).

Virtual Resources: Resources that are not physical in nature, such as computer hardware platforms, operating systems, storage devices, computer network resources, electronic databases, and e-books. Apps, student information systems (SIS), Learning management systems (LMS).

Background: Citizens of this information world and knowledge-based economy, must have the skills and dispositions to access information efficiently and to critically assess the content and sources they rely upon for decision-making, problem-solving, and generation of new knowledge. The effective school library [AASL 2016b] program plays a critical role in schools in instructing students on how to access information efficiently and critically assess resources.

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Position:

The American Association of School Librarians supports the position that an effective school library plays an important role in preparing learners for life in an information-rich society. As defined by AASL, school libraries are “dynamic learning environments that bridge the gap between access and opportunity for all K–12 learners” [AASL 2016b, 1]. Grounded in standards and best practice, school libraries are an integral component of the educational landscape. The school library provides access to a wide array of resources and an environment in which teaching and learning are the primary emphases. The school library provides a space and place for personalized learner success; learners are encouraged to explore questions of personal and academic relevance. Under the direction of a qualified school librarian, school libraries are instrumental in fostering literacy and teaching inquiry skills to support lifelong learning [AASL, 2018, 54].

Instruction and services provided through the school library are developed around six essential shared foundations – inquire, include, collaborate, curate, explore and engage:

- **Inquire:** Inquiry and investigation are at the core of the school library. Through scaffolding the use of an inquiry-based model of learning, the school library offers multiple opportunities for learners to integrate new and existing knowledge [AASL, 2018, 54].
- **Include:** An effective school library includes diverse and inclusive resources, programs, and services that meet the needs of all learners; represents various points of view on current and historical issues; and provides support across a wide range of interest areas with opportunities for learners to recognize themselves. [AASL, 2018, 54].
- **Collaborate:** An effective school library encourages broadening personal knowledge and creating interconnected learning opportunities through collaboration. Users of the school library collaborate effectively, sharing ideas and information in a responsible and ethical manner [AASL, 2018, 54].
- **Curate:** The effective school library includes a professionally curated collection of resources selected based on their authority, currency, relevance, scope, and relationship to other items in the collection. Using this selection model, users of the school library are encouraged to examine the authority and bias of authors or producers of information when curating resources for personal and academic use [AASL, 2018, 55].
- **Explore:** An effective school library provides learners with a venue to explore questions that arise out of personalized learning opportunities and out of individual curiosity and interest. The school library focuses on the development of a culture of reading, supports reading for learning and personal enjoyment, and provides opportunities for learners to read for pleasure. To meet the needs of all learners, the school library provides a wide variety of resources in multiple formats [AASL, 2018, 55].
- **Engage:** Effective school libraries help learners engage with the principles of safe and effective information skills and provide opportunities for learners to develop competencies in a space that allows learners to share and disseminate information [AASL, 2018, 55].

Learners require well-managed access to technology and print, digital and online resources - including openly-licensed educational content. Effective school libraries have adequate, up-to-date instructional and learning technologies and resources. As part of the school library, the school librarian provides leadership and instruction to both educators and learners on how to use all of these resources constructively, ethically, and safely. To ensure learners are successful, it is essential for school librarians to have opportunities on a continuing basis to update their own knowledge about emerging and new

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technologies. They may then provide the support and training required to assist learners and staff on how to best use resources [AASL, 2018, 56].

In an effective school library resources are available to all before, during, and after the school day. Scheduling of classes' use of the school library should allow responsive, open, unrestricted, and equitable access to collections and technology, and to the services of a certified school librarian. Scheduling should be thoughtfully designed to ensure learners have access to library spaces and resources at the point of need for an integrated school library. Additionally, the school library is not confined to the physical library space. Through the use of technology and online resources, the effective school library provides continuous access to resources, whether in the library, the classroom, the learner's home, or other remote locations [AASL, 2018, 56-57].

The school library's value is demonstrated through the close alignment with the school librarian standards and the activities of a certified school librarian within the school community, such as representation on key decision-making committees. Representation on school-wide and district committees such as the curriculum, technology, budget and leadership committees that align with the school mission and strategic plan strengthens relationships for the school library and provides opportunities for library issues to be heard among decision makers. [AASL, 2018, 57].

An effective school library is continuously assessed and evaluated based on the results of the assessments to ensure that it meets the needs of all members of the learning community. An effective school library is fully integrated into the curriculum through ongoing, sustained efforts and a strategic plan that serves the school's mission, educational goals and objectives, and school community stakeholders. In addition to evaluation based on conducting on-going formative assessment to measure progress toward short and long-term goals, the development of evidence-based outcomes and the incorporation of research and best practice are part of a well-developed school library plan [AASL, 2018, 170].

For students, the school library represents one of America's most cherished freedoms: the freedom to speak and hear what others have to say. Students have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.

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Wiggins, Grant P., and Jay McTighe. 2005. *Understanding by Design*, 2nd ed. Alexandria, VA: ASCD.

Recommended Reading List:

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Approval/Revision Dates: [Approved by the AASL Board of Directors (date). Revised (date)]

Committee/Task Force Name: Role of the School Library Program Position Statement

AASL Board Report

AASL Meeting: 2019 ALA Annual Board of Directors Meeting **Date Submitted:** April 30, 2019

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Scheduling Position Statement Task Force

Board/Staff Liaison: Mary Keeling/Meg Featheringham

Submitter(s) (individual names): Meg Featheringham

Subject: Position Statement on Scheduling

Action Requested: That the AASL Board of Directors approve the Position Statement on School Library Scheduling to replace the current Position Statement on Flexible Scheduling.

Background:

During ALA Annual 2018 the AASL Board of Directors approved revised criteria for the National School Library of the Year to align with the new AASL Standards. The discussion at the time changed wording that referred to “flexible scheduling” in school libraries. The board then approved a task force to revise the current position statement.

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).
Association Relevance

Relationship to any policies/position statements: Position Statement on Flexible Scheduling

Possible Budget Impact: N/A

Possible Staff Impact: Copyediting/formatting and updates to web file

AASL Board Report

Title: Position Statement on School Library Scheduling

Disclaimer:

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Definitions:

Flexible access - The school library's "collection is physically and intellectually accessible" at the point of need for the learner "and other community users." This includes access to the school library's print and digital collection before, during, and after school and 24/7 access to digital resources.

Integrated library philosophy - The instructional work of the school librarian, delivered through collaboration and coteaching with classroom teachers, is an essential and integral part of all classroom curriculum.

Local educational agency - Local governing body that has the authority to create, implement, and enforce educational policy.

Collaboration - Working with a member of the teaching team to plan, implement, and evaluate a specialized instructional plan (AASL 2018, 274).

Co-teaching - two or more educators working together with learners, sharing the planning, organization, delivery, and assessment of instruction, as well as physical space (Bacharach, Heck, and Dahlberg 2010).

Responsive - A condition or disposition that enables the school librarian to act quickly and effectively to meet the curricular needs of educators and learners while also having latitude to provide school library services that change at point of need (Hale 2018, Hale 2019).

Responsive scheduling - Classes must be flexibly scheduled to visit the school library on an as-needed basis to facilitate just-in-time research, training, and use of technology with the guidance of the librarian, who is the information-search specialist and the teacher who is the subject specialist (Hale 2018, Hale 2019).

Open access - free, unrestricted availability of the school library

Background:

The AASL Scheduling Position Statement Task Force was asked to review the "Position Statement of Flexible Scheduling" that was adopted 09/2011 and last revised 06/1014 (<http://www.ala.org/aasl/advocacy/resources/statements/flex-sched>). The task force was asked to consider the language from the AASL National School Library Standards

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(2018) by reviewing a shift in language from specifically noting “flexible scheduling” to a more inclusive statement that reflects this language from the National School Library Standards “ensure that learners and educators have access to the school library and to qualified professional staff throughout the school day.” (p. 174) This position statement is critical for school librarians desiring to fully achieve a collaborative and integrated school library philosophy. The updated statement also considers the impact access has in an expanding school library environment. Outlined in this statement are key responsibilities shared by the entire school community that are vital to school library scheduling success. In addition, the task force was requested to align and edit the position statement to support and reflect the National School Library Standards and National School Library of The Year rubric. A consistent scheduling statement is important for members to articulate best practices for the school library.

Position:

The American Association of School Librarians supports the position that a responsive school library is fully integrated into the educational program so that learners, families, educators, and school librarians become partners in learning. This integration strengthens the teaching process to ensure learners are active participants who guide and continually assess their own learning. Open access to a quality school library is essential for learners to develop the vital skills necessary to analyze, evaluate, interpret, and communicate information and ideas in a variety of formats. Inquiry skills are taught and learned within the context of the curriculum and may occur in the classroom, the library, or in a virtual environment with 24/7 accessibility to a wide range of resources, technologies, and services.

The fundamental elements of a responsive school library that enable the school librarian to act quickly and effectively to meet the curricular needs of educators and learners are:

- “flexible, open, unrestricted, and equitable access” (AASL 2018, 56) to the school library and resources on an as needed basis
- opportunity for school librarians to collaborate as full instructional partners who co-plan, co-teach and co-assess with classroom educators
- 24/7 access to digital school library resources

The fully integrated library philosophy is best achieved through an open schedule that encourages school librarians to collaborate as full partners with classroom educators to design, implement, assess, and evaluate inquiry lessons. This practice cultivates high-level educational experiences for learners and is the catalyst that makes the integrated library work. The educator brings to the planning process knowledge of subject content and pedagogy. The school librarian also contributes a broad knowledge of pedagogy, as well as culturally relevant and diverse resources, and current and emerging technologies to meet the inquiry and instructional needs of all learners. As instructional partners, the classroom educator and school librarian are able to provide differentiated and adaptable learning experiences to meet the requirements of the curriculum.

An open schedule is responsive to the learning community’s needs and provides equitable and flexible access to the school library’s learning resources and spaces.

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“Scheduling of classes should allow flexible, open, unrestricted, and equitable access” (AASL 2018, 56) on an as needed basis to facilitate just-in-time research, training, and utilization of technology with instruction from the school librarian and the content area educator. The practice of scheduling classes in the school library on a set schedule to provide educator release or preparation time inhibits best practice by limiting collaboration and co-teaching opportunities between the school librarian and classroom educator. Learners and educators must be able to visit the school library in person or virtually when needed to collaborate with the school librarian and other learners and educators, use information sources and learning tools, and read for pleasure.

The responsibility for an open, flexible library schedule that is responsive to the learning community’s needs must be shared by the entire school community: the local educational agency, district administration, principal, school librarian, educators, the school library support staff, parents, and learners.

The LOCAL EDUCATIONAL AGENCY endorses the philosophy that the school library is fully integrated into the district’s educational program and ensures that responsive scheduling for libraries is maintained in all buildings and at all levels through district level policies.

The DISTRICT ADMINISTRATION supports the philosophy of responsive scheduling and ensures appropriate staffing levels so that all educators, including the school librarians, can fulfill their professional responsibilities.

The PRINCIPAL creates the appropriate climate within the school by understanding and advocating the benefits of responsive scheduling to the faculty, by monitoring scheduling, and by maintaining appropriate staffing levels, funding, and joint planning time for classroom educators and school librarians.

The EDUCATOR and the SCHOOL LIBRARIAN work collaboratively to provide differentiated and adaptable educational experiences for learners of all abilities. The collaborative lessons meet curricular requirements and library learning standards through relevant and engaging educational experiences that promote positive use of instructional time.

The SCHOOL LIBRARY SUPPORT STAFF works to maintain daily operations as overseen by the school librarian to allow time and flexibility for the school librarian and educators to collaborate to provide learners with excellent educational experiences.

The PARENTS advocate for a school library that provides learners with access 24/7. They promote the use of responsive scheduling so their children are able to come to the school library throughout the day to use information sources, read for pleasure, and collaborate with the school librarian, other learners, and educators.

The LEARNERS stress the need for anytime access to their school library to assist them in completing their academic pursuits and exploring their personal interests.

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Recommended Reading List:

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Approval/Revision Dates: Adopted 09/2011, Revised 06/2014

Task Force Name: AASL Scheduling Position Statement

Melissa Jacobs

Ann Martin, Chair

Cherity Pennington

Amy Short

Meg Featheringham, AASL Staff Liaison

Mary Keeling, AASL Board Liaison

AASL Board Report

AASL Meeting: Annual Board Meeting

Date Submitted: May 29, 2019

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): AASL Practice Committee

Board/Staff Liaison: Sarah Searles (Board), Allison Cline and Sylvia Knight Norton (staff)

Submitter(s) (individual names): Eileen Kern, Jay Bansbach – Committee Co-Chairs

Subject: Equity, Diversity, Inclusion and Social Justice within AASL and School Librarianship

Action Requested (MOTION): Recommends that the AASL Board of Directors explore the Equity, Diversity, and Inclusion and Social Justice within AASL and school librarianship in order to align with ALA initiative

Background: The AASL Practice Committee believes data is needed to determine the current status within AASL and school librarianship. After a lengthy committee discussion focusing on diversity, the committee suggests that AASL develop a short survey of consisting of approximately eight questions.. The diversity questions would address:

- Race
- Ethnicity
- Gender

The demographic questions would address:

- Name of state where responder resides (this question would allow AASL to provide information to affiliates)
- AASL membership status of responder
- Age of responder (age grouping such as 18-25, 26-35, 36-45, 46-55, 56-65, 65+) (this question would allow AASL to determine if trends are changing)
- Name (optional)
- Email if interested in providing additional information to AASL (optional)

The survey could be disseminated by AASL and affiliates to encourage response.

Relationship to Strategic Plan/Mission/Goals:

Relationship to any policies/position statements:

Possible Budget Impact: None

Possible Staff Impact: None

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: Information

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Sylvia Knight Norton

Subject: ALA Policy Corps

Background:

AASL supported an initiative begun by then President Jim Neal in conjunction with the Washington Office to create a national policy corps. AASL Immediate Past President Audrey Church and AASL Executive Director Sylvia Knight Norton were involved in the development for selecting and training policy corps members. AASL also contributed \$5000 in FY18 and \$5000 in FY19 towards this project. The ALA Policy Corps will be part of the FY20 operating budget (\$60,000) for the ALA Washington Office.

The following progress report from Larra Clark and Alan Inouye from the APA Public Policy & Advocacy Office includes additional background.



ALA Policy Corps Progress Report June 2019

Executive Summary

The [ALA Policy Corps](#) was launched in 2017 as a part of Jim Neal's presidential initiatives in close collaboration with four divisions and the ALA Washington Office. The ALA Policy Corps aims to build ongoing capacity for the library community to develop and sustain strategic advocacy efforts, expand and strengthen policymaker relationships, and influence public policy decisions in alignment with ALA mission and values.

The first Policy Corps cohort was announced in January 2018, and the second cohort one year later—leading to 22 total Corps members across library types as of June 2019, plus one Policy Corps Fellow. Corps members make a five-year commitment, and the intent is to have at least 50 active members in place at the end of the first phase of the initiative.

The first year of Corps engagement focuses primarily on building skills and networks, but Corps members also directly engage with their members of Congress on targeted legislative and policy advocacy, present on policy advocacy at state and national events, write for library audiences (e.g., blogs) and stakeholder audiences (e.g., local letters to the editor or op-eds), research and brainstorm on policy topics, and speak on topics of specialized expertise in policy briefings and events. Ultimately, the Policy Corps program aims to create a cohort of highly trained, passionate library advocates who will advance ALA's agenda on the local, state and national levels, while mentoring their peers to do the same.

The National Imperative for Libraries

We're in a new era of public policy advocacy. For decades, decision makers understood the brand of libraries—the book and reading. While libraries are in the midst of a revolution that greatly builds on and extends this brand, decision makers often do not understand the new and expanded value libraries bring to communities. Libraries must re-engineer and re-energize—fundamentally—our strategy and approach to public policy advocacy. The ALA Policy Corps was formulated to address this national imperative.

Background

The Policy Corps was initiated to address critical policy advocacy challenges:

- need for heightened substantive advocacy in an increasingly crowded and fractured policy environment;
- address and prepare for future retirements among leading library advocates; and

- better advance ALA strategic directions, particularly related to information policy and advocacy, but also professional development and equity, diversity and inclusion

Advocacy via mass mechanisms such as phone calls, emails, and letters remain necessary, but advances in technology have enabled many more groups to engage in this way. Relationships based on long-term engagement and specific and relevant knowledge are needed to cut through the mass of communication and shape policy. The library community must step up its capacity for long-term relationship building based on expertise in priority areas.

From this understanding, the Corps was launched as part of ALA Past President Jim Neal's presidential initiatives in close in close collaboration with the American Association of School Librarians (AASL), Association of College & Research Libraries (ACRL), Public Library Association (PLA), United for Libraries and the ALA Washington Office (WO). A working group of ALA member and staff leaders was formed to guide development of the program, including overall goals, Corps member selection criteria, and the training and evaluation plan. The program builds on the [Policy Revolution!](#) Initiative and complements ALA leadership and grassroots development efforts.

The 16-member working group chose the name ALA Policy Corps and adopted these goals:

- Cultivate policy experts available to ALA and the ALA Washington Office who are able to intervene and participate in targeted advocacy work such as testifying before legislative committees, meeting with governmental or industry leaders and their staffs, participating in national forums, working with policy partners, and interacting with local, regional, and national media
- Create longevity in expertise and engagement in early to mid-career library and information professionals
- Positively impact national public policy in areas key to ALA's strategic goals and library values

Program launch

The program [launched](#) in October 2017 with a call for candidates. Key selection criteria include:

- ALA membership;
- At least five years of library experience;
- Past advocacy experience at the local, state, national and/or international level;
- Desire to develop one's policy advocacy skills and apply them over a period of years;
- Solid speaking and writing skills;
- Policy area expertise and ability to express impact of legislation and policy on libraries and various communities of users we serve
- Commitment to keeping current on policy-related library issues and to building and supporting a strong, national network of advocates over time;
- Ability to make and sustain a five-year commitment; and
- Affiliation with a library or educational institution and support for participant application.

The selection committee prioritized early- to mid-career professionals to build a strong and sustainable foundation for the field and worked to select a diverse cohort that represented a broad range of backgrounds, library types, and geography.

Applicants complete a short online form, and finalists are required to submit short videos speaking to specific policy topics for review by the committee. The selection committee reviews all applications and recommends approval by the full working group.

Twelve members were [announced](#) in January 2018:

- Hannah Buckland, (previously) Director of Library Services, Leech Lake Tribal College, Minn.
- Todd Carpenter, Executive Director, National Information Standards Organization, Md.
- Nicolle Davies, (previously) Executive Director, Charleston County Public Library, S.C.
- Ann Ewbank, Associate Professor of School Library Media, Montana State University Department of Education, Mont.
- Samantha Hines, Associate Dean of Instructional Resources, Peninsula College, Wash.
- Qiana Johnson, Collection & Organizational Data Analysis Librarian, Northwestern University Libraries, Ill.
- Candice Mack, Senior Librarian/Manager, Systemwide Teen Services, Los Angeles Public Library, Calif.
- Jenna Nemec-Loise, Head Librarian, North Shore Country Day School, Ill.
- Hallie Rich, Communications & External Relations Director, Cuyahoga County Public Library, Ohio
- Deborah Rinio, (previously) Secretary, Alaska Association of School Librarians, Ak.
- Lisa Varga, Executive Director, Virginia Library Association, Va.
- Lance Werner, Director, Kent District Library, Mich.

Corps Training

A training blueprint also was developed in collaboration with an instructional designer and a curriculum committee of the working group. Original training goals for Corps members included they would be able to:

- Describe the Policy Corps goals and objectives and their role as a member of the Policy Corps and how they work within the greater ALA organization.
- Describe how the federal legislative and policy processes work and describe how they can influence the outcome.
- Explain the ALA Policy priorities for this current year/timeframe
- Identify and execute best practices on how to persuasively communicate, build relationships, describe their library story to decisionmakers and influencers, understand how to support them in their goals, and speak on behalf of the library profession with confidence

Training activities in the first year included:

- Two face-to-face residencies in Washington, D.C.
- Monthly webinars, online meetings and/or phone calls
- Participation in National Library Legislative Day, including advocating as part of state delegations and (for some) presenting during the educational program for participants
- Individual and small group activities, including research into their federal Congressional delegation and scenario planning
- Ongoing readings and information sharing

Year One Assessment

An evaluation committee of the working group determined several touchpoints and feedback mechanisms for ongoing improvement and assessment. All Corps members complete a baseline assessment, provide key learnings and feedback from D.C. residencies, and complete a year-end summative survey. ALA staff also capture information about various policy advocacy activities and deliverables.

Activities in the first year included:

- Supporting federal library appropriations advocacy, including contacting members of Congress and publishing letters to the editor
- Presenting at a policy symposium held by the Obama Institute and Georgia State University
- Speaking about tribal library broadband needs on a panel in Washington, D.C. hosted by Sen. Martin Heinrich (D-N.M.) and FCC Commissioner Mignon Clyburn
- Researching and offering recommendations for the ALA Executive Board to consider nominees to serve as the next director of the Institute of Museum and Library Services
- Presenting on a panel at National Library Legislative Day (NLLD)
- Featured in *American Libraries* Dewey Decibel [podcast](#)
- Presenting at ALA, ACRL and division conferences about policy advocacy
- Blogging for chapter and division publications

"I'm so happy to be a part of this group. I feel like I spend a lot of time at work putting out fires and not enough time on the big picture, strategic things. When I sit in the policy corps meetings, I feel like we are doing real, long-term strategic work, and it feels important."

"The most valuable aspect of Policy Corps has been the education provided on both the policy process and key policy issues for ALA. I feel much better informed on the message and the process for when/where that message can be conveyed."

In their year-end evaluation, Corps members identified these program aspects as most valuable:

- Peer networking and learning
- Deep dives on policy areas and processes—including complexities and coalitions
- Direct interactions with policymakers and advocates
- Media training

The most significant changes identified as a result of their participation in the Corps were:

- Increased policy advocacy
- Increased networking and sharing with library stakeholders (including state chapters and state libraries)
- Increased confidence and leadership in state-level advocacy
- Overall increase in comfort and confidence in policy advocacy

Relative to the training goals, the first cohort reported in its year-end summary:

- All but one felt more confident in their ability to describe policy processes (one didn't see change)
- All but one felt more confident in their ability to explain ALA policy priorities—this was the area of greatest increase, along with increased ability to find common goals with policymakers
- Most (except two who felt unchanged) felt more confident in building relationships and communicating with decisionmakers
- Both training residencies were very good or excellent
- All agreed or strongly agreed what they learned was useful to apply in local advocacy efforts

The “multiplier effect” of the Corps in terms of shared learning includes:

- Presenting or speaking at national and state library conferences
- Participating and sharing in state chapter committees
- Blogging and writing/participating in articles for library publications
- Presenting on library webinars
- Informal conversations with colleagues
- Editing a special issue about policy issues for Library Administrators Digest

Positive unintended consequences include:

- mechanisms for making more explicit and transparent ALA WO policy work; and
- increased engagement at the state chapter level.

Recommendations for improvement included:

- More peer learning/mentoring opportunities
- More hands-on activities and interactive discussions (and less formal presentations): webinars, in particular, need work
- Go deeper, not broader, in policy discussions.
- Improve/increase check-ins to encourage accountability; sustained activity.
- More emphasis on informal advocacy (relationship building)
- Require/support conference attendance in future cohorts

As far as overall structure, all Corps members reported that the time commitment and level of effort were as expected (10) or a little less than anticipated (2). All agreed that the group size was good.

Transition to Year Two

Based on positive early feedback from the first cohort of Corps members and the Working Group, the second year of the program was funded and seeded with the support again of the four ALA divisions, ALA Washington Office and Jim Neal.

Year Two activities include recruiting and selecting the second cohort of Corps members; updating the training blueprint and plans for training based on feedback from the first year; increased focus on policy engagement, networking, and coaching opportunities for those in the first cohort while we onboard the second cohort; and seeking long-term funding for the program.

A greater emphasis was placed on recruiting members with policy advocacy experience and interests aligned with ALA's [policy priorities](#), along with continued attention to a range of diversity interests. Ten additional members were selected and announced in January 2019:

- Kate Alderete, Library Director, Taos Public Library, N.M.
- Sharon Edwards, Reference Librarian, Motlow State Community College, Tenn.
- Lori Fisher, (previously) Library Director, Baker Free Library, N.H.
- Mandy Knapp, (previously) Digital Resources Manager, Ohio Public Library Information Network, Ohio
- Carla Myers, Coordinator of Scholarly Communication, Miami University, King Library, Ohio
- Mary Pellicano, School Librarian, Loudoun County Public Schools, Va.
- Raymond Pun, Instruction and Research Librarian, Alder Graduate School of Education, Calif.
- Nicole Robinson, Deputy Director, Houston Public Library, Tex.
- Sarah Vantrease, Division Manager, Public Services, Sonoma County Library, Calif.
- Steven Yates, Assistant Director (Assistant Professor), University of Alabama School of Library and Information Studies, Ala.

Members of the second cohort already have begun to co-lead 2020 Census efforts in their communities, are gearing up to maximize the highly visible New Hampshire primaries for libraries and have identified new library connection points with federal legislators.

Next steps

There are three major areas of work happening at this time and planned for the coming six months: establishing sustainable funding within the ALA budget and through private fundraising; adding, refining and fortifying training modes and materials for future use; strengthening and identifying new engagement opportunities across ALA and its divisions and chapters, as well as with policy advocacy coalitions and allies.

A request to sustain the current funding level (which had been provided by the four divisions, as well as Washington Office and presidential initiative budgets) to support Corps member residency costs and annual training development has been submitted for the ALA FY20 budget as part of the Washington Office budget. We also have begun to identify and reach out to potential private donors.

In addition to updating training content based on a changing policy environment, work is underway to more clearly define the learning and engagement path for Corps members throughout their five-year journey in the program. We are exploring coaching and mentoring opportunities, as well as expanding peer-to-peer sharing. We are building our documentation and archives to support onboarding and engagement. Ongoing assessment will continue to inform these efforts.

And the third aspect of meaningful sustainability and impact is to strengthen connections across ALA and its units, as well as within larger policy advocacy ecosystems. We are exploring staffing, coaching and peer support options for the program and Corps members, as well as opportunities for sharing information and expertise more broadly through communications and presentations.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 31, 2019

Report Type: Information

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Sylvia Knight Norton

Subject: FY19 Budget Update as of April performance report

Background:

As approved by the AASL Board of Directors at ALA Annual 2018, AASL had a deficit budget with requirements to decrease expenses before the end of the fiscal year. The attached budget reflects the April 2019 Performance Report provided by ALA for the first eight months of FY19 (September – April).

Total Revenues are below budget by 25% (actual \$232,212 vs budget \$311,677), reducing Overhead by 62% (\$1,539 vs budget \$2,461). Total expenses have been reduced by 14% (actual \$530,841 vs budget \$615,376).

Total membership in AASL is 7,199. Membership in AASL this year increased 1.74% after a 12.68% increase in the previous year that included a national conference and the launch of new AASL Standards. Personal memberships increased 2.05%. With 1,473 student members, numbers continue to increase, by 37.54%, after a significant 84.66% increase last year when complimentary memberships were offered to students when purchasing the National School Library Standards as a textbook adopted by their professor. Very early indicators are trending well for student membership renewals. The total dues revenue is 10% below budget (actual \$193,804 vs budget \$215,950).

Staff have recognized the budget realities which includes a staff position vacancy since last fall that will continue to be unfilled. AASL leadership has actively sought this year to rethink how goals are accomplished and revisiting work that has been in place for some time. In FY19 AASL contracted with Paul Meyer, Tecker Associates, to facilitate the work for AASL to move the association forward with a new strategic plan. AASL gathered more than 50 member leaders for strategic planning followed by board meetings dedicated to refining the conversations. A new strategic plan should be on the agenda for approval by the Board of Directors at ALA Annual.

All revenue and expenses for the AASL National Conference to be held in Louisville, KY are deferred to FY20. Current registration is above expectations and with changes made to events is expected to be financially successful in addition to providing uniquely focused professional development and networking value to school librarians.

The AASL *National School Library Standards for Learners, School Librarians, and School Libraries* are in a second printing. Published in conjunction with ALA Editions, the revenue after shared expenses is provided through an IUT from ALA Publishing to AASL that is reflected in ALA budgets and performance reports as a negative expense (actual \$105,213 vs budget \$100,000). The budgeted number used by AASL was higher than ALA Editions had projected. This 'revenue' is used to provide professional development resources to all school librarians and advocacy for school libraries. AASL has assumed the additional expense of evaluating the *National School Library Standards* as included in the Standards

AASL Board Report

Implementation Plan as part of the ongoing efforts to provide comprehensive and researched standards for school libraries and school librarian practice.

Project # Name

Beginning Net Assets (from Final Close)		\$1,050,821	\$781,078	\$757,638	\$172,093	\$285,750	
Revenue		2015	2016	2017	2018	FY19 Budget	FY19 APRIL
0000	Administration/Membership	\$284,479	\$290,787	\$272,156	\$288,854	\$303,965	\$184,534
4002	Governance/Committees/Advisory Services	\$3,000	\$5,250	\$25,000	\$6,000	\$6,000	\$0
4003	Advocacy	\$52,310	\$43,310	\$286	\$50,756	\$15,000	\$903
4004	Sections	\$7,367	\$1,758	(\$7,629)	\$1,620	\$4,250	\$0
4009	Awards	\$41,900	\$38,950	\$69,781	\$39,668	\$70,000	\$14,000
4010	Strategic Plan/ Special Projects)	\$0	\$0	\$0	\$40,000	\$0	\$0
4017	Public/Professional Relations	\$0	\$0	\$0	\$0	\$0	\$0
4030	Serial Publications (KQ, SLR, Hotlinks Combined)	\$48,052	\$43,408	\$42,373	\$33,577	\$52,500	\$26,866
4045	Nonconference PD (LI/Web CE)	\$5,116	\$3,120	\$2,798	\$437	\$3,450	\$227
4058	Non-serial publications	\$134,371	\$125,408	\$28,508	\$18,869	\$18,100	\$18,869
4113	Fall Forum/Symposium	\$77,619	\$6,301	\$24,861	\$0	\$0	\$0
4120	Standards	\$0	\$0	\$0	\$481,114	\$200,000	\$105,213
4138	National Conference Ticketed Events	\$0	\$55,608	\$0	\$43,522	\$0	\$0
4132	National Conference Exhibits	\$0	\$751,256	\$0	\$608,428	\$0	\$0
4134	National Conference Registration	\$2,397	\$506,696	\$0	\$575,311	\$0	\$0
4141	National Conference Committee	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE		\$656,611	\$1,871,852	\$458,134	\$2,188,156	\$673,265	\$350,612

Expense

0000	Administration/Membership	(\$602,856)	(\$645,478)	(\$653,699)	(\$713,332)	(\$633,401)	(\$434,319)
4002	Governance/Committees	(\$54,590)	(\$55,397)	(\$115,242)	(\$60,236)	(\$62,000)	(\$40,051)
4003	Advocacy	(\$4,655)	(\$4,655)	(\$5,918)	(\$39,687)	(\$11,500)	(\$23,709)
4004	Sections	(\$3,652)	(\$1,325)	(\$4,891)	(\$1,684)	(\$4,250)	(\$202)
4009	Awards	(\$36,792)	(\$33,312)	(\$68,641)	(\$64,108)	(\$69,000)	(\$27,022)
4010	Strategic Plan (name changed from Special Projects)	(\$1,846)	(\$19,349)	(\$2,749)	\$0	(\$30,000)	(\$24,976)
4017	Public/Professional Relations	(\$5,721)	(\$13,277)	(\$6,797)	(\$13,786)	(\$11,700)	(\$2,300)
4030	Serial Publications (KQ, SLR)	(\$91,400)	(\$94,831)	(\$81,936)	(\$91,949)	(\$104,560)	(\$62,385)
4045	Nonconference PD (LI/Web CE)	(\$3,336)	(\$17,093)	(\$14,497)	(\$13,293)	(\$11,540)	(\$11,869)
4058	Non-serial publications	(\$47,998)	(\$42,957)	(\$18,906)	(\$36,130)	(\$8,105)	(\$7,518)
4113	Fall Forum/Symposium	(\$90,117)	(\$2,302)	(\$68,434)	\$0	\$0	\$0
4120	Standards	\$0	\$0	\$0	\$0	(\$33,910)	(\$297)
4138	National Conference Ticketed Events	(\$1,160)	(\$53,444)	\$0	(\$32,743)	\$0	\$0
4132	National Conference Exhibits	(\$6,534)	(\$354,452)	(\$1,969)	(\$374,985)	\$0	\$0
4134	National Conference Registration	\$26,205	(\$501,407)	\$0	(\$566,098)	\$0	\$0
4141	National Conference Committee	(\$593)	(\$3,095)	\$0	(\$1,831)	\$0	\$0
TOTAL EXPENSE		(\$925,045)	(\$1,842,374)	(\$1,043,679)	(\$2,009,862)	(\$979,966)	(\$634,648)

Ending Assets

\$782,387

\$810,556

\$172,093

\$350,387

(\$20,951)

*\$285,750

Project 0000- Administration (Admin 0000/Membership (4008)

Line #	Item	Description	2015	2016	2017	2018	FY19 Budget	FY19 APR	Notes
Revenue									
4000	Dues/Personal	Regular, Student, Retired, Org	\$283,069	\$289,422	\$270,791	\$287,489	\$302,555	\$183,764	As of 3/31/2018 • 4691 Regular (\$50 - was 4419 in 2017) • 1051 Students (\$35 - No revenue for approx. 325 Students purchasing Standards - was 585 in 2017) • 56 Support/NS (\$35 - was 54 in 2017) • 345 Retired (\$35 - was 349 in 2017) 306 Non-salaried (\$35 - was 245 in 2017) • 236 Org (\$75 - was 248 in 2017) • 57 International (\$50 - was 58 in 2017) AASL membership as of 3/31/2016 - 6,904 AASL membership as of 3/31/2017 - 6,280 AASL membership as 3/31/2018 - 7051, a 12% increase Dropped 147 in 2017, 109 in 2018
4003	Dues/Life	Life members	\$1,170	\$1,155	\$1,155	\$1,155	\$1,200	\$680	
4004	Dues/CN	Continuing Members	\$240	\$210	\$210	\$210	\$210	\$90	
Total revenue			\$284,479	\$290,787	\$272,156	\$288,854	\$303,965	\$184,534	
Expense									
5000	Salaries & Wages	All salaries for AASL employees	(\$403,032)	(\$370,686)	(\$392,142)	(\$410,576)	(\$414,182)	(\$249,748)	2% increase as of 12/31/18 per ALA , 1 vacant
5002	Overtime/Wages	Overtime at Conferences	(\$291)	(\$1,275)	(\$1,168)	(\$4,141)	(\$1,500)	\$0	
5010	Employee Benefits		(\$118,721)	(\$111,299)	(\$120,126)	(\$123,877)	(\$135,219)	(\$76,423)	per ALA
5016	Prof Memberships	Membership for AASL and staff	(\$913)	(\$767)	(\$817)	(\$739)	(\$900)	(\$588)	FTRF (\$100), Assoc Forum (\$163), ASAE (\$325)
5100	Temp Employees		(\$123)	(\$827)	(\$329)	(\$658)	(\$1,000)	\$0	
5110	Professional Services		(\$36,161)	(\$109,064)	(\$105,417)	(\$111,658)	(\$115,000)	(\$74,795)	Communication Manager, Meeting Manager
5122	Bank Service Fees		(\$5,166)	(\$5,184)	(\$5,820)	(\$5,705)	(\$5,500)	(\$4,269)	Approximately 2-3% of charges; bank processing fees
5150	Messenger Service	FedEx Service	\$0	(\$382)	(\$699)	(\$129)	(\$200)	(\$39)	
5210	Transportation	Staff travel; PD travel	(\$7,531)	(\$1,829)	(\$2,150)	(\$459)	(\$1,500)	(\$323)	Executive Director Travel
5212	Lodging & Meals	Staff travel for PD	(\$2,309)	(\$2,543)	(\$1,280)	\$0	(\$1,500)	(\$257)	
5216	Business Meetings	Staff Meetings	(\$111)	(\$425)	(\$238)	(\$390)	(\$200)	\$0	Books for team read, team building activities
5302	Meal Function		(\$401)	(\$2,528)	(\$622)	(\$285)	(\$450)	(\$577)	Birthdays,staff lunch,orientation
5305	Speaker Honorarium		(\$1,000)	\$0	\$0	\$0	\$0	(\$20)	Starbucks gift cards - Induction Comm
5306	Awards		\$0	\$0	\$0	\$0	\$0	\$0	
5402	Printing-O/S		(\$323)	(\$3,051)	\$0	(\$3,000)	(\$500)	\$0	
5404	Design Service-Outside		(\$240)	(\$5,737)	(\$3,825)	(\$3,660)	(\$1,000)	(\$1,029)	Infographic ad (\$47). (new lapel pin (\$680), Big Checks (\$103)
5430	Web Operating Expenses		(\$338)	(\$1,808)	(\$2,810)	(\$2,748)	(\$7,200)	(\$3,751)	Hootsuite & Sprout subscriptions (\$5688 BOD approved MW18); Zoom \$1500 - 3 year ALA contract, (7) 100 person meeting rooms \$72 each = \$504 , (1) 200 person \$120, (1) 500 person room = \$200 each per year
5031	Staff Development		(\$567)	(\$58)	(\$215)	\$0	(\$250)	(\$20)	External training for class for staff
5500	Supplies/Operating	Production, ribbons, stickers,	(\$6,292)	(\$6,336)	(\$7,986)	(\$8,461)	(\$5,500)	(\$2,517)	
5501	Equipment/Software-Minor		(\$360)	(\$624)	(\$264)	\$0	\$0	\$0	Software and minor equipment purchased outright and not depreciated
5522	Telephone & Fax/O/S		(\$30)	(\$97)	(\$88)	(\$267)	(\$200)	\$0	
5523	Postage & E-Mail/O/S		(\$2,073)	(\$2,084)	(\$1,323)	(\$1,588)	(\$1,200)	(\$875)	Mailchip, Informz as of Jan.
5530	Depr/Furn & Equipment	Provided by ALA	(\$1,146)	(\$1,744)	(\$2,536)	(\$1,529)	(\$1,500)	(\$3,091)	laptop rollout - determined by ALA
5550	Promotion		(\$2,095)	(\$619)	(\$2,354)	(\$6,773)	\$0	\$0	moved to Advocacy project 4003
5560	Org. Support/Contrib	Spectrum Scholarship Fund	(\$2,500)	\$0	\$0	\$5,080	\$0	\$0	Covered by donation in Development Funds

5599	Misc. Expense	For unanticipated expenses	\$2,403	(\$220)	(\$22)	\$0	\$74,100	(\$780)	webcams, offset for anticipated salary savings, endowment transfer
5902	IUT-ITTS	Labels for Office Use	\$0	\$0	\$0	\$0	\$0	\$0	
5905	IUT-Telephone	Communications by division staff	(\$963)	(\$1,335)	(\$1,468)	(\$118)	(\$1,000)	(\$1,236)	Calls made out of ALA, not incoming
5909	IUT-Dist. Center		(\$5,253)	(\$6,647)	\$0	(\$10,741)	(\$5,000)	(\$4,560)	postage, Monthly member mailings as well as general mail
5910	IUT-Repro.	Duplication of administrative/membership materials.	(\$7,320)	(\$8,309)	\$0	(\$20,910)	(\$7,000)	(\$9,421)	member mailings, stationary, flyers for Affiliates. Limit as of 12/18
Total expense			(\$602,856)	(\$645,478)	(\$653,699)	(\$713,332)	(\$633,401)	(\$434,319)	
Net Income/Loss			(\$318,377)	(\$354,691)	(\$381,543)	(\$424,478)	(\$329,436)	(\$249,785)	

Project 4002- Governance (Governance

Line #	Description		2015	2016	2017	2018	FY19 Budget	FY19 APR	Notes
Revenue									
4400	Donations		\$3,000	\$5,250	\$25,000	\$6,000	\$6,000	\$0	No sponsorship of AA breakfast@ Midwinter = -\$3000 less than anticipated
Total revenue			\$3,000	\$5,250	\$25,000	\$6,000	\$6,000	\$0	
Expense									
5110	Professional Services		\$0	\$0	\$0	\$0	\$0	\$0	
5150	Messenger Service	Fed Ex	(\$66)	(\$74)	\$0	\$0	(\$100)	\$0	
5210	Transportation	Flights and ground transportation	(\$13,334)	(\$20,114)	(\$35,071)	(\$17,112)	(\$22,000)	(\$15,741)	Includes (2) EC meetings @ \$2,000 each; Presidents (3) travel to ALA \$1,000; Presidential affiliate rotation visits (10) visits \$3,500- (3) affiliate visits by ED \$1,050; National presentations- I Love My Librarian (President and ED- \$700) ; Regional Directors (9) @ \$500 each \$4,500;
5212	Lodging & Meals	Hotel and per diam	(\$10,933)	(\$14,109)	(\$23,631)	(\$20,212)	(\$18,500)	(\$13,202)	Includes (2) EC meetings/2 nights (\$2,000) plus meals (\$1,000) = \$6,000. Affiliate visits (10) trips/3 nights (\$450)= \$4,500; ED visits (3) trips/3 nights (\$450)= \$1,350; Per diems \$2,000; Regional Directors (9) @ \$500 each \$4,500
5216	Business Meetings	Registration at other conferences	(\$3,137)	(\$1,958)	(\$404)	(\$1,306)	(\$3,000)	(\$2,190)	Fees to other organizations for meetings, CEO Symposium (\$2190)
5301	Conference Equipment Rental		\$0	\$0	\$0	(\$1,666)	\$0	\$0	Any possible additions required- flip charts/extra powerstrips
5302	Meal Functions		(\$20,327)	(\$10,174)	(\$957)	(\$9,724)	(\$10,000)	(\$7,778)	Affiliate assembly breakfast; BOD Annual and MW; Past Prez luncheon
5306	Awards		(\$2,000)	(\$2,000)	(\$2,818)	(\$2,500)	(\$2,000)	(\$1,000)	Crystal Apple; \$500 each each emerging leader,
5402	Printing		(\$712)	\$0	(\$209)	(\$4)	(\$50)	\$0	Last minute on-site Annual/MW printing
5404	Design Service		\$0	\$0	\$0	\$0	(\$250)	\$0	
5415	Photo Services		\$0	\$0	\$0	\$0	\$0	\$0	Board photo
5500	Supplies		(\$665)	(\$310)	(\$45)	(\$2,150)	(\$200)	\$0	Board business cards; presidential gavel; gift for outgoing president; certificates for board members; ribbons
5502	Reference material		(\$68)	\$0	\$0	\$0	\$0	\$0	parliamentary procedures
5522	Telephone/Fax		(\$435)	(\$586)	(\$1,851)	(\$1,180)	(\$500)	(\$63)	Conference call charges- including all committee/task force work, now using Zoom
5523	Postage		(\$183)	\$0	\$0	\$0	\$0	\$0	
5599	Misc. Expense		(\$1,890)	(\$5,686)	(\$7,041)	(\$3,370)	(\$5,000)	(\$66)	\$5,000 presidential initiative
5909	IUT-Dist. Center		(\$438)	\$0	(\$9,909)	(\$27)	(\$100)	(\$3)	Mailing to board, committee members
5910	IUT- Repro		(\$402)	(\$386)	(\$33,306)	(\$985)	(\$300)	(\$8)	Copies for board meeting/affiliate assembly
Total expense			(\$54,590)	(\$55,397)	(\$115,242)	(\$60,236)	(\$62,000)	(\$40,051)	
Net Income/Loss			(\$51,590)	(\$50,147)	(\$90,242)	(\$54,236)	(\$56,000)	(\$40,051)	

Project 4003- Advocacy

Line #	Item	Description	2015	2016	2017	2018	FY19 Budget	FY19 APR	Notes
Revenue									
4400	Donations/Honoraria		\$52,310	\$43,310	\$135	\$48,000	\$15,000	\$25	Unconfirmed FY19 donor
4421	Royalties		\$0	\$0	\$151	\$2,756	\$0	\$878	
Total revenue			\$52,310	\$43,310	\$286	\$50,756	\$15,000	\$903	
Expense									
5110	Professional Services		(\$3,500)	\$0	(\$1,000)	\$0	\$0	\$0	
5150	Messenger Services		\$0	\$0	\$0	\$0	\$0	\$0	
5210	Transportation		(\$631)	(\$384)	\$0	\$0	\$0	\$0	
5212	Lodging and Meals		(\$670)	\$0	\$0	\$0	\$0	\$0	
5216	Business Meeting		\$0	\$0	\$0	\$0	\$0	\$0	
5302	Meal Functions		\$0	\$0	\$0	\$0	\$0	\$0	
5306	Awards	Thank-yous for endorsers and supporters	\$0	\$0	\$0	\$0	\$0	\$0	
5309	A/V Equipment Rental		\$0	\$0	\$0	\$0	\$0	\$0	
5401	Typesetting		\$0	\$0	\$0	\$0	\$0	\$0	
5402	Printing	Printing of promotional materials for direct mail	(\$46,778)	(\$13,450)	(\$850)	(\$1,000)	\$0	(\$12,000)	Unspent FY18 Because Infographic w/expenses in FY19
5404	Design Services	Design of materials for advocacy efforts	(\$1,294)	\$0	\$0	(\$693)	(\$2,000)	(\$113)	
5410	Mail Service-Outside		(\$27,325)	(\$3,538)	\$0	\$0	\$0	\$0	
5411	Advertising		\$0	\$0	\$0	\$0	\$0	\$0	
5430	Web Operating Expenses		\$0	\$0	\$0	\$0	\$0	\$0	
5500	Supplies		\$0	\$0	\$0	\$0	\$0	(\$165)	
5522	Telephone/Fax		(\$126)	(\$117)	(\$171)	(\$10)	\$0	\$0	
5523	Postage		\$0	\$0	\$0	(\$23,992)	\$0	\$0	Because Infographic to admins
5550	Promotion	Give aways, promotional items for events	(\$758)	(\$1,018)	\$0	\$0	(\$2,500)	(\$7,528)	emery boards, post-it notes, non-conference promotional (year+)
5599	Misc. Expense		\$0	\$0	(\$500)	(\$12,280)	(\$6,000)	\$0	National Policy Corps
5904	Transfer endowment		\$13,799	\$15,260	\$0	\$0	\$0	\$0	
5909	IUT- Distr Center		(\$56)	\$0	\$0	\$0	(\$500)	\$0	
5910	IUT- Repro		(\$2,066)	(\$1,408)	(\$3,397)	(\$1,712)	(\$500)	(\$3,903)	limited 12/18
Total expense			(\$4,655)	(\$4,655)	(\$5,918)	(\$39,687)	(\$11,500)	(\$23,709)	
Net Income/Loss			\$47,655	\$38,655	(\$5,632)	\$11,069	\$3,500	(\$22,806)	

Project 4004- Sections

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	FY19 Budget	FY19 APR	Notes
Revenue									
4000	Dues/Personal		\$3,367	\$18	\$0	\$0	\$0	\$0	All ALA Section Dues discontinued
4200	Registration Fees	ISS School Tour @ ALA Annual	\$2,950	\$1,200	(\$8,427)	\$1,620	\$2,500	\$0	FY17 Adjustment
4220	Meal Functions	ISS Social @ ALA Annual	\$1,050	\$540	\$798	\$0	\$1,750	\$0	ISS Social Cancelled FY18
Total revenue			\$7,367	\$1,758	(\$7,629)	\$1,620	\$4,250	\$0	
Expense									
5122	Bank Service Fee	Estimated bank fees	(\$7)	\$0	(\$80)	\$0	(\$125)	\$0	
5151	Duplication/Outside	Each section is allocated \$300 for section communications. Funding is divided into telephone, duplication, and postage lines.	\$0	\$0	\$0	\$0	(\$300)	\$0	
5210	Transporation	Funding for speakers at outside conferences	\$0	\$0	\$0	\$0	\$0	\$0	
5212	Lodging/Meals		\$0	\$0	\$0	(\$468)	\$0	\$0	
5216	Business Meetings		\$0	\$0	\$0	\$0	\$0	\$0	
5302	Meal Functions	ISS Social @ ALA Annual	(\$914)	(\$466)	(\$1,626)	\$0	(\$1,625)	(\$202)	section snacks
5305	Speaker/Guest Honorarium	For special programs	\$0	\$0	(\$979)	\$0	\$0	\$0	
5308	Special Transportation	Expense for ISS bus tour	(\$1,982)	(\$813)	\$0	(\$1,170)	(\$1,500)	\$0	
5522	Telephone/Fax	Each section is allocated \$100	\$0	\$0	\$0	\$0	(\$300)	\$0	
5523	Postage	Each section is allocated \$100	\$0	\$0	\$0	\$0	(\$300)	\$0	
5902	IUT- ITTS	Miscellaneous data processing	\$0	\$0	\$0	\$0	\$0	\$0	
5909	IUT-Distribution Center	Distribution of materials to section chairs and/or section Executive Committees	\$0	\$0	\$0	\$0	\$0	\$0	
5911	IUT- Overhead		(\$749)	\$0	(\$2,206)	\$0	\$0	\$0	FY17 adjust OH previous year
5999	IUT- Misc.	ALA overhead @ \$1/ticket	\$0	(\$46)	\$0	(\$46)	(\$100)	\$0	
Total expense			(\$3,652)	(\$1,325)	(\$4,891)	(\$1,684)	(\$4,250)	(\$202)	
Net Income/Loss			\$3,715	\$433	(\$12,520)	(\$64)	\$0	(\$202)	

Project 4009- Awards

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	FY19 Budget	FY19 APR	Notes
Revenue									
4220	Meal Functions		\$0	\$0	\$0	\$0	\$0	\$0	
4400	Donations/Honoraria		\$41,900	\$38,950	\$69,781	\$39,668	\$70,000	\$14,000	Administrative fee for award sponsors;
Total revenue			\$41,900	\$38,950	\$69,781	\$39,668	\$70,000	\$14,000	
Expense									
5110	Professional Services	Hosting of Application	\$0	\$0	(\$1,000)	\$0	(\$500)	\$0	
5122	Bank Service Fee	Credit card charges	\$0	\$0	\$0	\$0	\$0	\$0	
5150	Messenger Service	FedEx mailings	\$0	\$0	\$0	\$0	\$0	\$0	
5210	Transporation		(\$330)	(\$4,622)	(\$895)	(\$9,191)	(\$5,500)	(\$9,342)	Distinguished Administrator airfare- NSLPY travel (Follett reimburses)
5212	Lodging/Meals		\$333	\$784	(\$3,929)	(\$4,574)	(\$5,500)	(\$3,293)	Distinguished Administrator hotel- NSLPY travel (Follett reimburses)
5301	Conference Equipment		\$0	\$0	\$0	\$0	\$0	\$0	
5302	Meal Functions		(\$1,189)	(\$719)	(\$4,799)	(\$711)	(\$800)	\$0	Refreshments for sponsor/winner green room
5306	Awards		(\$33,000)	(\$27,997)	(\$53,433)	(\$43,429)	(\$51,500)	(\$22,500)	
5309	A/V Rental			\$0	\$0	\$0	\$0	\$0	
5402	Printing		\$0	\$0	\$0	\$0	\$0	\$0	Awards marketing pieces; Awards ceremony brochure; KQ Awards Insert
5404	Design Services		(\$1,256)	\$0	\$0	(\$170)	(\$200)	(\$493)	Awards marketing pieces; Awards ceremony brochure; KQ Awards Insert
5415	Pre-Press/Photo Services		\$0	\$0	\$0	\$0	\$0	\$0	Green room photos
5500	Supplies	Award plaques	(\$530)	(\$66)	(\$55)	(\$334)	(\$800)	\$0	
5522	Telephone & Fax		(\$43)	(\$48)	(\$32)	(\$55)	(\$100)	\$0	
5599	Misc. Expense	Contingency on site	\$0	\$0	\$0	\$0	(\$50)	\$0	
5902	IUT- ITTS	Printing of membership list	\$0	\$0	\$0	\$0	\$0	\$0	
5909	IUT- Dist. Center	Distribution of award materials	(\$34)	\$0	\$0	(\$6)	(\$50)	(\$52)	
5910	IUT- Repro Center		(\$743)	(\$644)	(\$4,498)	(\$5,638)	(\$4,000)	(\$1,842)	flyers
5999	IUT- Misc		\$0	\$0	\$0	\$0	\$0	\$10,500	FY17,18,19 IUT Welmers
Total expense			(\$36,792)	(\$33,312)	(\$68,641)	(\$64,108)	(\$69,000)	(\$27,022)	
Net Income/Loss			\$5,108	\$5,638	\$1,140	(\$24,440)	\$1,000	(\$13,022)	

Special Projects: Expenses
Include Strategic Planning

Project 4010- Strategic Plan Process in FY19

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	FY19 Budget	FY19 APR	Notes
Revenue									
			\$0	\$0	\$0	\$40,000	\$0	\$0	Welmers donation
Total revenue			\$0	\$0	\$0	\$40,000	\$0	\$0	

Expense									
5110	Professional Services						(\$30,000)	(\$24,976)	Tecker contract
5150	Messenger Service	FedEx	\$0	\$0	\$0	\$0	\$0	\$0	
5122	Bank Fees		\$0	\$0	\$0	\$0	\$0	\$0	
5210	Transportation		\$0	(\$1,470)	(\$1,369)	\$0	\$0	\$0	
5212	Lodging			(\$12,780)	\$0	\$0	\$0	\$0	
5302	Meal Functions		(\$1,605)	(\$2,343)	\$0	\$0	\$0	\$0	
5305	Speaker Honorarium			(\$1,000)	\$0	\$0	\$0	\$0	
5500	Supplies	Miscellaneous supplies.	\$0	\$0	\$0	\$0	\$0	\$0	
5522	Telephone & Fax	Miscellaneous calls	\$0	\$5	\$0	\$0	\$0	\$0	
5599	Misc		(\$187)	(\$1,495)	(\$1,380)	\$0	\$0	\$0	
5904	Transfer to/from endowment		\$0	\$0	\$0	\$0	\$0	\$0	
5905	IUT- Telephone	Mailing labels	\$0	\$0	\$0	\$0	\$0	\$0	
5909	IUT-Dist. Center	Mailings	(\$54)	\$0	\$0	\$0	\$0	\$0	
5910	IUT- Repro	In house copies.	\$0	(\$266)	\$0	\$0	\$0	\$0	
Total expense			(\$1,846)	(\$19,349)	(\$2,749)	\$0	(\$30,000)	(\$24,976)	

Net Income/Loss (\$19,349) (\$2,749) \$40,000 (\$30,000) (\$24,976)

Project 4017- Public Relations Project 4017- Public Relations

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	FY19 Budget	FY19 APR	Notes
Revenue									
Total revenue				\$0	\$0	\$0	\$0	\$0	
Expense									
5016	Professional Membership		\$0	\$0	\$0	(\$5,000)	\$0	\$0	National Policy Corps (FY18 only)
5150	Messenger Service	FedEx mailings	\$0	\$0	\$0	\$0	\$0	\$0	
5210	Transportation	Airfare and ground transportation	(\$2,941)	(\$4,819)	(\$2,969)	(\$4,461)	(\$6,500)	(\$1,800)	Quarterly visits to Washington Office @ \$400 = \$1,200; ASCD, SETDA, USDE @ \$400 = \$1200; Three unplanned trips \$1,500. Cab fare for 10 trips @ \$110 each = \$1,100. Does not include state/affiliate visits by ED
5212	Lodging & Meals	Hotel and per diem	(\$2,591)	(\$7,194)	(\$3,484)	(\$3,949)	(\$5,000)	(\$500)	Visits to Washington Office @ \$300 per night/2 nights = \$1800; ASCD, SETDA = 600. Three unplanned trips @ \$300 per night/2 nights = \$1,800; Per diem for 20 days = \$1,000
5216	Business Meetings		\$0	(\$99)	(\$90)	(\$179)	\$0	\$0	
5302	Meal Functions		\$0	\$0	\$0	\$0	\$0	\$0	
5522	Telephone & Fax	Conference calls	\$0	(\$140)	(\$4)	\$0	\$0	\$0	
5560	Org Support/Contrib		\$0	(\$50)	(\$250)	\$0	\$0	\$0	
5902	IUT-ITTS		\$0	\$0	\$0	\$0	\$0	\$0	
5905	IUT- Telephone		\$0	\$0	\$0	\$0	\$0	\$0	
5909	IUT-Dist. Center		(\$177)	\$0	\$0	\$0	\$0	\$0	Shipping of materials
5910	IUT- Repro		(\$12)	(\$975)	\$0	(\$197)	(\$200)	\$0	Copies of materials
Total expense			(\$5,721)	(\$13,277)	(\$6,797)	(\$13,786)	(\$11,700)	(\$2,300)	
Net Income/Loss			(\$5,721)	(\$13,277)	(\$6,797)	(\$13,786)	(\$11,700)	(\$2,300)	

Project 4030- Serial Publications

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	FY19 Budget	FY19 APR	Notes
Revenue									
4109	Sales/Miscellaneous	Sales of single copies and articles through MetaPress	\$0	\$0	\$0	\$0	\$0	\$0	
4110	Subscriptions	Based upon 300 subscriptions at \$50 per subscription.	\$7,297	\$7,036	\$7,044	\$6,310	\$7,300	\$4,593	KQ is a member benefit
4140	Advertising/Gross	KQ, KQ Express,	\$40,824	\$33,264	\$31,380	\$25,237	\$41,000	\$21,374	
4611	Comm/Sales Rep		(\$3,682)	(\$1,366)	(\$1,215)	(\$972)	\$0	(\$729)	iMIS
4421	Royalties-Exempt		\$3,613	\$4,474	\$5,164	\$3,002	\$4,200	\$1,628	
Total revenue			\$48,052	\$43,408	\$42,373	\$33,577	\$52,500	\$26,866	
Expense									
5100	Temporary Employee		\$0	\$0	\$0	\$0	\$0	\$0	
5122	Bank Service Fees	Credit Card Fee	(\$565)	(\$782)	(\$828)	(\$493)	(\$550)	(\$389)	
5150	Messenger Service	FedEx	\$0	\$0	\$0	\$0	\$0	\$0	
5210	Transportation	Airfare and ground transporation	\$0	\$0	\$0	(\$618)	(\$800)	(\$551)	Last year for Travel for SLR editor to attend MW and AC (\$800)
5212	Lodging & Meals	Hotel and per diem	\$0	(\$800)	\$0	(\$125)	(\$800)	(\$85)	Last year for Travel for SLR editor to attend MW and AC (\$800)
5400	Edit/Proofreading-O/S	Copyeditor	(\$15,840)	(\$17,290)	(\$13,900)	(\$16,400)	(\$18,000)	(\$5,460)	Copyediting and proofreading (Cheryl Cherry)- KQ (\$15,000); SLR (\$4,000)
5401	Typesetting	SLR	\$0	\$0	\$0	\$0	\$0	\$0	
5402	Printing-O/S	R.R. Donnelly	(\$44,496)	(\$46,108)	(\$24,305)	(\$27,715)	(\$40,000)	(\$24,346)	
5404	Design Service-O/S		(\$20,881)	(\$21,548)	(\$20,220)	(\$15,364)	(\$23,000)	(\$16,654)	Distillery (\$3500/issue + Images, Ad Design); KQ (\$20,000); SLR (\$500)
5410	Mail Service-O/S	International Mailing (PB)	(\$1,275)	(\$1,146)	(\$920)	(\$1,815)	(\$1,200)	(\$986)	
5420	Copyright Fees		\$0	\$0	\$0	\$0	\$0	\$0	Cost of registering journal (Library of Congress)
5430	Web Operating Expenses	Electronic mail service	(\$2,280)	\$0	(\$280)	\$0	\$0	\$0	
5522	Telephone & Fax		(\$8)	\$0	(\$21)	\$0	(\$10)	\$0	
5523	Postage & E-Mail/O/S		(\$3,321)	(\$371)	(\$16,413)	(\$21,649)	(\$15,000)	(\$9,000)	Domestic Journal mailing (R.R. Donnelly); Nov Special issue with Booklist offer
5543	Bad Debt Expense		\$0	(\$2,800)	(\$2,041)	(\$2,100)	(\$1,800)	(\$1,200)	Estimated at 5% of advertising net.
5599	Misc. Expense		\$0	\$0	\$0	\$0	\$0	\$0	
5902	IUT-ITTS		(\$113)	(\$450)	(\$450)	(\$675)	(\$450)	(\$338)	Mailing labels for 5 issues
5903	IUT-Subscription		(\$738)	(\$734)	(\$761)	(\$754)	(\$740)	(\$507)	Costs for processing subscriptions
5909	IUT-Dist. Center		(\$394)	(\$597)	(\$221)	(\$516)	(\$500)	(\$370)	Mailings to editors
5910	IUT-Repro.		(\$217)	(\$984)	(\$913)	(\$2,892)	(\$300)	(\$1,617)	KQ, SLR flyers
5911	IUT-General Overhead	OH on subscription revenue @ publishing rate	(\$927)	(\$911)	(\$930)	(\$833)	(\$1,000)	(\$609)	
5600	Taxes/Income	Estimated at 1% of gross advertising	(\$345)	(\$310)	\$267	\$0	(\$410)	(\$273)	FY17 adjustment
Total expense			(\$91,400)	(\$94,831)	(\$81,936)	(\$91,949)	(\$104,560)	(\$62,385)	
Net Income/Loss			(\$43,348)	(\$51,423)	(\$39,563)	(\$58,372)	(\$52,060)	(\$35,519)	

Project 4045- Nonconference PD (Licensed institutes 4045/Web CE 40

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Budget	FY19 APR	Notes
Revenue									
4103	Sales/Online		\$4,615	\$2,666	\$2,402	\$130	\$3,000	\$0	Assumed 4 'mini' courses- 30 @ \$25 X 4 = \$3,000.
4110	Subscriptions	Nonmember eCOLLAB/Packages in eCOLLAB	\$501	\$454	\$396	\$307	\$450	\$39	ALA calendarizes subscriptions ; "packages" sold through Digitell
4400	Donations/Honoraria		\$0	\$0	\$0	\$0	\$0	\$0	
4430	Misc Fees		\$0	\$0	\$0	\$0	\$0	\$188	
Total revenue			\$5,116	\$3,120	\$2,798	\$437	\$3,450	\$227	
Expense									
5110	Professional Services		(\$1,400)	\$0	(\$149)	(\$114)	(\$100)	\$0	
5122	Bank Service Fees		(\$164)	(\$79)	(\$99)	(\$35)	(\$50)	\$0	For courses charged to credit card
5150	Messenger Service	Fed Ex Mailings	\$0	\$0	\$0	\$0	\$0	\$0	
5210	Transportation		\$0	\$0	\$0	\$0	\$0	\$0	
5212	Lodging & Meals		\$0	\$0	\$0	\$0	\$0	\$0	
5305	Speaker/Guest Honorarium		(\$236)	(\$631)	(\$988)	(\$213)	(\$250)	\$0	
5402	Printing	Promotional brochure	\$0	\$0	\$0	\$0	\$0	\$0	
5404	Design Service-O/S	Promotional brochure	\$0	\$0	\$0	\$0	\$0	\$0	
5410	Mail Service		\$0	\$0	\$0	\$0	\$0	\$0	
5412	Advertising		\$0	\$0	\$0	\$0	\$0	\$0	
5413	Mail List Rental		\$0	\$0	\$0	\$0	\$0	\$0	
5430	Web Operating		(\$199)	(\$15,000)	(\$11,168)	(\$10,904)	(\$10,000)	(\$11,464)	Annual maintenance for eCOLLAB
5501	Equipment		\$0	\$0	\$0	\$0	\$0	\$0	
5523	Postage		\$0	\$0	\$0	\$0	\$0	\$0	
5903	Subscription Processing		(\$31)	(\$29)	(\$19)	\$0	(\$40)	\$0	
5905	IUT- Telephone		\$0	(\$17)	(\$2)	\$0	\$0	\$0	
5909	IUT- Dist Center	Mailings	\$0	\$0	\$0	\$0	\$0	\$0	
5910	IUT- Repro	Master copy of materials	(\$351)	(\$933)	(\$1,623)	(\$2,010)	(\$500)	(\$375)	
5911	IUT- General Overhead	OH on non-exempt royalties @ publishing rate	(\$650)	(\$404)	(\$449)	(\$17)	(\$500)	(\$30)	
5940	IUT- Registration		(\$305)	\$0	\$0	\$0	(\$100)	\$0	
Total expense			(\$3,336)	(\$17,093)	(\$14,497)	(\$13,293)	(\$11,540)	(\$11,869)	
Net Income/Loss			\$1,780	(\$13,973)	(\$11,699)	(\$12,856)	(\$8,090)	(\$11,642)	

Project 4058- Nonserial Publications

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	FY19 Budget	FY19 APR	Notes
Revenue									
4100	Sales/Books	Sales of division-produced	\$145,970	\$161,866	\$38,452	\$20,245	\$20,000	\$6,697	Current publications.
4421	Royalties- Exempt	Based on 10% of sales	\$743	\$1,412	\$197	\$556	\$200	\$81	
4429	Overhead Exempt		\$4,789	\$0	\$0	\$0	\$0	\$0	NSLS Revenue in Project 4120
4430	Miscellaneous Fees		\$0	\$0	\$0	\$0	\$0	\$0	
4602	Sales/Books Discount			(\$23,228)	(\$2,303)	(\$120)	(\$200)	\$0	
4601	Returns/Credits		(\$17,131)	(\$14,642)	(\$7,838)	(\$1,812)	(\$1,900)	(\$102)	
Total revenue			\$134,371	\$125,408	\$28,508	\$18,869	\$18,100	\$6,676	
Expense									
5110	Professional Services	Writing/editing fees	(\$240)	(\$220)	(\$140)	\$0	\$0	\$0	
5122	Bank Service Fees	Projected bank fees	(\$46)	(\$559)	(\$9)	(\$25)	(\$30)	(\$20)	
5150	Messenger Service	FedEx deliveries	\$0	\$0	\$0	\$0	\$0	\$0	
5151	Duplication/Outside	Photocopying reimbursement	\$0	\$0	\$0	\$0	\$0	\$0	To writers
5400	Editl/Proofreading-O/S	Editing, copyediting, and proofreading for three publications	(\$1,200)	\$0	\$0	\$0	\$0	\$0	
5401	Typesetting/Comptn-O/S	Typesetting and design for three publications		\$0	\$0	\$0	\$0	\$0	
5402	Printing-O/S	Printing/Production for three publications and a marketing brochure	(\$7,968)	(\$3,597)	\$0	(\$1,769)	\$0	\$0	
5404	Design Service-O/S	Design of marketing brochure	(\$56)	\$0	\$0	(\$675)	(\$500)	\$0	
5414	Supplies		(\$1,003)	(\$213)	\$0	(\$2,794)	\$0	\$0	
5420	Copyright Fees	Charges for registering copyright	\$0	\$0	\$0	\$0	\$0	\$0	
5433	Order Processing/Fulfillment	Based on estimated transactions (15%)	(\$19,283)	(\$16,054)	(\$11,417)	(\$25,472)	(\$3,500)	(\$4,780)	inventory; plus balance of ALA Transition to PBD
5522	Telephone & Fax/O/S	Telephone and fax reimbursement	(\$89)	(\$8)	\$0	(\$58)	(\$75)	\$0	
5523	Postage & E-Mail/O/S	Postage reimbursement	\$0	\$0	\$0	\$0	\$0	\$0	
5540	Royalty Expense	Online Store Royalty	\$0	(\$506)	\$0	\$0	\$0	\$0	
5543	Bad Debt Expense	Based on estimated transactions (1%)	\$0	(\$2,500)	(\$1,460)	(\$1,000)	(\$500)	(\$333)	
5550	Promotion	Development & placement of PR materials such as space ads in stakeholder publications	\$0	\$0	\$0	\$0	\$0	\$0	
5599	Misc. Expense	Miscellaneous	\$0	(\$2,164)	\$37	(\$990)	(\$500)	\$0	
5905	IUT-Telephone	Communications with vendors, etc.	\$0	\$0	\$0	\$0	\$0	\$0	
5909	IUT-Dist. Center	In-house Mailing	\$0	\$0	\$0	\$0	\$0	\$0	
5910	IUT-Repro.	In-house printing	(\$1,750)	(\$1,078)	(\$2,180)	(\$1,000)	(\$500)	(\$1,502)	flyers
5911	IUT-General Overhead	OH on book sales @ publishing rate	(\$16,363)	(\$16,058)	(\$3,737)	(\$2,347)	(\$2,500)	(\$883)	OH for Standards paid by ALAPublishing
Total expense			(\$47,998)	(\$42,957)	(\$18,906)	(\$36,130)	(\$8,105)	(\$7,518)	
Net Income/Loss			\$86,373	\$82,451	\$9,602	(\$17,261)	\$9,995	(\$842)	

Project 4113- National Institute (Fall Forum)

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	FY19 Budget	FY19 Actual	Notes
Revenue									
4200	Registration Fees	Assumes \$189/person (member rate) X 50 people, \$229 X 5 people (non-AASL member), \$279 X 5 people (non-ALA member)	\$61,119	\$6,301	\$22,447	\$0	\$0	\$0	Assumes 150 @ \$149; 25@ \$269; 50@ \$249; 10@ \$369
4220	Ticketed Event			\$0	\$414	\$0	\$0	\$0	Assumes 100 @ \$50 each
4210	Exhibits		\$16,500	\$0	\$1,000	\$0	\$0	\$0	Assumes 25 vendors @ \$500 each
4400	Donations/Sponsorship				\$1,000	\$0	\$0	\$0	Assumes 50% of sponsored items get picked up
Total revenue			\$77,619	\$6,301	\$24,861		\$0		
Expense									
5110	Professional Services		(\$2,748)	(\$257)	(\$101)	\$0	\$0	\$0	Private party 100 @ \$28
5122	Bank Fees		(\$965)	(\$196)	\$0	\$0	\$0	\$0	
5150	Messenger Service	FedEx	\$0	\$0	(\$226)	\$0	\$0	\$0	
5210	Transportation	Site Visit	(\$3,594)	\$0	(\$885)	\$0	\$0	\$0	Assumes speaker airfare (3); Staff airfare (3) @ \$350
5212	Lodging & Meals	Site Visit	(\$7,787)	\$0	(\$29,745)	\$0	\$0	\$0	Assumes staff (3 @ 3 nights= 9); President (2 nights); Presenters (3 @ 2 night=6s); Committee (5 @2 nights=10)- total 27 nights @ \$69 special rate
5301	Conference Equipment		(\$20,102)	\$0	(\$3,321)	\$0	\$0	\$0	standards speaker - podium, LDC, Screen, Mic (\$2,500); Exhibits \$8,000
5302	Meal Functions		(\$21,488)	\$0	(\$25,671)	\$0	\$0	\$0	Assuming 235 - Welcome refreshments @ \$12; Breakfast @ \$15; Lunch @ \$25; Break (2) @ \$11; Evening Reception @ \$25 = \$99 X 31% admin/tax = \$130 pp
5305	Speaker/Guest Honorarium		(\$2,000)	\$0	\$0	\$0	\$0	\$0	
5402	Printing		\$0	\$0	(\$73)	\$0	\$0	\$0	
5404	Design Service-O/S	Brochure Design	(\$909)	\$0	\$0	\$0	\$0	\$0	
5410	Mail Service-O/S	Mailing of Brochure	(\$178)	\$0	\$0	\$0	\$0	\$0	
5412	Advertising/Direct	Space ad or email	\$0	\$0	\$0	\$0	\$0	\$0	
5430	Web Expense		\$0	\$0	(\$37)	\$0	\$0	\$0	
5510	Insurance	Cancellation Insurance (estimate)	\$0	\$0	\$0	\$0	\$0	\$0	
5522	Telephone & Fax/O/S	Telephone rental and calls onsite	(\$72)	(\$118)	(\$65)	\$0	\$0	\$0	
5523	Postage & E-Mail/O/S	Misc Postage	\$0	\$0	(\$90)	\$0	\$0	\$0	
5525	Utilities	Electrical and other in-house services	\$0	\$0	\$0	\$0	\$0	\$0	
5550	Promotion	Promotional piece	\$0	(\$233)	\$0	\$0	\$0	\$0	
5599	Misc Expense	Rebates to satellites	(\$8,175)	(\$40)	(\$615)	\$0	\$0	\$0	

5902	IUT- ITTS		\$0	\$0	\$0	\$0	\$0	\$0	
5905	IUT-Telephone	Phone calls	\$0	\$0	\$0	\$0	\$0	\$0	
5909	IUT-Dist. Center	Mailings	(\$1,272)	\$0	\$0	\$0	\$0	\$0	
5910	IUT-Repro.	Copies	(\$3,707)	(\$642)	(\$1,415)	\$0	\$0	\$0	
5940	Registration Processing		(\$1,596)	\$0	\$0	\$0	\$0	\$0	\$35 monthly + \$1.30 per
5911	IUT-General Overhead	OH on registration fees	(\$15,524)	(\$816)	(\$6,190)	\$0	\$0	\$0	Overhead for registration and exhibits 26.5%
Total expense			(\$90,117)	(\$2,302)	(\$68,434)	\$0	\$0	\$0	
Net Income/Loss			(\$12,498)	\$3,999	(\$43,573)	\$0	\$0	\$0	

Project 4120- Standards

Line #	Item	Description	2015 Actual	2016 Actual	2017 Actual	2018 Actual	FY19 Budget	FY19 Jan	Notes
Revenue									
	Revenue		\$0	\$0	\$0	\$481,114	\$200,000	\$105,213	National School Library Standards
Total revenue			\$0	\$0	\$0	\$481,114	\$200,000	\$105,213	
Expense as of FY19									
FY17,FY18 Expenses in other projects									
5110	Professional Services		\$0	\$0	\$0	\$0	(\$10,000)	(\$10,000)	KRC Research (\$42,000 with payment in FY19 \$10,000 and balance in September FY20)
5122	Bank Service Fees		\$0	\$0	\$0	\$0	(\$60)	\$0	
5150	Messenger Service		\$0	\$0	\$0	\$0	(\$1,000)	\$0	
5400	Edit/Proofreading-O/S		\$0	\$0	\$0	\$0	\$0	\$0	
5401	Typesetting		\$0	\$0	\$0	\$0	\$0	\$0	
5402	Printing-O/S		\$0	\$0	\$0	\$0	(\$1,500)	(\$26)	Evaluation Checklist
5404	Design Service-O/S		\$0	\$0	\$0	\$0	(\$6,750)	\$0	
5410	Mail Service-O/S		\$0	\$0	\$0	\$0	\$0	\$0	
5420	Copyright Fees		\$0	\$0	\$0	\$0	\$0	\$0	
5430	Web Operating Expenses		\$0	\$0	\$0	\$0	(\$2,000)	\$0	
5433	Order Processing		\$0	\$0	\$0	\$0	(\$5,000)	\$0	
5522	Telephone		\$0	\$0	\$0	\$0	(\$100)	\$0	
5543	Bad Debt Expense		\$0	\$0	\$0	\$0	(\$500)	(\$333)	
5550	Promotion		\$0	\$0	\$0	\$0	(\$2,000)	\$0	
5599	Misc. Expense		\$0	\$0	\$0	\$0	(\$500)	(\$219)	NSLS copies
5902	IUT-ITTS		\$0	\$0	\$0	\$0	\$0	\$0	
5903	IUT-Subscription		\$0	\$0	\$0	\$0	\$0	\$0	
5909	IUT-Dist. Center		\$0	\$0	\$0	\$0	\$0	\$0	
5910	IUT-Repro.		\$0	\$0	\$0	\$0	(\$2,000)	(\$56)	
5911	IUT-General Overhead		\$0	\$0	\$0	\$0	(\$2,500)	\$0	
5999	IUT/MISC		\$0	\$0	\$0	\$0	\$0	\$0	Prophix line for IUT ALA Editions, shown as revenue in spreadsheet

Total expense		\$0	\$0	\$0	\$0	(\$33,910)	(\$10,634)		
Net Income/Loss		\$0	\$0	\$0	\$481,114	\$166,090	\$94,579		

Project 4132- NC Exhibits (Exhibits 4132/Program Book 4137)

Line #	Item	Description	2015	2016	2017	2018	FY19 Budget	FY19 APR	Notes
Revenue									
4104	Sales/Rental-Mail Lists		\$0	\$0	\$0	\$13,000	\$0	\$0	
4140	Advertising/Gross		\$0	\$0	\$0	\$0	\$0	\$0	Program ads now reserved as part of sponsorship
4210	Exhibit Space Rentals	Exhibit space slaes based on 350 booths @ \$2000	\$0	\$675,396	\$0	\$547,744	\$0	\$0	
4400	Donations		\$0	\$0	\$0	\$1,500	\$0	\$0	
4490	Misc. Fees/Revenues		\$0	\$75,860	\$0	\$46,184	\$0	\$0	AASLcoupon book; Hotel rebates
4611	Comm/Sales Rep	Based on 20% of ad sales	\$0	\$0	\$0	\$0	\$0	\$0	
Total revenue			\$0	\$751,256	\$0	\$608,428	\$0	\$0	
Expense									
5110	Professional Services		\$0	(\$73,838)	\$0	(\$87,339)	\$0	\$0	Corcoran retainer
5122	Bank Service Fees		\$0	(\$8,280)	\$0	(\$10,486)	\$0	\$0	
5150	Messenger Service	FedEx	\$0	\$0	\$0	\$0	\$0	\$0	
5210	Transportation	Travel for 3 Corcoran Staff	(\$100)	\$0	\$0	(\$504)	\$0	\$0	
5212	Lodging & Meals		\$0	(\$1,052)	\$0	(\$5,713)	\$0	\$0	Coffee/soda/water for exhibitors during set-up (\$1000). Lodging for 3 Corcoran staff for 7 nights on
5300	Facilities Rental		\$0	(\$67,882)	\$0	(\$71,938)	\$0	\$0	Rental costs for the Phoenix Convention Center
5301	Conference Equipment Rental		\$0	\$0	\$0	(\$619)	\$0	\$0	
5302	Meal Functions		\$0	\$0	\$0	\$0	\$0	\$0	Exhibits opening reception no longer offered
5402	Printing		(\$11)	(\$2,193)	\$0	(\$1,000)	\$0	\$0	Program Book \$10,000; Two KQ cover wraps \$3,000; \$ moved to in-house
5404	Design Service-O/S	Program book/Theme Design/Promotions	\$0	(\$11,644)	\$0	(\$23,952)	\$0	\$0	theme, brand & phase one materials \$5,000; Program Book & phase two materials \$4,750;
5410	Mail Services		(\$3,888)	\$0	\$0	\$0	\$0	\$0	(\$4650);
5411	Advertising Space		(\$1,667)	(\$3,333)	\$0	(\$6,667)	\$0	\$0	SLC ad trade \$5,000;
5413	Mail List Rental		\$0	\$0	\$0	(\$500)	\$0	\$0	radius (\$500);
5430	Web Expense		\$0	\$0	\$0	\$0	\$0	\$0	
5500	Supplies/Operating	Ribbons for exhibitors	\$0	\$0	\$0	(\$2,732)	\$0	\$0	
5522	Telephone & Fax/O/S	Telephone line for exhibit show office	\$0	(\$29)	\$0	\$0	\$0	\$0	
5523	Postage	Corcoran postage - cost to mail exhibitor prospectus'	\$0	(\$4)	\$0	\$0	\$0	\$0	Preliminary program
5543	Bad Debt Expense	From exhibits payments (\$500);	\$0	(\$500)	\$0	(\$500)	\$0	\$0	
5550	Promotion	Promotional Items: Luggage Tags, bookmarks, etc.	\$0	\$0	\$0	\$0	\$0	\$0	
5599	Misc. Expense	Contingency	\$0	\$0	\$0	(\$163)	\$0	\$0	
5902	IUT- Data processing		\$0	\$0	\$0	\$0	\$0	\$0	
5909	IUT- Distribution Center		\$0	\$0	\$0	\$0	\$0	\$0	
5910	IUT- Repro		(\$868)	(\$946)	(\$1,969)	(\$2,643)	\$0	\$0	

5911	IUT- General Overhead							Overhead at 26.4% (Exhibits)/Sales commission on publishing (Bookstore)/ publishing rate 13.05% (program book ads)
		\$0	(\$184,751)	\$0	(\$160,229)	\$0	\$0	
Total expense		(\$6,534)	(\$354,452)	(\$1,969)	(\$374,985)	\$0	\$0	
Net Income/Loss		(\$6,534)	\$396,804	(\$1,969)	\$233,443	\$0	\$0	

Project 4134- NC Registration (Registration 4134/Administration

Line #	Item	Description	2015	2016	2017	2018	FY19 Budget	FY19 APR	Notes
Revenue									
4200	Registration fees	Based on previous conference	\$2,397	\$421,314	\$0	\$485,311	\$0	\$0	42 ALA members @ \$349; 16 ALA members @ \$399; 11 ALA members @ \$449; 795 AASL members @ \$299; 314 AASL members @ \$349; 61 AASL members @ \$399; 137 exhibits only @ \$25; 165 Nonmembers @ \$449; 125 Nonmembers @ \$499; 25 Nonmembers @ \$549; 20 Student One Day @ \$114; 50 Retired members @ \$174; 3 Retired members @ \$179; 5 Retired members @ \$229; 75 Student members @ \$179; 36 Student members @ \$229; 13 Student members @ \$279; 65 additional exhibitor badges @ \$25;
4400	Donations	Vendor Sponsors	\$0	\$85,382	\$0	\$90,000	\$0	\$0	
Total revenue			\$2,397	\$506,696		\$575,311	\$0	\$0	

Expense

5100	Temp Employee/Outside		\$0	(\$4,886)	\$0	(\$4,188)	\$0	\$0	ADA Interpreter (\$3,000); scooter for ADA (\$1000); temps to work registration (5 temps @ \$20/hour for 50 hrs.): \$1,000
5110	Professional Services		\$0	(\$59,157)	\$0	(\$31,965)	\$0	\$0	Digitell (session recording)- \$22,000
5122	Bank Service Fees		(\$5,346)	(\$4,352)	\$0	(\$14,360)	\$0	\$0	
5150	Messenger Service	FedEx mailings	\$0	\$0	\$0	\$0	\$0	\$0	
5210	Transportation		\$0	(\$27,526)	\$0	(\$8,925)	\$0	\$0	Airfare for 2 eShow Staff @ \$500 each; ; Airfare for 2 Digitell staff @ \$500, VIP ground transportation \$200; Staff airfare and cabs for 8 staff (\$6,500);
5212	Lodging & Meals		\$0	(\$16,827)	\$0	(\$26,841)	\$0	\$0	eShow per diem for 2 staff @ \$50/day: \$700; Digitell staff lodging @ \$109/night for 4 nights: \$900; Staff lodging for 7 @ \$109/night for 7 nights: \$5,500; Staff per diem for 7 nights: \$2,000;
5300	Facilities Rental	Payment for Exhibit Hall	\$13,329	\$0	\$0	(\$694)	\$0	\$0	Rebate for hotel room FY14
5301	Conference Equipment Rental		\$0	(\$28,022)	\$0	(\$9,811)	\$0	\$0	Exhibit floor internet and computers (\$8000); \$11500 wireless buyout of convention (assumes 300 concurrent users); Digitell internet costs (\$5,000)
5302	Meal Functions		\$0	(\$60,465)	\$0	(\$74,979)	\$0	\$0	Conference Celebration (1,200 attendees @ \$40/person); Busing for attendees to and from Conference Celebration
5303	Exhibits		\$0	(\$20,061)	\$0	(\$23,166)	\$0	\$0	Misc. decorator costs for registration;Cost for decorate to build show management offices including show management, speaker ready room, committee/volunteer room, storage. Includes signage Assumes labor needed for signage hanging.
5305	Speaker/Guest Honorarium		\$0	(\$10,800)	\$0	(\$10,500)	\$0	\$0	Opening: \$10,000; Eliminated Closing for 2017; HPA: \$500
5308	Special Transportation		\$0	(\$250)	\$0	(\$9,415)	\$0	\$0	

5307	Security Services	Security for exhibits, registration, general sessions, etc. Based on 600 hours x \$20/hr, EMT \$1500	\$0	\$0	\$0	(\$11,760)	\$0	\$0	PhoenixCCC contract \$6000 additional over estimated 600 hours x \$20/hr, EMT \$1500
5309	Audio Visual		\$43,258	(\$119,720)	\$0	(\$159,698)	\$0	\$0	3 general sessions
5402	Printing Outside	Onsite Photocopying, 4 cases of paper for internet center	\$0	(\$6,664)	\$0	(\$10,712)	\$0	\$0	
5404	Design Services		\$0	\$0	\$0	\$0	\$0	\$0	
5410	Mail Service-O/S	Registration Shipping; Shipping AASL supplies to conference	\$0	\$0	\$0	\$0	\$0	\$0	
5411	Advertising		(\$4,620)	\$0	\$0	(\$1,000)	\$0	\$0	
5430	Web Operations		\$0	\$0	\$0	(\$16,421)	\$0	\$0	
5500	Supplies/Operating		(\$440)	(\$17,138)	\$0	(\$3,956)	\$0	\$0	Ribbons/Buttons \$3,000; Conference Bags 2,500 @ \$5= \$12,500; Staff/Committee Shirts \$1,500; BADGEHOLDERS SPONSORED- Breakeven
5510	Insurance	Cancellation Insurance	\$0	(\$3,648)	\$0	(\$2,435)	\$0	\$0	
5522	Telephone & Fax/O/S	Registration phone and internet lines onsite (based on T1 line); telephone for show management	(\$33)	(\$2,500)	\$0	(\$28)	\$0	\$0	
5523	Postage	Misc. postage	(\$8,375)	(\$4,315)	\$0	(\$495)	\$0	\$0	
5525	Utilities		\$0	\$0	\$0	\$0	\$0	\$0	
5550	Promotions		(\$3,301)		\$0	(\$4,673)	\$0	\$0	
5599	Misc. Expense	Contingency	(\$7,416)	(\$5,431)	\$0	(\$2,994)	\$0	\$0	
5909	IUT- Dist. Center	Mailing	(\$21)	(\$122)	\$0	\$0	\$0	\$0	
5910	IUT- Repro	Photocopies	(\$830)	(\$403)	\$0	(\$470)	\$0	\$0	
5911	IUT-General Overhead	OH on registration fees 26.1%	\$0	(\$109,120)	\$0	(\$136,612)	\$0	\$0	26.40%
Total expense			\$26,205	(\$501,407)	\$0	(\$566,098)	\$0	\$0	
Net Income/Loss			\$28,602	\$5,289	\$0	\$9,213	\$0	\$0	

Project 4138- NC Ticketed Events (Meal Function 4138/Tours 4139/Seminars 4:

Line #	Item	Description	2015	2016	2017	2018	FY19 Budget	FY19 APR	Notes
Revenue									
AC 4200	Registration Fees	Preconferences	\$0	\$0	\$0	\$32,850	\$0	\$0	60 attendees @ each of 3 Standards preconferences @\$219 (includes book) = \$39,420 ; 50 attendees @ Research Symposium @ \$175= \$8750 rev fin, Do not include OH for Standards \$100/each
AC 4220	Ticketed Events/M meal Functions		\$0	\$55,608	\$0	\$3,387	\$0	\$0	Author events: 175 @ \$35 = \$6125; 125 @ \$20 = \$2500 rev fin
AC 4429	Ticketed Tours		\$0		\$0	\$7,285	\$0	\$0	60 for Taliesin West @\$40 = \$2400, 50 each for three school tours @\$25 = \$5250; 50 for Cultural tour @\$70 = \$3500; 40 museum tour @\$35 = \$1400; 50 each for two cultural tours @ \$40 = \$2000; Scottsdale on Saturday 112 @ \$10 = \$1,120; rev fin
Total revenue			\$0	\$55,608	\$0	\$43,522	\$0	\$0	
Expense									
AC 5110	Professional Services	4 buses for school tours @ 980 each; 2 buses for educational tours @ 980 each; include docent and snacks	(\$1,160)	(\$4,839)	\$0	(\$4,350)	\$0	\$0	Buses for 7 tours and Scottsdale on Saturday: \$5,317.50
AC 5210	Transportation		\$0	(\$650)	\$0	\$0	\$0	\$0	
AC 5212	Lodging & Meals		\$0	(\$126)	\$0	\$0	\$0	\$0	
AC 5301	Conference Equipment Rental	Preconference A/V- assumes 6 rooms, A/V equipment, projectors, mics. Internet budgeted elsewhere	\$0	\$0	\$0		\$0		
AC 5302	Meal Functions		\$0	(\$41,129)	\$0	(\$25,003)	\$0	\$0	Preconferences; Authors in the Afternoon; School Tour and Cultural Tour lunches; ISS Networking Reception; Author Meet and Greets.
AC 5304	Speaker/Guest Expense	Misc. speaker expense	\$0	\$0	\$0	\$0	\$0	\$0	
AC 5305	Speaker Honorarium	Preconference \$500 1/2 day, \$1,000 full day	\$0	(\$5,500)	\$0	\$0	\$0	\$0	
AC 5500	Supplies/Operating	Supplies for workshop	\$0	\$0	\$0	\$0	\$0	\$0	
AC 5599	Misc.		\$0	(\$702)	\$0	\$0	\$0	\$0	
5902	IUT-ITTS		\$0	\$0	\$0	\$0	\$0	\$0	
5910	IUT- Repro	Duplication of materials for distribution.	\$0	(\$498)	\$0	(\$30)	\$0	\$0	
5911	IUT- General Overhead		\$0	\$0	\$0	(\$3,360)	\$0	\$0	
5999	IUT- Misc		\$0	\$0	\$0	\$0	\$0	\$0	
Total expense			(\$1,160)	(\$53,444)	\$0	(\$32,743)	\$0	\$0	
Net Income/Loss			(\$1,160)	\$2,164	\$0	\$10,779	\$0	\$0	

Project 4141- NC Committee

Line #	Item	Description	2015	2016	2017	2018	FY19 Budget	FY19 APR	Notes
Revenue									
			\$0	\$0	\$0		\$0	\$0	
Total revenue			\$0	\$0	\$0		\$0	\$0	
Expense									
5210	Transporation		(\$352)	\$0	\$0	\$0	\$0	\$0	Committee; ED visits to future sites
5212	Lodging & Meals		\$0	(\$1,995)	\$0	(\$1,182)	\$0	\$0	Hotel for 6 nights for 11 people at \$75/night reduced rate (inclusive) for Committee Members
5216	Business Meeting		\$0	\$0	\$0	\$0	\$0	\$0	
5302	Meal Functions		\$0	\$0	\$0	(\$59)	\$0	\$0	earlier, Dessert reception for 50 volunteers @\$30 inclusive; Volunteer lounge @ \$1500
5522	Telephone & Fax/O/S	Conference calls with committee	(\$241)	(\$359)	\$0	(\$286)	\$0	\$0	
5550	Promotion	Volunteer Buttons for All Volunteers (100) @ \$5 each (inclusive)	\$0	\$0	\$0	(\$304)	\$0	\$0	Committee and volunteer apparel
5599	Misc. Expense	Supplies	\$0	(\$741)	\$0	\$0	\$0	\$0	
Total expense			(\$593)	(\$3,095)	\$0	(\$1,831)	\$0	\$0	
Net Income/Loss			(\$593)	(\$3,095)	\$0	(\$1,831)	\$0	\$0	

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 30, 2019

Report Type (Action/Consent/Information): Information

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Board/Staff Liaison: N/A

Submitter(s) (individual names): Anne Weglewski

Subject: AASL Membership Update

Background:

ALA offers two reports each month, one comparing year to date totals (this would be September 1-August 31 year), and one comparing monthly total members year to year. As of April 30, 2019:

Month to Month Membership Report

(Comparison percentages are both for year-to-year, and fall forum year-fall forum year. As with the budget our membership numbers also seesaw a bit based on conference year.)

Overall	2016	2017	2018	2019	% Change FY17-FY18	% Change FY18-FY19
Personal Members	6,487	6,025	6,836	6,976	13.46%	2.05%
Organizational Members	268	241	225	206	-6.64%	-8.44%
Corporate Members	12	14	15	17	7.11%	13.33%
TOTAL	6,767	6,280	7,076	7,199	12.68%	1.74%
Member Type						
Regular	4,794	4,427	4,708	4,461	6.25%	-5.25%
Student	642	584	1,071	1,473	84.66%	37.54%
Support Staff	65	49	55	56	7.84%	1.82%
Retired	352	352	347	343	-1.42%	-1.15%
Trustee	7	4	6	6	50%	0.00%
Associate	20	32	37	31	15.63%	-16.22%
Non-Salaried	245	249	306	318	28.03%	3.92%
International	71	56	57	45	-1.72%	-21.05%
Continuing	178	170	151	145	-43.5%	-4.23%
Sections						
ESLS	662	796	1235	1,421	58.74%	15.06%
ISS	818	843	969	1,000	16.05%	3.20%
SPVS	309	370	496	521	37.02%	5.04%
Special Interest Groups						
Retirees	96	115	142	168	23.48%	18.31%

AASL Board Report

Student		166	213	384	67.32%	11.95%
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Year to Date Membership Report

Overall	2016	2017	2018	2019	% Change FY17-FY18	% Change FY18-FY19
Personal Members	4,562	4,054	4,478	4,452	10.46%	-0.58%
Organizational Members	210	181	164	153	-9.39%	-6.71%
Corporate Members	9	9	9	7	0.00%	-22.22%
TOTAL	4,781	4,244	4,651	4,612	1.07%	-0.84%
Renewing Members	3,310	2,858	2,846	2,901	-.42%	1.93%
New Members	738	720	1,203	1,048	67.08%	-12.88%
Reinstated Members	514	476	429	503	-9.87%	17.25%
Dropped Members	1,468	1,603	1,122	1,738	-30.01%	54.90%
Member Type						
Regular	3,356	2,979	2,934	3,001	-2.53%	2.28%
Student	422	378	792	736	2.58%	-0.76%
Support Staff	58	37	32	37	-27.78%	13.5%
Retired	257	230	223	217	1.94%	-2.76%
Non-Salaried	152	140	195	188	39.74%	-3.7%
Continuing	164	141	140	130	-.81%	-7.96%
Sections						
ESLS	472	550	823	926	49.64%	12.52%
ISS	593	584	621	659	6.34%	6.12%
SPVS	227	269	331	359	23.05%	8.46%

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: May 30, 2019

Report Type (Action/Consent/Information): Information

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Board/Staff Liaison: N/A

Submitter(s) (individual names): Anne Weglewski

Subject: AASL Student Membership Program Update

Background:

Listed below is a recap of the membership statistics for the complimentary student memberships in ALA/AASL for those students who are enrolled in a course that has adopted the *National School Library Standards for Learners, School Librarians and School Libraries* as a course text:

	2018 (January 18 – August 18)	2019 (September 18 – Present)	Total Memberships
New Student Memberships	691	283	974
	329 expiring members. 62 renewed based on ALA renewals, and an additional 10 membership were renewed based off of an AASL email campaign		
Total Professors who adopted the text	74		
Total number of courses that adopted the text	132		
Courses	132		

AASL Board Report (Template)

AASL Meeting: ALA Annual Conference

Date Submitted: June 9, 2019

Report Type (Action/Consent/Information): Information

Submitted On Behalf Of (Committee/Section/Group/Staff): National Conference Committee

Board/Staff Liaison: *Melissa Jacobsen, Allison Cline*

Submitter(s) (individual names): Melissa Jacobsen

Subject: National Conference Update

Action Requested (MOTION): N/A

Background: The AASL National Conference will be held November 14-16, 2019 in Louisville, Kentucky.

Registration

Registration is progressing nicely with us breaking 1,000 registrants in mid-May! This is above expectations, and we are very pleased. We think much of this bump in projections is due to the registration codes. Each month on the 17th day of the month, the savings reduce by \$10. We saw the biggest number of registrations before the reduction of \$100 to \$90 savings, and again before the reduction of \$70 to \$60. We had communications planned for the end of May and early June to remind people to register before summer break begins and the savings reduce even more.

Site Visit

The committee co-chairs and the local arrangements chairs attended a site visit in early May to tour and plan for the upcoming conference. This visit inspires excitement for the upcoming conference. The members have new ideas for how to encourage networking and fun during the conference, including scavenger hunts, informal meet-ups, new programming ideas outside of the breakout rooms, and incorporating healthy activity and relaxation.

Programming

The program chairs will be scheduling dates and times for concurrent sessions during the ALA Annual Conference. IdeaLab presenters have been notified of their submission status. Preconference presenters are working hard on their workshop offerings. Tours are selling well.

AASL announced the collaboration with OverDrive Education to offer an administrator collaborative to launch during the conference. Nominations are currently open and will close on June 30. Administrators will serve in a two-year initiative to help strengthen AASL's collaboration with school administrators.

AASL added a Research into Practice strand and welcomed two new committee members, Lucy Green and Elizabeth Burns. This strand will help to bring the latest research findings to school librarians. The committee is currently reviewing proposals.

Finally, AASL staff is working out the details of the TechTalk stage that will be located in the Exhibit Hall. We feel that this stage will encourage booth sales, as exhibitors have the ability to share their latest products with attendees.

AASL Board Report (Template)

New Items

This year, AASL has introduced a number of new items to promote attendance and to help justify attendance. Lunch vouchers will be available to all full conference registrants, administrators, and VIP attendees. Free coffee service will be available in the exhibit hall in the morning. Exhibits Opening will now feature a reception with food for all full conference attendees.

AASL will also offer 16 author concurrent sessions with 8 sessions focused on primary grades and 8 sessions focused on secondary grades.

A new App & Coming area will offer kiosks to exhibitors, highlighting some of our Best App recipients and hopefully adding some new cost-effective options for small app start-ups.

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).

From AASL Vision Statement:

An advocate for the indispensable role of school library programs with school librarians, for best practices in school librarianship, and for the core values and ethics of the library profession.

Relationship to any policies/position statements:

Section G: Professional Development policies: <http://www.ala.org/aasl/about/governing-docs/policies>

J-7: National Conference Committee Commission:

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/about/govern/docs/J_7%20National%20Conference%20Committee.pdf

Possible Budget Impact: To be determined by AASL EC and Board

Possible Staff Impact: To be determined by AASL EC and Board

AASL Board Report

AASL Meeting: ALA Annual 2019

Date Submitted: 6/5/19

Report Type (Action/Consent/Information): Information

Submitted On Behalf Of (Committee/Section/Group/Staff): AASL Headquarters

Submitter(s) (individual names): Meg Featheringham

Subject: Serial Publications Update

Volume 48 KQ Topics

Sept/Oct 2019

Topic: AASL National Conference (final title to be determined)

Guest Editors: Karla Collins and Susan Zana

Nov/Dec 2019

Topic: Managing/Expanding Collections (final title to be determined)

Guest Editor: Schenell Agee

KQ Editorial Board Liaison: Rob Hilliker

Jan/Feb 2020

Topic: School Libraries as Havens and Third Spaces (full issue; final title to be determined)

Guest Editor: Rachel Altobelli

KQ Editorial Board Liaison: Andrea Paganelli

Mar/Apr 2020

Topic: Advocacy for the Changing Profession of the School Librarian (final title to be determined)

Guest Editor: Christie Kaaland

KQ Editorial Board Liaison: Melissa Gardner

May/June 2020

Topic: Books and Reading (final title to be determined)

Guest Editor: Karen Perry

KQ Editorial Board Liaison: Nicolle Mazzola

Each issue will include an article focused on the AASL Standards. The guest editor guidelines have been updated to mandate that feature articles should refer to or address the AASL Standards.

KQ Analysis

Copyediting for all KQ articles has been moved in house. Moving the copyediting in-house enables more flexibility with the copyediting/revision/review deadlines for each issue, allowing guest editors and authors more time to develop and finalize their articles for the issue.

AASL Board Report

KQ Website

There are 23 bloggers slated for 2019–2020; two members submitted applicants to be considered by the KQ Editorial Board. The bloggers will contribute one blog post a month to the *Knowledge Quest* website. The number of bloggers ensures fresh content on the KQ website Monday through Friday; at least one new blog post a day is published on the KQ website. All KQ blog posts are cross-posted to AASL’s Facebook and Twitter pages.

KQ Web Stats to Date (1/2/2015 to 6/5/2019)

Total Number of Posts to Date	1,556
Total Number of Comments	1,979
Total Number of Views to Date	1,285,282
Average View per Day for 2019	1,142
Posts with Most View for Last 12 Months	<p>“Ancora Imparo” (7,854 views)</p> <p>“Friday Finds – So Many Books to Movies This Year” (7,702 views)</p> <p>“12 (mostly cheap) Teacher Tricks that work in an Elementary Library” (7,056 views)</p> <p>“How to transform your library space on a budget” (5,796 views)</p> <p>“Information Bias” (5,103 views)</p>
Posts with Most View All Time	<p>“How to transform your library space on a budget” (27,523 views)</p> <p>“6 Active Learning Spaces Your Library Should Have” (27,215 views)</p> <p>“How to Start a Makerspace When You’re Broke” (20,746 views)</p> <p>“12 (mostly cheap) Teacher Tricks that work in an Elementary Library” (19,650 views)</p> <p>“5 Makerspace Books You Need to Read” (13,123 views)</p>
Date with Most Views	March 21, 2017 (AASL Social Media Superstar Finalists Announced)

School Library SmartBrief

AASL’s weekly, practice-focused *School Library SmartBrief* e-newsletter launched in January. It includes sections:

Learners and Literacy: What students are working on and learning about across literacy areas: digital, STEM, reading, social media, etc. Research and studies related to literacy areas.

Today’s School Libraries: News about school libraries, including innovative programming and resources, tech, and other tools being used.

Professional Leadership: Stories highlighting school librarians and other educators related to professional development, training, and leadership.

AASL Board Report

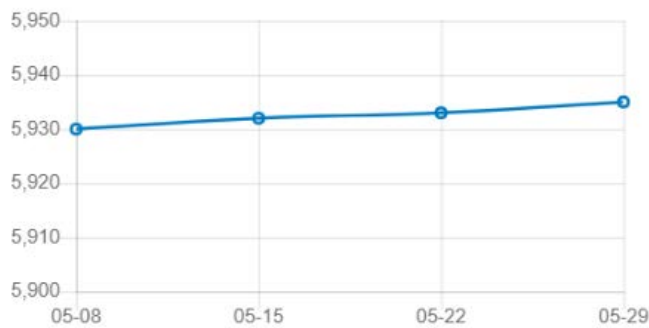
Policy Update: News about general education policy and – when available – how it relates to school libraries and librarians, with a focus on topics such as ESSA implementation, school funding, broadband, and net neutrality.

AASL News: Association news section. Items submitted by AASL to highlight and promote AASL events and content.

Stats on the issues for the last month are outlined on the next two pages.

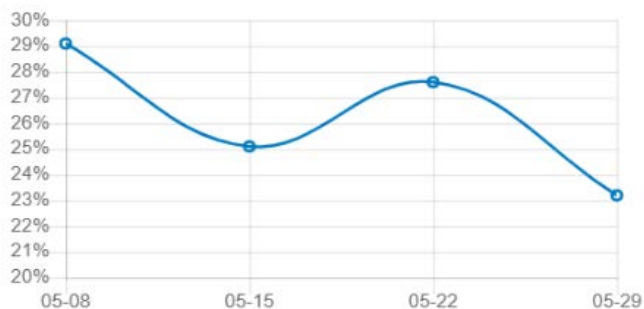
Total Subscribers ?

5,935



Open Rate (distinct) ?

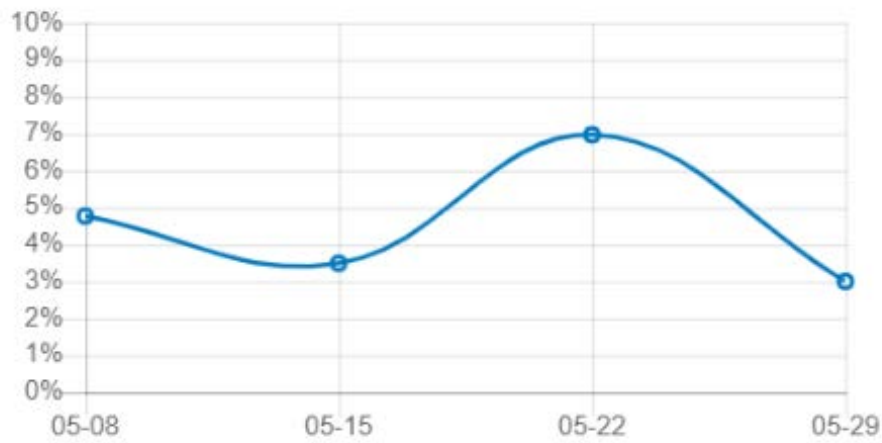
23.2%



AASL Board Report

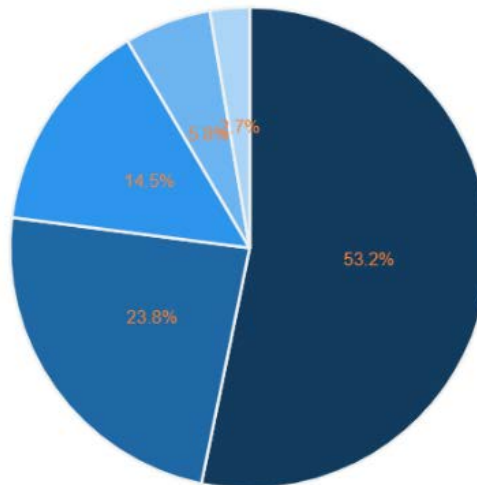
CTR (Click Through Rate) ?

3.00 %



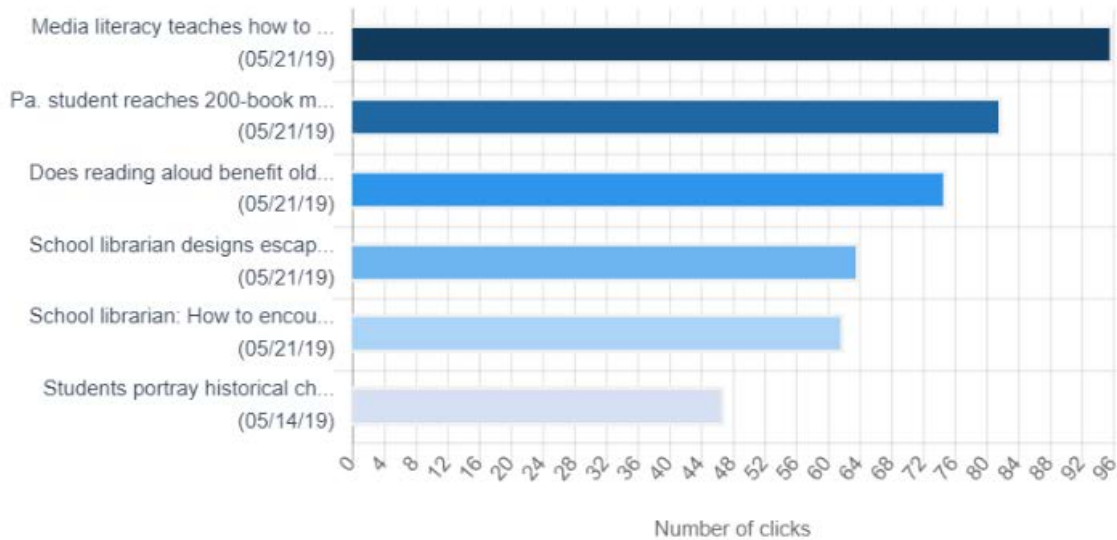
Clicks By Section

- Learners and Literacy (53.2%)
- Today's School Libraries (23.8%)
- Professional Leadership (14.5%)
- AASL News (5.8%)
- Policy Update (2.7%)



AASL Board Report

Top Headlines



AASL Digest

The monthly, association-focused *AASL Digest* e-newsletter launched in March. It includes the following sections:

- Association News
- Member Spotlight
- National Conference
- Affiliate News
- Calendar
- KQ Blog Post
- Video Corner

Below is a breakdown of the number of subscribers:

Subscribers from AASL Digest Subscription Form: 344

AASL Exhibitor Subscribers: 230

AASL Sponsor Subscribers: 43

AASL Members: 5,436

6,020 Subscribers Total

Below are the stats from the March, April, and May mailings:

Opens

Total Opens	7,862	44.7	Total number of times mailing opened
Unique Opens	5,197	29.5	Recipients who opened the mailing
Average Opens	1.51		Average number of opens for recipients who opened

AASL Board Report

Clicks

Total Clicks	1,496	19	Total number of times links clicked
Unique Clicks	784	15.1	Recipients who clicked the mailing

Viral

Total Forwards	872	11.1	Total number of forwards
Unique Forwards	701	13.5	Recipients who forwarded the mailing

KQ and SmartBrief Advertising Revenue

Total KQ Ad Revenue for FY 2019	\$24,833.71
<i>(includes KQ print ads, KQ website ads and sponsored posts, and the sunsetted KQ Product E-mail)</i>	
Total Q1 School Library SmartBrief Ad Share Revenue for FY2019	\$484.23
Total Ad Revenue for FY2019 to Date	\$25,317.94

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).

Critical Issue: Membership Development

How can AASL grow and strengthen its community?

Goal Two: To build the school librarian's professional community.

Relationship to any policies/position statements: N/A

Possible Budget Impact: N/A

Possible Staff Impact: N/A

AASL Board Report

AASL Meeting: ALA Midwinter Meeting

Date Submitted: Jun 07, 2019

Report Type: Information

Submitted on Behalf Of: AASL Office

Submitter: Jen Habley, Manager, Web Communications; Meg Featheringham, Editor

Subject: AASL Website(s) and Social Media Statistics

AASL Website Statistics (www.ala.org/aasl)

Number of pages viewed on the main AASL website each month

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019 to date
Sep	149,771	138,127	108,792	102,221	56,063
Oct	141,306	132,745	100,296	100,285	57,319
Nov	111,464	123,374	85,348	94,615	52,941
Dec	74,813	64,009	53,987	44,116	37,055
Jan	108,855	108,121	88,980	71,527	56,260
Feb	105,089	110,431	81,581	61,324	52,867
Mar	119,199	115,497	92,870	71,979	64,845
Apr	119,251	123,413	93,675	76,442	67,766
May	89,910	89,798	75,586	47,149	38,891
Jun	98,064	89,206	78,858	48,209	
Jul	95,764	79,373	75,170	44,014	
Aug	109,636	94,996	83,237	47,055	
Total	1,323,122	1,269,090	1,018,380	341,237	

Yearly site usage remains consistent with drops in December, June, July, and August coinciding with the breaks in the school year and an uptick in March and April for School Library Month.

We are seeing a decline in page views on the main AASL website – www.ala.org/aasl. This not unexpected as AASL has launched multiple separate sites drawing viewers away from the main website:

2015 – knowledgequest.aasl.org – *Knowledge Quest*

2016 – essa.aasl.org – School Librarians and ESSA
aasl.digitellinc.com – AASL eCOLLAB

2017 – standards.aasl.org – AASL Standards Portal

2018 – national.aasl.org – AASL National Conference

AASL Board Report

The top 10 pages visited on the website 2018 vs 2019 to date:

2018	2019 to date
AASL Landing Page	AASL Landing Page
Best Websites for Teaching & Learning 2017	School Library Month Landing Page
Best Websites for Teaching & Learning Landing Page	AASL Conferences & Events
School Library Month Landing Page	Best Websites for Teaching & Learning Landing Page
Best Apps for Teaching & Learning Landing Page	Best Apps for Teaching & Learning Landing Page
AASL Conferences & Events	Join AASL
Best Apps for Teaching & Learning 2017	AASL Awards
About AASL	About AASL
<i>School Library Research</i> Landing Page	2019 SLM PSA Video
AASL Awards	<i>School Library Research</i> Landing Page

* 2018 Best Apps and Best Websites pages live on the Standards Portal.

AASL eCOLLAB Usage

Currently eCOLLAB has 1,912 active users: 639 are non members and 1,271 members.

The site has made \$363.51 in all time sales.

Top sellers:

Knowledge Quest

Volume 47, No. 1 - Fighting Fake News: Tools and Resources

Webinars

Accessible Makerspaces

KQ Web Stats to Date (1/2/2015 to 6/5/2019)

Total Number of Posts to Date	1,556
Total Number of Comments	1,979
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AASL Board Report

	"How to transform your library space on a budget" (5,796 views) "Information Bias" (5,103 views)
Posts with Most View All Time	"How to transform your library space on a budget" (27,523 views) "6 Active Learning Spaces Your Library Should Have" (27,215 views) "How to Start a Makerspace When You're Broke" (20,746 views) "12 (mostly cheap) Teacher Tricks that work in an Elementary Library" (19,650 views) "5 Makerspace Books You Need to Read" (13,123 views)
Date with Most Views	March 21, 2017 (AASL Social Media Superstar Finalists Announced)

AASL Standards Portal

	2017	2018	2019
Views	120,059	493,380	165,089
Visitors	25,642	114,583	59,482

2019 (to date) Top Ten Page Views

Home	39,100
School Librarians	18,4969
Best Apps for Teaching & Learning 2018	16,100
Standards Framework	15,521
Best Websites for Teaching & Learning 2018	14,502
Standards Crosswalks	11,549
Materials	9,570
Common Beliefs	4,891
Shared Foundations Infographics	2,906
Shop	2,584

AASL Social Media Statistics

AASL's presence on social media continues to grow over all platforms.

	Followers	
Platform	January 9, 2019	June 7, 2019
Twitter	26,686	27,768
Facebook	11,758	13,448

AASL Board Report

Pinterest	1,373	1,412
LinkedIn	847	948
Instagram	1,101	1,577
SnapChat	172	172
YouTube	374	463

Notes:

- SnapChat hasn't been promoted outside of conference.



American Association
of School Librarians
TRANSFORMING LEARNING



AASL Board of Directors Meetings ALA 2019 Annual Washington, DC June 20 - 25

Board Book 2

Board I Friday, June 21st 1:00pm – 3:00pm Embassy Suites, Capital CD
Board II Saturday, June 22nd 1:30pm-4:30pm Embassy Suites, Capital CD

Region::	Region 6
Director::	Becky Calzada
Director email::	becky.calzada@leanderisd.org
What have you done to represent AASL in each state in your region? :	<p>Held 2 Zoom Meetings, Feb 23 to review ALA Mid Winter info from Affiliate Assembly & May 11 to review forthcoming meetings for ALA Annual</p> <p>I reminded everyone to make updates for Affiliate contacts if applicable</p> <p>I contacted Affiliate leaders to encourage participation in AASL programs and surveys</p> <p>Assisted in coordinating AASL pamphlets, info for AAIM Conference</p>
What AASL regional or state activities have occurred to advance AASL initiatives?:	<p>Arkansas-Anne Canada, Association of Instructional Media Furthering administrators understanding of library and librarian roles to support learners and learning communities. Curating community resources and partnerships.</p> <p>New Mexico-Mary C. Chappell Winter workshop focusing on advocacy in January 2019</p> <p>Texas-Richelle O'Neil Several sessions about the AASL Standards will be offered during the 2020 TLA conference; Lunch and Learn webinars about the AASL Standards have been offered by TASL</p> <p>Oklahoma- Amanda Kordeliski OKSL partnered with the OK State Dept of Education to provide 8 full day, no cost trainings across the state to introduce the Standards. OKSL provided over 60 hours of free/low cost professional development for state school librarians for the 2018-19 school year.</p>
What are major issues or concerns in your region?:	<p>Arkansas-Anne Canada, Association of Instructional Media Legislative rules have changed to require "appropriate" funding of school libraries rather than formula based on student enrollment.</p> <p>New Mexico-Mary C. Chappell Funding -- APS (largest school district in the state -- lost Mill Levy funding this year. That is the loss of half of APS school libraries' budgets.</p> <p>Texas-Richelle O'Neil Librarian positions are continuing to be cut in various districts throughout the state.</p> <p>Oklahoma-Amanda Kordeliski Continued loss of library positions across the state, lack of understanding by site and district administration about the standards and what school librarians truly do, education funding.</p>
What are major accomplishments in your region?:	<p>Arkansas-Anne Canada, Association of Instructional Media Commissioner of Education attended AAIM conference and shared where librarians fit into legislated school and ESSA requirements</p> <p>Round table forum (36 people) put together; librarians, administrators, education commissioner, EAST Initiative facilitators to discuss support of school administrative goals</p> <p>New as of the upcoming school year librarians can now be nominated for state Teacher of the Year - legislators changed the law due in no small part to AAIM efforts</p> <p>"Strong School Libraries grow Strong Skilled Students" Campaign to promote school libraries initiated</p> <p>New Mexico-Mary C. Chappell Legislature passed Senate Memorial 27, requesting NM Public Education Department (PED) to work with our affiliate group and NMLa to conduct a study of the status and needs of school libraries and librarians.</p> <p>Texas-Richelle O'Neil TASL Past Chair, Nancy Jo Lambert, and TLA Past President, Jennifer Laboon, testified in front of the state senate advocating for librarians to be added to HB3 which gives all teachers and librarians a \$5000 raise.</p>

TASL continues to offer weekly Lunch and Learn webinars.

TLA 2019 conference was a success.

Oklahoma-Amanda Kordeliski

Standards workshops were filled to capacity with a long wait list

Standards sessions at the state library conference and the state technology conference were very well attended

New sessions presented at state conference that highlighted what the standards look like in practice.

OKSL sponsored an ALA Advocacy boot camp and has taken an active role in the state library legislative committee.

OKSL successfully launched the first ever 7 week asynchronous webcourse for school librarians focusing on the learner standards. After this success, webcourses for the librarian and libraries frameworks are in the planning stages and will launch during the 2019-20 school year.

Region::	Region 3
Director::	Kathy Lester
Director email::	klester1@comcast.net
	I have offered to travel to any Region 3 State Conferences to present AASL information (and have offered to present on other topics while there as needed).
What have you done to represent AASL in each state in your region? :	<p>I attended a Virtual Region 3 Meeting on 2/13/2019.</p> <p>I have provided Region 3 state affiliate representatives with a written overview summary of the AASL Board meetings from ALA Midwinter and Virtual Board meeting.</p> <p>I have forwarded AASL information to Region 3 state affiliate representatives to pass on to their members. Examples: information about the AASL Election, School Library Month, National Conference, Membership Meeting, and the AASL School Administrator Collaborative.</p>
What AASL regional or state activities have occurred to advance AASL initiatives?:	<p>Below is a list of activities in each state:</p> <p>Illinois: In August 2018, AISLE officially completed the update of I-SAIL (Illinois Standards Aligned Instruction for Libraries) that aligns the AASL Standards Framework for Learners with Common Core, ISTE, and NGSS.</p> <p>Michigan: The SL21 (School Libraries in the 21st Century: Qualitative Benchmarks for Michigan School Libraries) were updated to reflect the AASL National Standards. MAME Leadership has met with MDE and to investigate the possibility of adopting the AASL Standards in Michigan. MAME promotes AASL news and information through its social media and listserv.</p> <p>Missouri: MASL has a strong social media presence on Facebook, Twitter, and a forum on their website. They also have a new listserv. These communication tools are used to promote AASL news, information and involvement.</p> <p>Ohio: Work continues on the National Standards online training tool. The OELMA listserv is used to promote AASL news, information and involvement. There were national standards-related sessions at the OELMA annual conference.</p> <p>Wisconsin: A committee of public and school librarians along with consultants from DPI meet 4-5 times a year to discuss collaboration efforts resulting in newsletter articles published in each of our organization newsletters. Here is an example: https://mailchi.mp/9a344a3847b4/school-and-public-libraries-team-up-to-combat-summer-slide?e=dc8e4406ad</p>
What are major issues or concerns in your region?:	<p>>Loss of certified librarian positions in schools, either eliminated or replaced with non-certified personnel or replaced with technology teachers</p> <p>>Limited funds for library resources</p> <p>>With the many recent cuts to school libraries and school librarian positions, there needs to be more resources and training available that allows librarians to advocate for our positions and our programs.</p> <p>>Being ignored by curriculum publishing companies.</p> <p>>Ohio: Having 2nd AASL conference in immediate area within a 6 year period is detrimental to OELMA's already precarious finances.</p> <p>>Wisconsin: Joint Finance Committee Signs Off on Governor's Proposal To Eliminate TEACH</p>

Training Grants. This includes:

Extending the TEACH IT Infrastructure Grants through June 30, 2021 but reducing the funding to \$3 million per year.

Eliminating the TEACH Education Technology Training Grants, which currently provide \$1.5 million in funding per year to rural schools.

Deleting the Curriculum Grant Program, which provides funding to schools for technology-enhanced curriculum.

The Joint Finance Committee is voting next Thursday, May 23 on Governor Evers' proposal to eliminate the Personal Electronic Computing Device (1:1) Grant program after the 2019-20 school year

WEMTA opposes the elimination of this grant program, which provides \$9.2 million in yearly funding for the purchase of student one-to-one devices (laptops, Chromebooks, tablets, etc.) and supporting software, curriculum, and training. Every Wisconsin school or school district is eligible to receive \$125 per 9th grade student.

Illinois:

AISLE revised and updated the I-SAIL document that is used by school librarians to align lesson plans with the AASL Standards, NGSS, Common Core, and ISTE.

Michigan:

A package of School Library Bills (HB4392, HB4393, HB4394) to require school libraries staffed by certified librarians was re-introduced in the Michigan House. MAME formed a Coalition for Michigan School Libraries. Governor Whitmer declared April as School Library Month in Michigan. MAME published an information sheet about how School Libraries/Librarians support the six ASCD tenets of the Whole Child. MAME published a Statement on Classroom Libraries.

Minnesota:

Minnesota has a Library Media Specialist in the Legislature. Makerspaces and other innovative learning activities are bringing libraries back into the spotlight. Digital literacy skills are taught by partnerships of tech integrationists, classroom teachers, and library media specialists providing hope for next generation in regards to stronger digital citizenship skills.

Missouri :

Last July our governor signed legislation that recognizes districts that have quality school library programs administered by certified school librarians.

Senate Bill 743, which contains the language from House Bill 2411 (School Librarian Bill), passed on 5/17/18 with a vote of 130/4. "The act requires the Department of Elementary and Secondary Education to develop a process for recognition of a school district's school library information and technology program before July 1, 2019. (Section 168.770)" Rep. Patricia Pike (HB 2411 Sponsor) sponsored this legislation on behalf of Missouri school libraries and librarians! This legislation encourages school districts to invest in quality library programs.

Ohio:

1) OELMA co-hosted a national Future Ready event this spring. 2) OELMA is collaborating with Ohio Library Council (OLC) and Academic Library Association of Ohio (ALAO) to present a joint library event on June 14 th. 3) Ohio Department of Education will start the work on the actual new library guidelines/standards this summer. 4) OELMA has made many changes to our operations. We have a new management company, membership system, logo and web site.

Wisconsin:

1) WEMTA was invited to present to the legislative study committee on the purpose and value impact of Common School Funds (CSF), resulting in the preservation of the current school library funding process. 2) Partnership with Keith Curry Lance study on school library staffing (helping us to understand the current state of school library staffing.)

What are major accomplishments in your region?:

Region::	2
Director::	Laura Hicks
Director email::	laura.hicks@maryland.gov
What have you done to represent AASL in each state in your region? :	<p>I have maintained contact with the state association Boards and have shared AASL news with them and relayed concerns and commendations to AASL from them.</p> <p>I attended the Maryland School Library Association conference in October., the New Jersey School Librarian conference in December and the Pennsylvania School Librarians conference in March.</p>
What AASL regional or state activities have occurred to advance AASL initiatives?:	All states are working on advocating for the School Librarian position in schools in accordance with the AASL Goal 2: To be a stronger voice for school librarians and the profession
What are major issues or concerns in your region?:	The biggest issue in our region is advocating against elimination of our positions.
What are major accomplishments in your region?:	<p>Delaware DASL just held its annual combined conference with the Maryland Library Association in May. This year's School Library of the Year will be announced soon.</p> <p>District of Columbia The 3 Stars Book Award for young readers and middle readers were announced this week. DCASL and DCPS teamed up to present their second annual LibCamp 2018 in December.</p> <p>Maryland MASL held its second annual Leadership Retreat in May to refine strategic planning and set goals for the coming year. The retreat followed a very succesful Common Ground conference where the 3rd Maryland School Librarian, Irene Alliare, was announced.</p> <p>New Jersey NJASL produced a great new infographic "Certified School Librarians: a district's biggest bargain! At https://drive.google.com/file/d/1-eiiJEASK_OYEw56-cFFmlagFVnS5M2/view. Great article about school libraries and the New Jersey Teacher of the Year from SLJ at https://www.slj.com/?detailStory=showing-future-educators-lms-career-path Joyce Valenza won the 2019 AASL Distinguished Service Award.</p> <p>New York The spring "Shifting Perspectives" conference was a huge success with big names like Matt de la Pena, Dhonielle Clayton, and Allison Zmuda. The 2019 NYLA -SSL Summer Institute: Transform Learning with the Reimagined ESIFC led by Dr. Barbara Stripling will offer participants the valuable opportunity to explore the new ESIFC. 2019: Reimagined ESIFC.</p> <p>Pennsylvania Congratulations to the PSLA for being named the 2019 AASL Affiliate of the Year! They were also awarded the The AASL Past-President Planning Grant for National School Library Standards. Karey Killian was selected by Microsoft as the first educator to highlight in their</p>

“Changemaker” series!

PSLA member Ellen Zschunke, librarian and media specialist at the Pine Road Elementary School in Huntingdon Valley, PA, has been nominated as an Unsung Hero of Bucks and Montgomery County Public Schools!

Region::	IX
Director::	Ann Schuster
Director email::	annschuster627@gmail.com
What have you done to represent AASL in each state in your region? :	Although I was unable to attend MidWinter, I have been keeping abreast of initiatives and issues presented there including the new strategic plan. My focus these past few months has been the implementation of the AASL Standards. I presented on this topic at a state regional workshop in Hays, KS in April. I have also worked to integrate the Standards into my district's library curriculum revision. Additionally, I recently submitted a proposal to present on Standards implementation at our state association's fall conference.
What AASL regional or state activities have occurred to advance AASL initiatives?:	Our KASL Advocacy Committee has created a new toolkit for school librarians and our state President is currently developing a model for school librarian appraisal based on the Standards.
What are major issues or concerns in your region?:	Funding and staffing continue to be concerns across the region.
What are major accomplishments in your region?:	Though not all school library associations / divisions in my region are AASL affiliated, each of them has a presence at upcoming state library conferences, summits, or institutes in the coming months.

Region::	4
Director::	Courtney Lewis
Director email::	cllewis@st.catherines.org
What have you done to represent AASL in each state in your region? :	Since I've only been Region 4 Director for a couple of months, I've had less of a chance to take action. I've touched base with every state organization and charted the various state conferences to see which ones I can visit during the rest of the 2019/20 term I'm serving.
What AASL regional or state activities have occurred to advance AASL initiatives?:	I really don't have any idea - each state organization president was very welcoming and we are going to find time to get together at Annual in our various meetings to discuss initiatives, particularly around standards implementation.
What are major issues or concerns in your region?:	Great question! Once again, when I assumed my role this April and touched base with all the state organization presidents, I asked for meeting minutes (if they feel appropriate) but haven't received them yet.
What are major accomplishments in your region?:	Same response as above. I'm sure I'll know at Annual some of those accomplishments and who to credit and hope my upcoming work in the next few months will have me writing a much better report next time. :-)

Region::	V
Director::	Wendy Stephens
Director email::	wendysstephens@hotmail.com
What have you done to represent AASL in each state in your region? :	Have been in correspondence with each state's affiliate.
What AASL regional or state activities have occurred to advance AASL initiatives?:	Kathryn Lewis attended ASLA June 10-11. Mississippi is still working on affiliation paperwork. GLMA also held its state summer conference June 10 and the state superintendent spoke .
What are major issues or concerns in your region?:	Georgia public school librarians were initially excluded from a teacher pay raise, but a slightly smaller raise was negotiated for all instructional personnel.
What are major accomplishments in your region?:	Alabama school librarians held their New Librarians' Event this year. Alabama school librarians are celebrating a one-time infusion to reinvigorate collections still suffering from recession-era cuts.

Region::	1
Director::	Anita Cellucci
Director email::	celluccia@westboroughk12.org
What have you done to represent AASL in each state in your region? :	<p>NESLA is focusing on improved communications between the board and AASL through the Region 1 Director. I have been included in meetings and minutes along with communication with the president.</p> <p>MSLA Advocacy Co-chair to further work on the legislative agenda for the MA School Library Equity survey.</p> <p>Attended MSLA conference.</p>
What AASL regional or state activities have occurred to advance AASL initiatives?:	<p>MA: Getting to Know the (New) AASL National School Library Standards--Spring 2019 at the MSLA annual conference in Framingham, Massachusetts - Chris Swerling and Fran Zilonis prepared a content-rich two-hour workshop to help school librarians align AASL Standards to their current library instruction. Participants left with a template to continue aligning instruction to the standards, a ready-to-go persuasive message for admins, and an AASL standards resource list to continued exploration and personal professional development.</p> <p>CT: March 30 UnConference in Danbury and Colchester: 100 CT Librarians worked on digging deeper into the Standards and planning implementation in their own Districts; April: School Library Month - 6x5 full color post cards were sent to every Super and Board of Ed Chair. Included Infographic from AASL (School Librarians Transform Learning) and CASL research (Value of a Librarian)</p> <p>Letters from ALA, AASL, and CASL Presidents were emailed to every Super, Administrator, and Board of Education asking them to officially make April School Library Month in their District and pointing out the work of School Librarians</p> <p>June 12/19 Google Applied Digital Skills Training: 70 educators received training on the integration of Google Suite into AASL Standards and the Library (So popular we are offering this as an add-on to CASL Conference in October)</p> <p>July 25 Maker Meetup: Pre-Conference to our Pre-Conference Exploring Virtual Reality: 35 Librarians gather to explore cutting edge technology (google hangout with Steve Dembo) will explore 7 different tools to use and create VR with students</p> <p>October 20/21 CASL/CECA State Conference: moving to Hartford (more accessible venue) over 20 authors to present along with 40 educators from across CT</p> <p>October 2020: NerdCampCT! Planning is beginning we are setting date shortly, more info to come!</p> <p>VT: AASL National School Library Standards Adoptions by the State of Vermont: A small group of VSLA board members are working with the Agency of Education to ensure that the National School Library Standards are adopted by the Vermont State Agency of Education. It may be a slow process, but it does look like we will be successful.</p> <p>NESLA: NESLA has partnered with researchers Keith Curry Lance and Debra Kachel who have invited NESLA and state school library associations to partner with them on their research proposal, "The Evolving Role of the School Librarian: How School Decision-Makers are Driving Change." Their proposal for the Laura Bush 21st Century Librarian Grant is offered by the Institute of Museum and Library Services [IMLS]. As a partners NESLA and participating state school library associations will help the researchers connect with school administrators and school board members to complete online surveys and phone interviews. The intent of the</p>

proposed study is to investigate the changing value and expectations of school decision-makers who employ librarians and how that is impacting the school librarian profession.

MA: School library representation at the Massachusetts Department of Elementary and Secondary Education;

School districts cutting positions; Dearth of school librarians for open positions

What are major issues or concerns in your region?:

CT: Continue to battle cuts and closures of school libraries; ALA/AASL and CASL Board have written letters to six districts in the last year. CT is feeling successful as the letters and advocacy efforts are enlightening Supers and Admins who may be unaware of the value of a Librarian.

NESLA: Continued Librarian cuts and loss of budgets.

MA: We are leveraging the 2018 Massachusetts School Library Study to raise awareness about the value of equitable access for children to the resources, instruction, and literacy available through school libraries managed by licensed school library teachers. To that end MSLA hired a consultant (Greg Pronevitz) who worked closely with MSLA's three talented and dedicated advocacy chairs (Anita Cellucci, Robin Cicchetti, Amy Short) throughout the 2018-2019 school year.

What are major accomplishments in your region?:

CT: NEW PARTNERSHIPS: CT Library Association and Connecticut Technology Education Leaders (COSN Affiliate) meetings and partnerships arranged! Goal is to provide help in introducing legislation around AASL Standards adoption and School Librarians

VT: Educator Program Training: Peter Langella (VSLA - President Elect) started a pilot with Champlain College's TAP last year where future teachers learned how to use libraries and collaborate with librarians. He'd like to reach out to more schools and build more partnerships, with the eventual goal being that all student-teachers be required to collaborate with their librarian on their solo unit.

NESLA: NESLA is seeking to develop partnerships to generate interest in generating equity for all students.

NESLA promotes school librarians' awareness of digital equity through its partnership with the National Collaborative for Digital Equity [NCDE], a non-profit working to obtain the investment of billions of dollars as required the Community Reinvestment Act [CRA]

Section::	ESLS
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Section

Representative to the AASL Board::

Maria Cahill

Representative email::

maria.cahill@uky.edu

Summary of Activities::

The ESLS Section has been extremely busy this year! We submitted and had approved two large items: 1. a revitalization of the AASL Research Award funded by School Library Connection in the amount of \$350 per awarded paper (3 awards will be given per year), and 2. the inauguration of the AASL BiAnnual Conference Research Strand. Through these efforts, ESLS hopes to continue supporting strong ties between research and practice.

Two News You Can Use panels were submitted by ESLS:

1. ALA Midwinter titled: School Library Research: Where We've Been and Where We're Going
Lucy Santos Green, Associate Professor, University of South Carolina; Melissa Johnston, Associate Professor, University of West Georgia; April Dawkins, Assistant Professor, University of North Carolina at Greensboro; Angie Branyon, Assistant Professor, University of West Georgia; Ann Ewbank, Associate Professor, Montana State University

2. ALA Annual titled: Virtual Reality and Augmented Reality in the School Library (AASL)
Dr. Lucy Santos Green, Associate Professor of Library and Information Science, University of South Carolina (Moderator); Donna Young, Library Media Specialist, De Pere (Wisc.) Middle School; IdaMae Craddock, Library Media Specialist, Burley (Vir.) Middle School; Susan Sclafani, School Librarian, Oregon (N.Y.) Middle School

We are also hosting a special presentation at ALA Annual 2019 featuring a great conversation between AASL, YALSA and ACRL on the pros and cons of association research agendas. We look forward to a great 2019-2020 year!

Action Needed::

None

Description of Staff Follow-Up or Board Motion if Needed::

Section::	ISS
Section Representative to the AASL Board::	Phoebe Warmack
Representative email::	phoebe_warmack@woodberry.org
Summary of Activities::	<ul style="list-style-type: none"> •A member survey has been created and edited. This will be sent, along with a few accompanying notes, to AASL for distribution to membership •Three DC-area schools are confirmed for the ISS school tour during ALA Annual •The AASL Strategic Plan has been shared with ISS for final alignment of the ISS Strategic Plan with the AASL Strategic Plan; the ISS Strategic Plan will be shared, reviewed, and voted on at the ISS meeting during Annual •A Dutch Treat ISS gathering is scheduled during ALA Annual at Busboys and Poets. 1025 5th St NW, Washington DC, DC 20001-2517 on Saturday, June 22nd beginning at 6:30 pm. •Plans are in the work on a plagiarism-themed webinar for presentation at the beginning of the 2019/2020 school year. •Time and attention are being given to the rejuvenate the ISS social media presence.
Action Needed::	Staff Follow-Up (Please explain below.)
Description of Staff Follow-Up or Board Motion if Needed::	<p>Staff follow-up will be needed for the distribution of the ISS membership survey once shared with AASL staff.</p> <p>No Board motion will be needed.</p>

Committee/Editorial Board/Task Force::	AASL-CAEP Coordinating Committee
Chair::	April Dawkins
Chair email::	amdawkin@uncg.edu
Committee Members::	Gail Dickinson (co-chair), Sherry Crow, Kim Gangwish, Ramona Kerby, Judy Bivens, Barbara Ray, Rebecca Pasco, Susan Ballard, Audrey Church (ex-officio), Stephanie Jones, Lucy Green
Function Statement::	To work with AASL and ALA's Office of Accreditation to fulfill responsibilities associated with the CAEP accreditation process
Minimum Intended Outcomes::	<ol style="list-style-type: none"> 1. Conduct training of CAEP reviewers and writers at ALA Midwinter 2. Approve new CAEP program reviewers & lead reviewers 3. Work with ALA Office for Accreditation to coordinate spring semester program reviews and audits of those reviews 4. Edit final draft of new program standards for submission to AASL Board in June and final submission to CAEP by July 1
Work Accomplished::	<ol style="list-style-type: none"> 1. Conducted training of CAEP reviewers and writers at ALA Midwinter 2. Approved new CAEP program reviewers & lead reviewers 3. Worked with ALA Office for Accreditation to coordinate spring semester program reviews and audits of those reviews 4. Editing final draft of new program standards for submission to AASL Board in June and final submission to CAEP by July 1 (will be ready!)
Annual Agenda::	CAEP Reviewer/writer training session AASL-CAEP Meeting -planning for virtual training of reviewers and program writers -planning for training on new program standards
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	ALA Connect Google Documents/Calendar Zoom meetings
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Saved in a Google Drive Will upload all final documents to ALA Connect Library
What specific suggestions do you have for how ALA Connect could improve e-	None

**participation for
committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	The Ruth Toor Grant for Strong Public School Libraries
Chair::	Hilda K. Weisburg
Chair email::	hildakw@gmail.com
Committee Members::	Damon Austin Mrs. Joanna Gerakios Annalisa R. Keuler Jenny Takeda
Function Statement::	To select the recipient of a monetary award sponsored by Jay Toor to provide financial support to a public school library that is interested in increasing public awareness at the local community level about the importance of public school libraries and certified school librarians
Minimum Intended Outcomes::	To select this year's winner of the Grant Award.
Work Accomplished::	We selected the winner
	We do not meet at Annual.
Annual Agenda::	I do need to find out how to make changes to the Criteria so that the winning project can be replicated and it is shared widely with members. (e.g Knowledge Quest blog post or an appropriately themed issue of Knowledge Quest).
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	ALA Connect Zoom call
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Haven't done anything. Assumed ALA Connect was being saved. Will save any future Zoom calls.
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	Can't think of anything.

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	Bylaws & Organization Committee
Chair::	Devona Pendergrass
Chair email::	dpendergrass@mhbombers.com
Committee Members::	Nikki Gregerson, Barbara Johnson, Robbie Nickel, Sharon Taylor, Katie Williams, Laura Hicks
Function Statement::	To review, revise, amend and draft Bylaws for the association; to evaluate all present and proposed committee change and function statements, to review and make recommendations on all association policies for inclusion in the official AASL Organizational Handbook
Minimum Intended Outcomes::	Review all requests for bylaw changes and make recommendations to the AASL Board for appropriate action, ensuring no conflict with ALA Bylaws and policies.
Work Accomplished::	We reviewed and make recommendations for the board of directors on updates and changes to policies J-2, J-3, J-4, and J-5 which are now listed as policies K-2 through K-5.
Annual Agenda::	Our agenda is to review requests for changes and make recommendations and review all requests we receive and review and update policies per the review date schedule.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	ALA Connect
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Our reviews and recommendations have now been included in AASL's policies.
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	Committee chairs need to call their committee members and make sure they are signed u on Connect and ready to go. I eventually had to call some of my members and get them going on connect.
Did you attend or watch the online committee chair orientation? :	Yes

Committee/Editorial Board/Task Force::	AASL Practice Committee
Chair::	Eileen Kern and Carl Jay Bansbach, Co-Chairs
Chair email::	kernef@gmail.com
Committee Members::	Carrie Betts, Lori Donovan, Karen Gavigan, Amanda Kordeliski, Kathy Lester, Beth Olshewsky, Kathryn Justus (Ex-Officio Member), Sarah Searles (Board Liaison), Allison Cline (Staff Liaison), Sylvia Knight Norton (Staff Liaison)
Function Statement::	The AASL Practice Committee will review and report on development in educational technology, curriculum, accountability and assessment, literacy, national learning standards, and other current library and education issues.
Minimum Intended Outcomes::	
Work Accomplished::	<p>Work Accomplished</p> <p>The committee submitted three board action requests to the AASL Executive Committee/Board this Spring. Action requests are as follows:</p> <p>Request that the AASL Board of Directors explores the link between deeper learning and the AASL National Standards and partner with organizations that support deeper learning</p> <p>Request that the AASL Board of Directors provide resources for school librarians to share with stakeholders on the important role that school libraries play in creating a safe environment for learning.</p> <p>Recommends that the AASL Board of Directors address the issue of classroom libraries in process of reviewing position statements in regard to the new national standards.</p> <p>The committee submitted a board action request to AASL Board for consideration at the 2019 Annual Meeting</p> <p>Recommends that the AASL Board of Directors explore the Equity, Diversity, and Inclusion and Social Justice within AASL and school librarianship in order to align with ALA initiative</p>
Annual Agenda::	The committee held a virtual meeting every month for approximately an hour. Members of the committee worked between meetings to complete the rubrics.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	Google Drive, Google Docs, and Zoom Meetings
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	All agendas were distributed via ALA Connect. Links to committee rubrics were included in the AASL Board Action Requests

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

Did you attend or watch the online committee chair orientation? :

Yes

Committee/Editorial Board/Task Force::	Innovative Reading Grant
Chair::	Cathy Evans
Chair email::	cevans@stmarysschool.org
Committee Members::	Emmanuel Faulkner Alexa Hirsch Lalejini Deb Saetveit Kathryn Salmela Steven Yates (Board Liaison) Allison Cline (Staff Liaison)
Function Statement::	Review applications and select the recipient of the 2019 Innovative Reading Grant.
Minimum Intended Outcomes::	Select recipient of award Provide opportunities for member to volunteer for committee work Recognize outstanding programs
Work Accomplished::	Selected recipient for award: Belfair Montessori Magnet Elementary School Project Title: Animal Advocacy: Every Animal Has a Story to Tell
Annual Agenda::	N/A
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	Email ALA Connect Zoom video conference
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Documents in ALA Connect Reports to Bard
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	AASL Social Media Editorial Board
Chair::	Len Bryan
Chair email::	librarianlen@gmail.com
Committee Members::	<p>Kelsey Barker Kendel Lively Jane Lofton Jennifer Habley Len Bryan Anita Cellucci Juan Rivera</p>
Function Statement::	<p>The AASL Social Media Editorial Board works with the Social Media Editorial Board Chair, Social Media Posting group, and AASL Staff Liaison to ensure posted content is relevant, current, and reflects the needs of AASL's diverse membership. The Social Media Editorial Board should ensure content posted engages members and perspective members, encourages community, and builds a personal learning network for the profession.</p>
Minimum Intended Outcomes::	<p>Scan social media platforms to identify trends and issues within the profession may include but are not limited to: transitions in technology; federal legislation; library research; book/author news (honors, milestones); research on young people, parent and family; and ALA and AASL initiatives (i.e. AASL Standards).</p> <p>Scan mass media outlets to identify trends and issues within the profession may include but are not limited to: transitions in technology; federal legislation; library research; book/author news (honors, milestones); research on young people, parent and family; and ALA and AASL initiatives (i.e. AASL Standards).</p> <p>Offer insight and suggestions to the Social Media Posting Group for curation and sharing via AASL social media platforms.</p> <p>Review applications to social media posting group, approve members, remove and replace inactive members.</p> <p>Develop rubrics. Schedule posting group appointments.</p> <p>Ensure currently serving posters are posting consistently, posting within the Social Media Policies and Guidelines, and monitoring social media for any replies or comments that need AASL staff attention.</p> <p>Identify trends in social media, review new social media platforms, and make recommendations for new AASL social media channels.</p> <p>Follow the procedure for monitoring and responding to social media</p> <p>Promote AASL social media content within their professional networks and school library community</p>
Work Accomplished::	<p>Added new social media posters - Melissa Corey and Shannon DeSantis</p> <p>Created Instagram takeover guidelines and have had several successful takeovers</p> <p>Shared several requests from different organizations using AASL's social media presence</p>
Annual Agenda::	

What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):

Email
Twitter
Google Drive/Docs

When you communicate electronically, how are you preserving the work of the committee for the next committee?:

Google Drive

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

ALA Connect sometimes makes it difficult to track conversations as we would in an email thread.

It can also be cumbersome to log in to the platform in order to retrieve documents pertinent to our work,

Did you attend or watch the online committee chair orientation? :

No

Committee/Editorial Board/Task Force::	National Conference
Chair::	Heather Jankowski and Alice Bryant
Chair email::	hjankowski@csisd.org
Committee Members::	Lisa Morris-Wilkey, Robbie Nickel, and Schenell Agee, Ellen McNair and Jillian Ehlers, (Elizabeth Burns and Lucy Green , Amanda Hurley and Tara Griffith, Heather Jankowski, and Alice Bryant]
Function Statement::	The goal of our committee is to plan and execute the national conference in November 2019.
Minimum Intended Outcomes::	The AASL National Conference Committee is responsible for identifying and addressing the educational needs of conference attendees and enhancing the professional development growth of AASL members. Summary: Choose and secure general session speakers, select concurrent session speakers, IdeaLab presenters, authors, and provide a well-attended conference. Also, promote conference via social media.
Work Accomplished::	Keynote speakers identified, Concurrent session selected. In the final stages of IdeaLab selected. Author representation is being finalized. Research into Practice sessions in the process of being identified. We are ready to schedule concurrent sessions at the annual conference.
Annual Agenda::	The full committee will meet and finalize authors, sessions, and other items related to the final tasks of the conference. Concurrent sessions will be scheduled by program committee chairs, conference chairs, and staff.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	Google Docs Agendas via email Zoom meetings - monthly Conference calling with staff and co-chairs Face-to-face site visit in Louisville
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Google Doc minutes Zoom meeting minutes
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	Each committee member should receive the information. Only Alice's email is represented and we are conference co-chairs, but Heather is not receiving communications.

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	Awards Committee
Chair::	Susan Yutzey
Chair email::	oealmasdy@Gmail.com
Committee Members::	Michael-Brian Ogawa, Mary Jo Richmond, Susan Ballard, Susan Hess, Klaudia Janek, Catherine Evans, John Byrnes, LeeAnna Mills, Rebecca Gordon, Brittany Tignor, Rob Hilliker, Dorcas Hand, Savannah Sessions, Hilda Weisburg, Rachel Altobelli
Function Statement::	Coordinates the AASL awards committees; to review criteria for new and continuing awards and make recommendations for change; to advise on lists of contacts for each award; to evaluate the need for new awards and seek funding in cooperation with the executive director to support these; to determine responsibilities for awards administration, including publicity for awards and for recipients.
Minimum Intended Outcomes::	To work with AASL to 1) ensure an efficient and effective awards selection process; 2) to communicate regularly with sub-committee chairs; and to plan and implement a celebratory awards event that honors recipients and award donors.
Work Accomplished::	I participated in nine virtual conference calls with awards sub-committees. I met with one of the award sub-committee chairs while attending ALA MidWinter. With the exception of April, I sent messages to award sub-committee chairs with updates about the awards process and the awards event at ALA Annual. On May 23, I participated in a virtual call with Kathryn Roots Lewis, Sylvia Norton, Allison Cline, and Steven Yates to plan the awards event on Saturday, June 22, 2019 from 5 p.m. to 7 p.m.
Annual Agenda::	On Saturday, June 22, 2019, from 5-7 p.m. the work of the sub-committees will be recognized at the annual awards event. Recipients will be honored as will award donors. At this time, I am unsure as to whether we will meet virtually to review awards process and any changes to awards criteria, etc.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	I used ALA Connect for all communication with awards sub-committee chairs.
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	ALA Connect preserves the work of the Awards Committee Chairperson's messages. I will work with Allison to ensure that all other communications from the sub-committee chairs are preserved.
What specific suggestions do you have for how ALA Connect could	At this time I don't have any suggestions. As the chair of the committee, I wish there was a way to see who has seen the post; not just who has responded to a post.

**improve e-
participation for
committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	AASL Best Websites for Teaching and Learning
Chair::	Sherry Gick
Chair email::	sngick@gmail.com
Committee Members::	Stacy Brown, Elizabeth Kahn, Joy Millam, Maria Muhlbauer, Floyd Pentlin, Kathryn Salmela, Deborah Schiano, Karen Scott, Krista Welz
Function Statement::	The AASL Best Websites for Teaching and Learning Committee will make final determination of recognition list for AASL Best Websites for Teaching and Learning annually
Minimum Intended Outcomes::	<p>Create a list of 25 websites for teaching and learning to be presented at ALA Annual in Washington, DC in June 2018.</p> <p>Create presentation for 25 Websites . Review submitted sites, find sites on their own, and pull together larger list to peruse for the final 25 (typically reviewing about 100) .</p> <p>Keep 2019 candidates and winners confidential until the list is released at ALA Annual. We cannot discuss in our various forums or social media until official list is released.</p> <p>Review previous sites to identify any closed sites or site name changes.</p>
Work Accomplished::	<p>Our committee reviewed nearly 100 sites and chose 23 of them to be recognized as this year's AASL Best Websites for Teaching and Learning. We also reviewed past sites to see if they were still "free" and active; sharing our findings so that the website and links could be updated.</p> <p>Together, after narrowing down the sites we developed a presentation/curation of all the sites highlighting their features, recommended grade levels, AASL standards, as well as an example of usage.</p>
Annual Agenda::	Our committee will not be meeting at Annual as our work is completed! Those of us in attendance at annual will be presenting/revealing the 2019 Best Websites for Teaching and Learning during the Saturday session.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	For primary communication, our committee utilized the ALA Connect platform, posting messages and meeting links there to in turn be sent to emails. For meetings, we utilized the ALA Zoom to meet virtually together about every 6 weeks for an hour, but sometimes longer!
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Our committee has a shared google drive folder where all of our agendas and committee work are stored.
What specific suggestions do you have for how ALA Connect could improve e-	The Zoom meeting room was wonderful for access and being able to meet and see everyone regularly. Committee members need to be willing to utilize this method of communication and meeting.

**participation for
committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	Social Media Recognition Committee
Chair::	Marifran DeMaine
Chair email::	marifran.demaine@gmail.com
Committee Members::	Doreen Bergman Liz Dodds Connie Hollin Barbara Johnson Michelle Luhtala Chelsea Sims Ann Morgester , Board Liaison Jen Habley, Staff Liaison
Function Statement::	The AASL Social Media Recognition Committee will make final determination of recognition list of social media superstars annually.
Minimum Intended Outcomes::	With the input of the general AASL membership, the Social Media Recognition Committee compiled nominees, determined finalists, solicited endorsements and used this information to create a recognition list of eight "Social Media Superstars" for 2019.
Work Accomplished::	Through monthly online meetings and the use of collaborative platforms, the committee: <ul style="list-style-type: none"> * clarified eligibility for each category; * determined the recognition announcement date and a supporting calendar to complete necessary work by said date; * appointed presenters for the live recognition at ALA Annual; * initiated conversation about more dynamic options for recognition announcement in April and implemented these plans; * solicited the general membership for and reviewed nominations in each of the eight categories; * created a slate of finalists in each of the eight categories; * shared slate with AASL membership at large and encouraged peer endorsement of finalists; * collaboratively crafted a set of finalist slides to be shared during a social media "blast" to kick off School Library Month; * announced winners through multi-platform announcements facilitated by extensive work by Jennifer Habley on April 1, 2019
Annual Agenda::	not applicable (committee will be sunsetted at the end of June 2019 and its responsibilities will be added to the charge of the Social Media Editorial Board)
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	email community Connect portal Google Hangout office hours hosted by committee chair phone calls Google Drive

When you communicate electronically, how are you preserving the work of the committee for the next committee?:

Library within Connect community

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

Institute attendance guidelines for committees so that if members choose not to regularly participate in committee work, they can be removed and/or replaced by committee chairs. Managing "no show" committee members and the responsibilities that remain unfulfilled by them can take more time for a committee chairperson than simply downsizing the committee and redistributing task lists among participating members.

Did you attend or watch the online committee chair orientation? :

Yes

Committee/Editorial Board/Task Force::	AASL Collaborative School Library Media Award
Chair::	Susan D. Ballard
Chair email::	sdballard@comcast.net
Committee Members::	Kristen Falco Stephanie Ham Jennifer Powell Ann Vickman
Function Statement::	To coordinate the selection of the AASL Collaborative School Library Award which is based on criteria to meet the goals outlined in in AASL's National School Library Standards for Learners, School Librarians, and School Libraries through joint planning of a program, unit or event in support of the curriculum and using school library resources
Minimum Intended Outcomes::	Review applications submitted to address the degree to which the project meets the award criteria as detailed in the Collaborative Award Rating sheet degree http://www.ala.org/aasl/sites/ala.org/aasl/files/content/awards/docs/Collaborative_Rating_Sheet.pdf .
Work Accomplished::	1, Using the rubric created by AASL, each individual member of the committee reviewed individual applications (including materials submitted as links) and scored accordingly. 2. Completed rubrics were submitted to AASL staff who compiled and returned a combined scoring document 3. The committee held a video conference call on 3/12, discussed the rubrics and selected a recipient. 4. The committee also reviewed the scoring rubric and made recommendations for modifications to the AASL EC.
Annual Agenda::	Our work is completed and we are not meeting at Annual.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	ALA Connect and AASL Zoom videoconferencing.
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	As we communicated via ALA Connect, committee communication is preserved there.
What specific suggestions do you	

have for how ALA
Connect could
improve e-
participation for
committee
members?:

Did you attend or
watch the online
committee chair
orientation? :

Yes

Committee/Editorial Board/Task Force::	Reading Position Statements Task Force
Chair::	Judi Moreillon
Chair email::	info@storytrail.com
Committee Members::	Molly Dettmann, Christina Dorr, Brene Duggins, and Sam Northern
Function Statement::	<p>The charge of the Task Force is: To revise and align AASL's reading position statements with the National School Library Standards. The expected outcome for the task force is to review and align reading statements with National School Library Standards. The statements can be consolidated if appropriate as determined by the task force with the exception of the position statement on Labeling Books with Reading Levels. The position statements to be considered include:</p> <ul style="list-style-type: none"> • Role of the School Librarian in Reading Development • School Librarian's Role in Reading • Value of Independent Reading in the School Library Program • Labeling Books with Reading Levels
Minimum Intended Outcomes::	The Board of Directors has requested that a report of your findings be submitted by January 1, 2020.
Work Accomplished::	Our task force will meet via Zoom on Wednesday, June 5, 2019. At that time, we will organize our work and make an initial determination as to whether or not we should request additional task force members.
Annual Agenda::	N/A
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	<p>ALA Connect</p> <p>In order to effectively revise and edit, we have opened a Google folder with the four documents under review: https://drive.google.com/open?id=1obG5Z9_xjWNilyWC0wLHbPZISigCGyU_3d1l3glelxE</p> <p>We have requested a watermarked copy of the standards book so we can search it for the terms mentioned in the four statements under review.</p>
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	<p>ALA Connect</p> <p>Google Folder</p>
What specific suggestions do you have for how ALA Connect could improve e-participation for	<p>None</p> <p>I was traveling during the online committee chairs orientation. (I have attended it in past years.) I have not found a link for the 5/22/19 Zoom archive.</p>

**committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

No

Committee/Editorial Board/Task Force::	Role of the School Library Program Position Statement Task Force
Chair::	Susan D. Ballard
Chair email::	sdballard@comcast.net
Committee Members::	Audra M. Lewis Kathy Mansfield Anita Cellucci, Board Liaison Meg Featheringham, Staff liaison
Function Statement::	To revise the Role of the School Library Program Position Statement to align with the National School Library Standards.
Minimum Intended Outcomes::	Produce a revised position statement.
Work Accomplished::	<p>The committee:</p> <ol style="list-style-type: none"> 1. Reviewed the current position statement (revised 2016) and a related statement on the "Definition of an Effective School Library" (revised 2018) 2. Reviewed sections of the Standards in order to contrast/compare to current language 3. Created a first draft in Google docs to reflect the current language, followed by text from the standards that we might want to adopt/adapt and or modify in some way. 4. Based on text from the Standards, added several definitions (from the Standards Glossary) and added to the list of references and suggested readings. 5. Created and modified a second draft including alignment of language to reflect possible forthcoming changes in AASL's Position Paper on Scheduling. 6. Conducted a video conference to come to consensus. 7. Using AASL template, created a final version. 8. Have suggested open access to KQ articles cited in the final version.
Annual Agenda::	Our work is completed and we will not be meeting at Annual.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	Google docs, ALA Connect and AASL Zoom videoconferencing.
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Discussions and work which occurred in ALA Connect is preserved there. Staff liaison has link to the Google docs.
What specific suggestions do you	

have for how ALA
Connect could
improve e-
participation for
committee
members?:

Did you attend or
watch the online
committee chair
orientation? :

Yes

Committee/Editorial Board/Task Force::	AASL Scheduling Position Statement Task Force
Chair::	Ann M Martin
Chair email::	libraryann@comcast.net
Committee Members::	<p>Melissa Jacobs Cherity Pennington Amy A. Short</p> <p>Mary O. Keeling, Board Liaison Meg Featheringham, Staff Liaison</p>
Function Statement::	<p>1. Review the "Position Statement of Flexible Scheduling" http://www.ala.org/aasl/advocacy/resources/statements/flex-sched</p> <p>2. Review the new AASL National School Library Standards regarding scheduling language</p> <p>3. Align the position statement to reflect the new NSLS and National School Library of the Year rubric .</p> <p>4. Recommend changes to the AASL Board of Directors by ALA Annual 2019.</p>
Minimum Intended Outcomes::	Complete a Scheduling Position Paper based on the AASL National School Library Standards.
Work Accomplished::	<p>Working within the Template for Position Statements the TF:</p> <p>1. Developed definitions - as they relate to the Scheduling Position Paper</p> <p>2. Included Background information for the position statement</p> <p>3. Reviewed AASL document on Flexible Scheduling and made revisions in the language to reflect current AASL Standards</p> <p>4. Researched alternative language and scheduling information</p> <p>5. Created a bibliography of recommended reading as it relates to scheduling.</p> <p>6. Completed six (6) virtual meetings</p> <p>7. Finalized a scheduling statement and sent it to the Executive Board in April.</p> <p>8. Reviewed Executive Board edits.</p>
Annual Agenda::	Complete any actions requested by the AASL Board of Directors .
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	<p>ALA Connect Google Docs Zoom</p>
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	All documents and work is preserved on ALA Connect.

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

Everything worked well for the Task Force. As chair, I created an agenda for each meeting with specific actions to review and homework to complete. Meg Featheringham was essential to creating a virtual workspace that resulted in efficient and productive work.

Did you attend or watch the online committee chair orientation? :

Yes

Committee/Editorial Board/Task Force::	AASL ABC/CLIO Leadership Grant
Chair::	Michael-Brian Ogawa
Chair email::	ogawam@hawaii.edu
Committee Members::	<p>Alpha DeLap Meg Finney Calypso Gilstrap Stephanie Luyt Michael-Brian Ogawa</p> <p>AASL Contacts Steven Yates Allison Cline (Staff Liaison)</p>
Function Statement::	Selects the recipient of the annual award to enable an AASL affiliate organization to plan and implement a leadership development program.
Minimum Intended Outcomes::	Select the recipient for the AASL ABC/CLIO Award.
Work Accomplished::	Selected the recipient for the award, developed and submitted the press release.
Annual Agenda::	<p>-Feb. 8 Receive applications</p> <p>-Feb. 8-20: Review applications and submit results to headquarters.</p> <p>-Mar.: Review results (via Zoom if needed) and submit to AASL.</p> <p>-Mid Mar.: Write and submit press release to AASL.</p>
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	ALA Connect
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Posted to ALA Connect Discussion Board
What specific suggestions do you have for how ALA Connect could improve e-participation for	I like the idea of a chair sending the general guidelines for the committee ahead of time. That way, members can allocate time to participate fully during sessions.

**committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	Induction Program
Chair::	Robyn Young
Chair email::	rryoung@avon-schools.org
Committee Members::	MaryAnn Harlan, Lara Ivey, Rebecca Morris, Lael DuBois, Holly Schwarzman, Laura Gardner, Mica Johnson, Susan Grigsby
Function Statement::	The AASL Induction Program Committee will administer the AASL Induction Program.
Minimum Intended Outcomes::	Finalize and certify first cohort so that they may receive their registration and travel stipend.
Work Accomplished::	After 11 modules in 11 months, finished administration of first cohort. Submitted conference proposal (accepted) and preparing for conference panel discussion of cohort and prep for next cohort.
Annual Agenda::	We work on a monthly basis as the cohort was being completed; therefore, there wasn't an annual agenda. Modules 7-11 were completed since last report.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	Email and Zoom through AASL, Google Docs
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Notes are taken and posted in a shared Google Doc
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	None
Did you attend or watch the online committee chair orientation? :	Yes

Committee/Editorial Board/Task Force:: AASL Association of American University Presses (AAUP) Book Selection Committee

Chair:: Dona Helmer

Chair email:: dona@helmer-dr.com

Committee Members::
Dona J. Helmer-Chairperson
retired, formerly College Gate School Library
Anchorage, AK

Shannon Harris
Durham Academy Upper School Library
Durham, NC

Victoria Lynn Jones
School District of Clayton
Clayton, MO

Pamela Moore
University of South Alabama
Semmes, AL

Lisa Lynn Morris-Wilkey
Casa Grande Union High School Library
Casa Grande, AZ

Committee Members::

Robbie Leah Nickel
Sage Elementary School
Spring Creek, NV

Beth Pelayo
St. Charles East High School
St. Charles, IL

Judi Repman
Professor Emerita
Georgia Southern University

Cynthia Joy Zervos
Farmington Public Schools
Farmington, MI

Wendy Steadman Stephens- Board Liaison
Jacksonville State University
Jacksonville, AL

Also:
Stephanie Book- Staff Liaison AASL

Wendy Stephens- Board Liaison AASL

**Function
Statement::**

The AASL Association of American University Presses Book Selection Committee will review and select suitable titles for secondary school use from current publications from member university presses of the Association of American University Presses, which will be published in an annual collection development tool. See the AASL Policies & Procedures Manual, Section J for the complete committee commission.

**Minimum Intended
Outcomes::**

1. To move the strategic priorities of the association forward by helping to create a bibliography/selection tool that will help school librarians across the nation and make each one of us stronger.
2. To review and select suitable titles for secondary school use from approximately 500 current publications of member university presses of the Association of American University Presses.
3. To submit work in timely manner and complete written reviews when needed in order that that these titles be published in an annual collection development tool.

Role of chair is to maintain communication with committee members through virtual meetings and/or the ALA Connect space. Making sure that all members understand their work requirements and timelines. Also, chair will communicate with Stephanie Book- Staff Liaison for AASL and Kim Miller &, Angelica DeVoe from AUPresses.

**Work
Accomplished::**

Committee members were assigned individual Dewey categories to review. These reviews were submitted to AUPresses representatives by March 4th 2019, the required timeline. Helmer with the help of S. Book wrote the introduction to the bibliography.

This year we worked to combine both last year's and this year's bibliographies. Our tentative publishing date will be July 1, 2019. This year the bibliography will still be printed, but in upcoming years we will be looking to create a digital version.

Bibliography Milestone: This year we will be publishing our 28th/29th edition. 2020 will be our 30th edition!

Annual Agenda::

The committee will not meet at annual but will meet electronically in August or Sept. We want to meet after July to take a look at the publication and make recommendations for possible revisions of selection criteria and format of entries for the publication. We also want to take a look and maybe recommend some promotional and marketing ideas including conference presentations, article publication, and electronic communication channels, etc.

This year the AASL National Conference will be held in Louisville, KY, on November 14-16, 2019. Victoria Jones, CODES Chairperson, has graciously volunteered to be a co-presenter with Dona Helmer and other committee members who are willing to co-present. Our goal is a program that is equal parts book chat and showcase for the value of the publication to collection development.

**What means have
you used for
committee
communications in
between the ALA
Annual Conference
and the ALA
Midwinter Meeting?
(List all means):**

Our midwinter meeting/conference call was held on February 4th, 2019 at 1:00 p.m. (eastern) via Zoom. The meeting was recorded and a link provided for members who could not attend.
Join Zoom Meeting: ala-events.zoom.us/j/626384655
Phone Option: 929-436-2866
Meeting ID: 626 384 655

Live/online Attendees were : Dona Helmer, Victoria Jones, Pamela Moore, Robbie Nickel, Etta Verma, Stephanie Sendaula, Erin Wen, Kim Miller, Angelica DeVoe and Stephanie Book.

When you communicate electronically, how are you preserving the work of the committee for the next committee?:

Our midwinter meeting was recorded and a link provided for members who could not attend.

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

After talking to Stephanie Book about some different possibilities, I would love to see discussion on ALA Connect of some of the titles and how committee members are using the bibliography for collection development and collaboration. I have read old posts titled AAUP Week from the 2015 era and think it added excitement to the work of this committee.

Did you attend or watch the online committee chair orientation? :

Yes

Committee/Editorial Board/Task Force::	AASL Appropriate Staffing Statement Task Force
Chair::	Dedra Van Gelder
Chair email::	dkvg323@gmail.com
Committee Members::	Erika Long (was supposed to be the board liaison, but is no longer on the board) Sylvia Norton Renee Ousley-Swank Timmie Spangler Dedra Van Gelder
Function Statement::	To revise the Position Statement on the Appropriate Staffing for School Libraries to align with the National School Library Standards.
Minimum Intended Outcomes::	The expected outcome for the task force is a revised position statement that aligns with the National School Library Standards.
Work Accomplished::	I sent out a draft with some suggested revisions, but only one person responded with any feedback.
Annual Agenda::	I don't have one yet.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	I emailed the group through ALA Connect.
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	I made the draft a Google doc. There really haven't been many emails, so right now they are just saved in my inbox.
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	Send out archived recordings of meetings sooner. Other than that I'm not sure.
Did you attend or watch the online committee chair orientation? :	No

Committee/Editorial Board/Task Force::	AASL School Librarian Job Description Task Force
Chair::	Cherity Pennington
Chair email::	cpennington@shawnee.k12.ok.us
Committee Members::	John Brock Anita Celluci Amy Hertzberg Lara Ivey Allison Mackley Kristine Smith
Function Statement::	The task force's function was to review the school librarian job description and update language, roles and responsibilities to align with the National School Library Standards for Learners, School Librarians, and School Libraries.
Minimum Intended Outcomes::	The minimum intended outcomes were to either update language in the job description or to completely rewrite the job description.
Work Accomplished::	The task force revised the job description so that the job goals, roles and responsibilities aligned with the National School Library Standards for Learners, School Librarians, and School Libraries. The task force sent revisions to Meg Featheringham.
Annual Agenda::	N/A
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	ALA Connect, Zoom, and Google Docs
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Links to all electronic documents were shared within the ALA Connect Task Force community.
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	None.

**Did you attend or
watch the online
committee chair
orientation? :**

No

Committee/Editorial Board/Task Force::	AASL Instructional Role of the School Librarian Position Statement Task Force
Chair::	Rachel Altobelli
Chair email::	rkaltobelli@gmail.com
Committee Members::	Bitsy Griffin Jennifer L. Sharp Lisa E. Brakel
Function Statement::	The function of this Task Force is to submit a revised Instructional Role of the School Librarian Position Statement to the AASL Board for potential approval at ALA Annual 2019.
Minimum Intended Outcomes::	Produce a revised position statement that aligns with the School librarian Framework in the National School Library Standards.
Work Accomplished::	After several Zoom calls and much collaborative online work, we have almost completed our revision. Currently we are updating the Definitions, References, and Recommended Reading sections to make sure they align with the revised position statement.
Annual Agenda::	While this Task Force will not meet in-person at Annual, we hope to have the completed revised Instructional Role of the School Librarian Position Statement to our Board liaison, Meg Featheringham, in time for its review to be added to the Board's agenda.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	Zoom meetings (multiple) Email ALA Connect Google Docs
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Email has been used primarily for scheduling purposes. Discussions/notes within google docs have been used for more substantive communications and can be downloaded, if necessary, to be shared or preserved for the future.
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	
Did you attend or watch the online	Yes

**committee chair
orientation? :**

Committee/Editorial Board/Task Force::	Best Apps for Teaching and Learning
Chair::	Mary Morgan Ryan
Chair email::	mmorganryan@nssed.org
Committee Members::	Stacy Ford Shannon Miller Mary Morgan Ryan Heather Thore Jennifer Sharp Kristina Pierce Lori Quintana Chris Young Elizabeth Simmons Thomasine Mastrantoni
Function Statement::	The Best Apps for Teaching & Learning is a recognition honoring apps of exceptional value to inquiry-based teaching. The committee is charged with producing the 2019 list of Best Apps for Teaching and Learning.
Minimum Intended Outcomes::	List of around 20 apps, "reveal" presentation at annual conference, and recorded webinar of the presentation.
Work Accomplished::	14 committee meetings, 20 apps chosen, draft rubric developed for the new learning tools committee, presentation developed for annual conference.
Annual Agenda::	
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	I have used Connect to send messages to committee members, also my work email address. We have one Google spreadsheet and one Google doc with the bulk of our notes, reviews, and decisions.
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Most communication is on ALA Connect, and the Google sheet and doc can be shared with the new committee members or chair.
What specific suggestions do you have for how ALA Connect could improve e-participation for	I have been a member of the Committee Chairs community and have consistently had a problem receiving communication. I'm not sure what the problem is for me with that group.

**committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	AASL Public Charter Infographic Task Force.
Chair::	Hannah Little
Chair email::	hannahrosa72@gmail.com
Committee Members::	<p>Ms. Hannah Byrd Little - Chair</p> <p>Mrs. Kristen Falco</p> <p>Mrs. Courtney Lewis</p> <p>Mrs. Cynthia Joy Zervos</p> <p>Diane R. Chen - Board Liaison</p> <p>Ms. Allison K. Cline - Staff Liaison</p>
Function Statement::	<p>The AASL Public Charter Infographic Task Force will curate pertinent information and data for the creation of an infographic that will be used as a key communication tool for stakeholders to convey the value of a school library and school librarian in public charter schools. The design of the infographic will be managed by AASL headquarters but the information to be used needs to be grouped and laid out in a way that the task force feels creates the right flow of information in processing for those unfamiliar with the role of a school library/librarian within a public charter school.</p>
Minimum Intended Outcomes::	<p>All data points, quotes, or other information must be submitted with proper and complete citations. The work of the task force is conducted virtually with no face-to-face meetings required.</p>
Work Accomplished::	<p>Gathered Information for Infographic</p> <p>Defined audience</p> <p>Planned an Information Strategy</p> <p>Set a date for a fall launch as opposed to a summer launch</p>
Annual Agenda::	<p>Parents as our audience is a great place to start</p> <p>The word choice is significant in charter schools "Choose a Librarian" -- Charter Schools are about choice, choose a School Librarian</p> <p>Benefits include - Multi-faceted Professional, Grant Writers, Tech Savvy, Leadership</p> <p>Feature Inspire Grant Winners and Librarians who are standouts at charter schools</p>
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	<p>Email</p> <p>Google Docs</p> <p>ALA Connect</p> <p>Doodle</p> <p>Google Hangouts</p> <p>Zoom</p>

When you communicate electronically, how are you preserving the work of the committee for the next committee?:

Google Docs

https://docs.google.com/document/d/14SAiBGUj1nVIL0pT8dK4kFSrmJU3CS_ra9UA_6PGLCc/edit?usp=sharing

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

Not sure

I Haven't used enough, it is often hard to add one more platform, app, etc. to check in addition to everything else.

The more integrated into Google or another platform the better - I set notifications because Connect is not something I check every day.

Did you attend or watch the online committee chair orientation? :

No

Committee/Editorial Board/Task Force::	AASI NGSS Crosswalk Task Force
Chair::	Deborah Rinio
Chair email::	northernlightslibrarian@gmail.com
Committee Members::	Erin Craig, Fran Glick, and Kathy Mansfield
Function Statement::	To develop a crosswalk between the National School Library Standards for Learners, School Librarians, and School Libraries and the Next Generation Science Standards.
Minimum Intended Outcomes::	To produce a standards crosswalk between the National School Library Standards and the Next Generation Science Standards as a resource for school librarians.
Work Accomplished::	The task force first met in February 2019. After an initial meeting to set goals and expectations, we began by reviewing the National School Library Standards and Next Generation Science Standards. As a group, we create a draft crosswalk for the Inquire shared foundation to set shared expectations of what the work should consist of. Next, we divided up the workload and each committee member created a draft crosswalk for one or two shared foundations. Next, we reviewed the individually created drafts as a group, examining two at a time between each meeting to ensure consensus.
Annual Agenda::	There are no plans for this task force to meet at the annual conference, or any other in person meeting. In June, we plan to finalize the content portion of our crosswalk drafts and begin to make decisions on layout. Based on our progress thus far, we would like to formally request a extension of two months to the end date of this task force (August instead of June) so that we may complete this important work.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	The task force has used Zoom to meet approximately every two weeks. In between virtual meetings, ALA Connect has been used to communicate. Collaborative files have been stored in a shared folder in Google Docs.
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	All materials are stored in a shared Google Doc, which can easily be archived by AASL staff or added to the library in ALA Connect if desired. However, this task force will end when its work is accomplished.
What specific suggestions do you have for how ALA Connect could improve e-participation for	If it's not already, set the default community notification settings to be a daily digest for all communities. Also, I was personally unaware of the online committee chair orientation. Perhaps a welcome packet for new committee chairs with this information.

**committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

No

Committee/Editorial Board/Task Force::	Past-Presidents Award Committee
Chair::	Dorca sHand
Chair email::	handd51@tekkmail.com
Committee Members::	Blake Hopper Jacqueline Galante Marcia Porter Sharon Taylor
Function Statement::	This grant is designed to help AASL affiliates plan and execute an event, initiative, or activity focused on the implementation of the new AASL National School Library Standards.
Minimum Intended Outcomes::	Award three grants
Work Accomplished::	3 winners identified
Annual Agenda::	
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	ALA Connect and email
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Connect, but minimal to save as most content is confidential
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	
Did you attend or watch the online committee chair orientation? :	Yes

Committee/Editorial Board/Task Force::	Inspire Collection Development Grant
Chair::	John Byrnes
Chair email::	jebyrnes@gmail.com
Committee Members::	Nicolle Mazolla Serenity O'Brien Jennifer Umbarger Janet Wile Allison Cline Steven Yates
Function Statement::	To award at least four grants of five thousand dollars per the language of the grant.
Minimum Intended Outcomes::	To award at least four grants of five thousand dollars per the language of the grant.
Work Accomplished::	Discussed applications based on rubric given, then discussed the merits of funding a program that maybe had less specifics in the way of application, but that reached out to a larger population that the AASL gets less of a chance to focus on; rural collections, prison populations.
Annual Agenda::	Provide sample grants next year to new committee members Read and score grant applications Meet virtually to distribute grants Distribute grants at ALA national conference.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	ALACONnect and eMail communication of grant applications. We also used ALA's Video Conferencing software.
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Online communication, outside of the grant applications which are emailed out, is happening wholly via ALACONnect.
What specific suggestions do you have for how ALA Connect could improve e-participation for	If there was some capacity to host, even temporarily, the grant applications so that there are some samples for future committee members may help.

**committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	Standards Committee
Chair::	Jennisen Lucas
Chair email::	jennisenlucas@park6.org
Committee Members::	<p>Jennisen Lucas, Chair ; Cody, WY Len Bryan ; Denver, CO Aaron Elkins ; Denton, TX Lori Coffey Hancock ; Lexington, KY Amanda Kozaka ; Cape Elizabeth, ME Allison Mackley ; Hershey, PA Ann Vickman ; Mercedes, TX Sara Searles, Board Liaison ; Knoxville, TN Sylvia Knight Northon, Staff Liaison ; Chicago, IL</p>
Function Statement::	The committee is responsible for working with AASL staff to develop and carry out the implementation plan for the National School Library Standards (NSLS). An extensive plan developed by the Standards and Guidelines Implementation Task Force and approved by the AASL Board of Directors may be found at standards.aasl.org/implementation . (from the AASL website)
Minimum Intended Outcomes::	The intended outcomes of this committee are laid out in the published Implementation Plan (standards.aasl.org/implementation). This committee is tasked with evaluating and implementing the plan approved by the Board of Directors, and keeping abreast of all work being completed relating to the standards, either by this committee or a variety of task-forces. The goal is to make suggestions to further the implementation of the National Standards.
Work Accomplished::	In the past year, this committee has promoted the Standards on Social Media through Twitter slow chats (during last summer and happening as I write this report), a Twitter "fast" chat in October. Committee members took turns writing articles for each issue of Knowledge Quest, tying the Knowledge Quest theme to the Standards. Each member of the committee served as a liaison to at least one (sometimes multiple in the course of the year) task force or other committee doing standards work. These liaisons reported back to our committee at our monthly meetings. The Standards Committee also worked with the KRC Research Group to plan and implement a recent pair of surveys about the implementation of the Standards. At the time of this writing, the Standards Committee has been working on an evaluation of the Implementation Plan to determine what has been completed and what the best next steps are. This particular project may be a good place for next year's Committee to pick up and continue.
Annual Agenda::	It is difficult to pinpoint a specific annual agenda, as we are basically just referring back to the implementation plan as created by the Implementation Task Force and working to move through its suggestions.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	We used email, ALA Connect and Zoom meetings to communicate between Midwinter and Annual. We also participated in conference calls with the KRC Research group. In addition, we collaborated using Google Docs.

When you communicate electronically, how are you preserving the work of the committee for the next committee?:

We have been preserving our agendas and meeting minutes in Google Docs and saving those files in our ALA Connect space. Our emails have been mostly placed through ALA Connect, so there is a record there, too, I believe.

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

It would be nice if ALA Connect were a little more compatible with Google Docs. We find that we can share a link, but not necessarily a copy of the document, unless we attached it later. Also, it would be nice if there were a more stable file system than discussions for the library. I would have liked to have a folder in the library where I could put all of our Agendas and Minutes together instead of creating a new library document for each of them.

Did you attend or watch the online committee chair orientation? :

Yes

Committee/Editorial Board/Task Force::	AASL Presidential Taskforce 2018-2019
Chair::	Bethany Bratney and Casey Rawson
Chair email::	crheld@gmail.com
Committee Members::	Lisa Kelley, Teresa Michelle Lansford, Allison Mackley, Marcia Mardis, Kathleen Riopelle Roberts
Function Statement::	To implement the AASL presidential initiative.
Minimum Intended Outcomes::	<p>Assess presentation opportunities at national conferences for stakeholders</p> <p>Prepare presentation for AASL conference including Inez and Margot in conversation with administrators and classroom teachers</p> <p>Exhibit at stakeholder conferences & distribute stakeholder-focused materials</p> <p>Promote AASL materials and exhibits at stakeholder conferences via social media.</p> <p>Create additional “Scenarios for Professional Learning” that focus on interactions between administrators and school librarians.</p> <p>Develop a PPT template designed to assist school librarians in sharing AASL Standards with administrators and decision-makers.</p> <p>Create step-by-step guide for school librarians on how to present AASL Standards to stakeholders at the building, district, and/or state level.</p> <p>Write articles related to the AASL Standards for educational journals that appeal to administrators.</p>
Work Accomplished::	<p>Completed new “Scenarios for Professional Learning” that focus on school librarian and administrator interactions</p> <p>Created customizable presentation materials for school librarians to share information about the AASL Standards with administrators on a small or large scale</p> <p>Developed a Conference Tips packet to encourage AASL members to presents at admin-focused conferences and help those presentations be successful</p> <p>Administrator Toolkit (incomplete) - Developed a matrix of interview questions aligned to both the school librarian roles and the Shared Foundations</p> <p>Compiled a list of administrator conferences with deadlines for proposals and dates of conferences</p> <p>Publishing in administrator journals (incomplete) - Began looking into the possibility of a school librarian column or recurring blog post in an administrator-directed publication</p> <p>Will present a session at ALA Annual. Will be a workshop style session in which participants are exposed to the new administrator-focused Scenarios for Professional Learning and are able to work through them in a group.</p> <p>AASL Conference session (incomplete) - Have an idea for a panel session including both school librarians and administrators. Conference is outside of the working dates of our committee; unsure of how to proceed.</p>
Annual Agenda::	<p>July 17, 2018 (12:00-1:00 pm)</p> <p>Introductory meeting</p> <p>Outline work ahead</p> <p>Set internal deadlines</p> <p>August 8, 2018 (10:00-11:00 am)</p> <p>Shift focus from all stakeholders to administrators</p> <p>Allison Cline creating an administrator conference spreadsheet</p> <p>Review remaining tasks</p>

October 1, 2018 (7:00-8:00 pm)

Begin drafting administrator-related additions to “Scenarios for Professional Learning” including existing personas

Will work in sub-teams of two

Report on conference spreadsheet from Allison Cline

November 12, 2018 (12:00-1:00 pm)

Sub-meeting between Bethany Bratney, Kathryn Lewis and Casey Rawson

Marcia Mardis stepped down as Task Force chair for personal reasons

Bethany & Casey assume roles of co-chairs for remainder of Task Force

November 26, 2018 (7:00-8:00 pm)

Master task list created

Scenarios in-progress, need to sound & appear more unified and be developed equally

Must focus on SLs interacting with administrators with administrator-friendly language

Must be uniform to existing Scenarios and use Standards language and terminology

Subcommittee will work to finalize by 12/21

Begin work on customizable presentation materials for School Librarians to share with administrators on small or large scale

Subcommittee will work to finalize by 2/1

Discussion of ALA and AASL presentations

Sessions are designated for President’s Initiative

We need to decide what these presentations will look like at both ALA Annual and AASL Conference.

New task to consider - Administrator Toolkit

May contain - hiring information, evaluation criteria, interview questions

January 22, 2019 (7:00-8:00 pm)

Scenarios done - need feedback & approval from group

Customizable slideshow - in progress

Subcommittee looking for feedback

Conference session discussion

Group decided on a workshop style for ALA and a panel for AASL

AASL Panel should include administrators

Admin toolkit

Can we start pulling ideas and info from other sources to develop this toolkit?

Conversation about publishing articles in administrator journals

Upcoming Ed. Leadership topics could all work for school librarian connections/input

Should we reach out to journal connections at ALA or AASL to see if they can make inroads with administrator journals?

February 27, 2019 (7:30-8:30 pm)

Scenarios are ready and will go to copyediting

Customizable slideshow

Group had new feedback about reducing number of slides, connecting to major ideas from administrator journals

ALA Presentation - workshop with scenarios

Subcommittee will begin structuring session

New task - Conference tips

Sample session titles, proposals, suggestions for connecting to conference themes, menu of different session structures

Subcommittee will work on this for 5/7

Administrator Toolkit

Kathryn has some position papers and info from other committee

SL evaluation is now a separate committee

Subcommittee will begin working on hiring info for administrators, starting with interview

questions
 April 8, 2019 (7:30-8:30 pm)
 Conference Tips packet
 Lots of information gathered by subcommittee
 Needs to be reviewed for feedback and organized
 ALA Conference presentation
 Subcommittee working on developing slideshow
 Will present on 5/7
 Administrator Toolkit - Interview questions
 Long list of questions gathered by subcommittee
 Need to be weeded, prioritized and the organized
 Will work toward a matrix of questions balanced between the School Librarian roles and the Shared Foundations
 Publishing with an administrator journal
 Would Ed. Leadership be open to regular posts from school librarians?
 Could we work toward regular blog posts?
 ALA contacts will reach out to Ed. Leadership team
 May 7, 2019 (7:30-8:30 pm)
 ALA Annual presentation
 Template ready, learner framework will be provided, groups will be mixed
 5 group members will be at ALA to help present
 Administrator Toolkit - Interview Questions
 Matrix of interview questions complete
 Should we flip the matrix so that the foundations read left to right instead of the roles?
 Conference Tips packet
 Complete. A valuable resource.
 Administrative Conference presentation template
 Revised to be a bit more brief
 Includes direct connection to hot administrator topics gather from Ed. Leadership issues
 Subcommittee will add 3 more slides for the remaining 3 Shared Foundations with the idea that users will select 1-3 Foundations to focus on when using the presentation, not all 6
 Big questions remaining
 How will we disseminate our work after this task force disbands?
 Who will continue work to develop presentation for AASL?
 June 5, 2019 (7:30-8:30 pm)
 Final meeting of Task Force
 ALA Annual presentation
 Details flushed out
 What work will move forward, and how?

What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):

We have used ALA Connect, direct email, direct phone call, Google Docs and Zoom meetings to communicate. This Task Force does not meet in person.

When you communicate electronically, how

There will not be another committee that will directly take up our work. However, all of our work has been preserved in the taskforce Google folder.

are you preserving
the work of the
committee for the
next committee?:

What specific
suggestions do you
have for how ALA
Connect could
improve e-
participation for
committee
members?:

Did you attend or
watch the online
committee chair
orientation? :

No

Committee/Editorial Board/Task Force::	Frances Henne Award Committee
Chair::	Klaudia Janek
Chair email::	kjanek@bloomfield.org
Committee Members::	Megan Barnes, Allison Cline, Karen Egger, Aimee Haslam, Martha Pangburn
Function Statement::	<p>Sponsored by ABC-CLIO Monetary Amount: \$1,250</p> <p>The AASL Frances Henne Award recognizes a school librarian with five years or less experience who demonstrates leadership qualities with learners, educators, and administrators. The award provides a stipend for the recipient's first-time attendance at an AASL National Conference or ALA Annual Conference.</p>
Minimum Intended Outcomes::	<p>To select a winner for the Frances Henne Award. It is an award to go to a national conference to a school librarian with less than 5 years worth of experience.</p> <p>I plan to thank ABC-CLIO during awards or at their booth for sponsoring the award. I'll let them know I was the chair and that there were 16 applicants. I think it's more than in the past few years. I'd like to think that our PR on social media increased the number of applicants.</p>
Work Accomplished::	<p>Press Release here: http://www.ala.org/news/press-releases/2019/03/holly-schwarzmann-receives-aasl-frances-henne-award</p> <p>We had 16 applications this year! We followed the review process/steps and scoring rubric for each of the applicants.</p> <p>All but one committee member made it to the final conference call.</p> <p>I made an image promoting the award to use on all social media platforms. We included the link to the AASL award page where you apply. Here is the image:</p> <p>https://connect.ala.org/aasl/communities/community-home/digestviewer/viewthread?GroupId=106186&MessageKey=5b3b1800-4fda-4dbb-a60a-6f611b1a2431&CommunityKey=02603deb-e182-4973-837c-c47725f85265&tab=digestviewer&ReturnUrl=%2faasl%2fcommunities%2fcommunity-home%2fdigestviewer%3fcommunitykey%3d02603deb-e182-4973-837c-c47725f85265%26tab%3ddigestviewer</p>
Annual Agenda::	<p>In terms of meeting in person at annual, I think we just meet at the awards ceremony. We do not have a formal meeting planned. All our work is online.</p> <p>Promote award online - many of our committee members posted on Twitter.</p> <p>I asked everyone to share with their state school library association.</p> <p>I tried to keep communication within ALA Connect.</p>
What means have you used for	Twitter, email, ALA Connect

committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):

When you communicate electronically, how are you preserving the work of the committee for the next committee?:

Most of the work we did was on ALA Connect. It is preserved.

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

I think the forum works just fine. Allison Cline did a great job organizing the conference call. I think it went smoothly.

Did you attend or watch the online committee chair orientation? :

Yes

Committee/Editorial Board/Task Force::	National School Library of the Year
Chair::	Rob Hilliker
Chair email::	robert_hilliker@hotmail.com
Committee Members::	Priscille Dando Richard Connell Amanda Kordeliski Maria Petropoulos
Function Statement::	Evaluate applicants for the National School Library of the Year and select a winner, using the newly developed, NSLS-aligned rubric.
Minimum Intended Outcomes::	Select a winner.
Work Accomplished::	We picked a winner.
Annual Agenda::	<ul style="list-style-type: none"> * Introductions in the Fall * Evaluations don't begin until after January 1st (because of the deadline) * Initial evaluations done by early February * Finalists selected by mid-February * Site visits made in late-March/early-April * Winner chosen in early April
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	Connect Google Drive Zoom Email
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	<p>AASL Staff generated all relevant Google Drive documents, which should ensure that they are available for the next cohort as needed.</p> <p>Everything else was stored in Connect.</p>
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	None: Zoom has made a huge positive difference and the new Connect seems to be much easier to use than the previous iteration.

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

Committee/Editorial Board/Task Force::	School Library Month
Chair::	Shannon DeSantis
Chair email::	shdesant@gmail.com
Committee Members::	Sedley Abercrombie, Cynthia Alaniz, Michelle Cooper, Christina Gavin, Melissa Iamónico, Cathy Pope-Gotschall, Kathy Lester (Board liaison), Jen Habley (Staff liaison)
Function Statement::	School Library Month is the American Association of School Librarians' celebration of school librarians and their programs. Every April school librarians are encouraged to host activities to help their school and local community celebrate the essential role that strong school library programs play in transforming learning.
Minimum Intended Outcomes::	<p>A central theme (Everyone Belongs @ Your School Library)</p> <p>Weekly calendar of activities with subthemes</p> <p>Subthemes: Think, Create, Share, Grow</p> <p>Recruitment of spokesperson and creation of PSA</p> <p>Recruitment of webinar hosts</p> <p>Solicit quotes from school librarians, school library ambassadors, and authors showcasing school libraries</p> <p>Curation of social media posts with quotes from authors, school librarians, and school library ambassadors</p>
Work Accomplished::	<p>Decided on a central theme (Everyone Belongs @ Your School Library)</p> <p>Weekly calendar of activities with subthemes</p> <p>Subthemes: Think, Create, Share, Grow</p> <p>Recruitment of spokesperson and creation of PSA</p> <p>Dav Pilkey</p> <p>Approval of created graphics from AASL staff</p> <p>Recruitment of webinar hosts</p> <p>The Power of Manga, Comics, & Graphic Novels through the Lens of the AASL Standards Frameworks for Learners</p> <p>Addressing the Gatekeepers: How to Turn Comic and Graphic Novel Skeptics Into Believers</p> <p>Comics Librarianship: Essential Tools for the School Librarian</p> <p>Don't #%?\$ My Graphic Novels: Conquering Challenges and Protecting the Right to Read</p> <p>Solicit quotes from school librarians, school library ambassadors, and authors showcasing school libraries</p> <p>Curation of social media posts with quotes from authors, school librarians, and school library ambassadors</p> <p>Developed Pilkey Party Sweepstakes</p>
Annual Agenda::	<p>August- introductions, brainstorming</p> <p>October- continued brainstorming, spokesperson, weekly calendar layout, start soliciting quotes</p> <p>December- subthemes, calendar assignments, confirmation of 2/4 webinars, quotes check in</p> <p>January-draft calendar, quotes, graphics development, 3 /4 webinars confirmed,</p> <p>February- final calendar edits, quote compilation, graphics development, 4/4 webinars confirmed, development of Pilkey Party Sweepstakes</p> <p>March-social media posts curated</p> <p>April- select committee members participated in #TXLchat</p>

What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):

Email, ALA Connect

When you communicate electronically, how are you preserving the work of the committee for the next committee?:

ALA Connect

What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:

Make sure that committee members have email preferences set up so that they receive email notifications from ALA Connect. There were several committee members who missed meetings because they didn't have notifications set up.

Did you attend or watch the online committee chair orientation? :

No

Committee/Editorial Board/Task Force::	School Library Research Journal
Chair::	Mega Subramaniam
Chair email::	mmsubram@umd.edu
Committee Members::	See: http://www.ala.org/aasl/pubs/slr/board
Function Statement::	To promote and publish high quality original research concerning the management, implementation, and evaluation of school library programs.
Minimum Intended Outcomes::	<ul style="list-style-type: none"> - To review all the articles that are submitted to SLR equitably. - To publish the articles that have been accepted for publications.
Work Accomplished::	<p>Between ALA Midwinter 2019 and ALA Annual 2020, the committee received 9 articles* for review. 3 were rejected upon submission as the focus of the paper did not align with the focus and mission of SLR. Four papers were reviewed by at least two reviewers (including one SLR board member) and were rejected. One is currently still under review, and another article was just received.</p> <p>* only referencing the articles whereby the complete cycle of submission and review was completed after the ALAMW date.</p>
Annual Agenda::	The SLR Editorial Board works virtually and do not meet at the ALA conferences.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	- E-mail
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	Through a Dropbox folder. Since all articles are double blind review, this data cannot be accessible to all committee members and members in the future. However, the journal co-editors have a procedure document that we share with each incoming editorial board member.
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	It will be great for us to have an open access journal management system. The co-editors are currently exploring this, and hope to create a board document to seek AASL Board Approval during ALAMW2020.
Did you attend or watch the online	No

**committee chair
orientation? :**

Committee/Editorial Board/Task Force::	Knowledge Quest
Chair::	Karla Collins
Chair email::	collinskb@longwood.edu
Committee Members::	Helen Adams, Sara Duvall, Melissa Gardner, Rob Hilliker, Mica Johnson, Nicole Mazzola, Andrea Paganelli, Susan Zana
Function Statement::	Published bimonthly September through June by the American Association of School Librarians, a division of the American Library Association, Knowledge Quest is devoted to offering substantive information to assist building-level school librarians, supervisors, library educators, and other decision makers concerned with the development of school libraries and school library services. Articles address the integration of theory and practice in school librarianship and new developments in education, learning theory, and relevant disciplines.
Minimum Intended Outcomes::	<ul style="list-style-type: none"> - Identify topics, guest editors, and board liaisons for all issues in Volume 48. - Review unsolicited articles for each issue. - Review potential bloggers for KQ online.
Work Accomplished::	<p>For the Volume 48 issues, the KQ Board identified the following themes, secured guest editors, and chose board liaisons. All guest editors were given suggested topics within the theme to keep the articles current and relevant. Guest editors are working with Meg, board liaisons, and article authors to develop quality articles within each theme. (Themes listed below are not final titles for issues.)</p> <p>Sept/Oct 2019 - Conference Edition. Karla Collins and Susan Zana worked to get articles from AASL Conference chairs and others. No guest editor.</p> <p>Nov/Dec 2019 - Expanding School Library Collections in Current Times. Guest Editor - Schenell Agee. Board Liaison - Rob Hilliker</p> <p>Jan/Feb 2020 - School Libraries as Havens. Guest Editor - Rachel Altobelli. Board Liaison - Andi Paganelli **Given the wide range of this topic, the board identified this as a full issue dedicated to this topic.</p> <p>Mar/April 2020 - Advocacy for a Changing Profession. Guest Editor - Christie Kaaland. Board Liaison - Melissa Gardner</p> <p>May/June 2020 - Current Issues Related to Books and Reading. Guest Editor - Karen Perry. Board Liaison - Nicolle Mazzola</p>
Annual Agenda::	<p>Last meeting: Feb 28, 2019, used Zoom.</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Finalize themes, potential guest editors. Choose board liaisons. 2. Approve potential bloggers.
What means have you used for committee communications in between the ALA	Zoom, ALA Connect, Google Doc

**Annual Conference
and the ALA
Midwinter Meeting?
(List all means):**

**When you
communicate
electronically, how
are you preserving
the work of the
committee for the
next committee?:**

recording Zoom meetings, collect ideas on Google Doc

**What specific
suggestions do you
have for how ALA
Connect could
improve e-
participation for
committee
members?:**

**Did you attend or
watch the online
committee chair
orientation? :**

No

Committee/Editorial Board/Task Force::	Distinguished School Administrator Award
Chair::	Susan Hess
Chair email::	shess220@gmail.com
Committee Members::	Allison Cline Fran Glick Claudia Mason Marian Royal Terrence Young Steven Yates
Function Statement::	To review nominations for the selection of an administrator to receive the AASLDistinguished Library Service Award for School Administrators for the administration of a school or group of schools who has made an outstanding and sustained contribution toward furthering the role of the library and its development in elementary and/or secondary education.
Minimum Intended Outcomes::	
Work Accomplished::	On February 7, 2019, we received 5 applications along with a rubric for each and a score sheet to rank our results. Allison tallied our results and on March 7, 2019, we had a brief Zoom meeting to select out winner. The decision to select our winner, was unanimous.
Annual Agenda::	At Annual, I will present the award to our winner during the AASL Awards Program.
What means have you used for committee communications in between the ALA Annual Conference and the ALA Midwinter Meeting? (List all means):	I used ALA Connect and email to keep in touch with other jury members.
When you communicate electronically, how are you preserving the work of the committee for the next committee?:	It is preserved on ALA Connect.
What specific suggestions do you have for how ALA Connect could improve e-participation for committee members?:	

**Did you attend or
watch the online
committee chair
orientation? :**

Yes

AASL Board Report

AASL Meeting: ALA Annual 2019

Date Submitted: June 10, 2019

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): AASL-CAEP Coordinating Committee

Board/Staff Liaison: Board Liaison – Maria Cahill; Staff Liaisons – Sylvia Norton & Kerri Price

Submitter(s): Dr. April M. Dawkins & Dr. Gail Dickinson, co-chairs

Subject: Revision of the 2010 ALA-AASL Standards for Initial Preparation of School Librarians

Action Requested (MOTION): The AASL-CAEP Coordinating Committee requests that the AASL Board of Directors approve the draft of the ALA/AASL/CAEP School Library Preparation Standards for submission for CAEP approval.

Background: This is the culmination of a two-year process of revising the 2010 ALA-AASL Standards for the Initial Preparation of School Librarians.

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>). This action is integrated in all aspects of the strategic plan, mission, and goals of AASL as the preparation standards are the guidelines by which school library preparation programs develop their courses and assignments.

Relationship to any policies/position statements: Position Statement on the Preparation of School Librarians

Possible Budget Impact:

Possible Staff Impact:

ALA/AASL/CAEP School Librarian Preparation Standards (2019)

American Library Association (ALA)/ American Association of School Librarians (AASL)

- Program and level included in the program standards:
School Library Media Programs, Master's Level
- Website for obtaining the full copy of the professional association's program standards
<http://www.ala.org/aasl/about/caep>

Kerri Price, Associate Director
American Library Association
Office for Accreditation
50 E. Huron St.
Chicago, Illinois 60611
312-280-2435; 800-545-2433, x2435
kprice@ala.org

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C.2.2 – Introduction to the 2019 ALA/AASL/CAEP School Librarian Preparation Standards

The American Association of School Librarians (AASL) has adopted “school librarian” as the official title of the individual responsible for the development and management of library and information services in a PreK-12 environment. Other titles given to individuals with these responsibilities include, but are not limited to, “school library media specialist,” “teacher librarian,” “library information specialist,” and “media coordinator.” These standards apply to all master’s programs that prepare candidates to develop and manage library and information services in a PreK-12 setting, regardless of degree name or professional title.

AASL is bound by the policies of the American Library Association, which states: “The master’s degree in librarianship from a program accredited by the American Library Association or a master’s degree with a specialty in school librarianship from an ALA/AASL Nationally Recognized program in an education unit accredited by the Council for the Accreditation of Educator Preparation is the appropriate first professional degree for school librarians” (ALA Policy Manual B.9.2.2). With this new set of standards, only institutions offering master’s degrees to prepare school librarians will be considered for recognition. However, given that some states have undergraduate and certification programs prior to the master’s level, ALA/AASL will review undergraduate and post-baccalaureate certification programs for quality of program as related to these standards, when requested, but will not grant national recognition or list in publications or on the ALA/AASL website.

The school librarian preparation program is predicated on the philosophy and mission of the national guidelines for school library programs of the American Association of School Librarians (AASL) as set forth in the *National School Library Standards (NSLS) for Learners, School Librarians, and School Libraries* (AASL, 2018). The program guidelines are based on the common beliefs about current learning environments and best practices for effective school libraries as outlined in the NSLS. These common beliefs include:

1. The school library is a unique and essential part of the learning community.
2. 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.

The basic goal of the school librarian preparation program is clear: to prepare candidates for service and leadership as school librarians serving P-12 students. The program addresses the philosophy, principles and ethics of the field through the five standards.

1. Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners’ development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the *National School Library Standards* considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.

2. Candidates in school library preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect and revise on the effectiveness of their instruction.
3. Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.
4. Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.
5. Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.

References for Item 2: American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA.

C.2.3 – The School Librarian Standards, Components, and Supporting Explanations

The ALA/AASL/CAEP *School Librarian Preparation Standards (2019)* apply to all master's programs that prepare candidates to develop and manage library and information services in a PreK-12 setting, regardless of degree name or professional title. "School librarian" is the official professional title adopted by the American Association of School Librarians (AASL) and the American Library Association. Other titles commonly used for state licensure include, but are not limited to, "school library media specialist," "teacher librarian," "library information specialist," and "media coordinator." Regardless of title, the preparation of school librarians remains consistent.

There are five School Librarian Preparation Standards comprised of 23 components. The standards are written for School Librarian preparation programs and represent competence expected of candidates who have completed a school librarian licensure program and are prepared to begin professional practice as School Librarians. The following provides a serial presentation of the full text of each standard title, standard statement, component statement, and supporting explanations for each component.

The professional knowledge base and references for each standard and component is presented in Section C.2.4 later in this document. Similarly, Assessment Evidence Guidelines for each standard and Rubrics for each component are presented in Section C.2.8 later in the document.

THE SCHOOL LIBRARIAN PREPARATION STANDARDS

Standard 1: *The Learner and Learning*

Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners' development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.

1.1 Learner Development. *Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.*

1.2 Learner Diversity. *Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.*

1.3 Learning Differences. *Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.*

1.4 Learning Environments. *Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.*

Supporting Explanation

Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners' development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the *National School Library Standards* considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life. Standard 1 is closely aligned with CAEP Principle A., The Learner and Learning, which specifically looks at learner development, learning differences, and learning environments. The four components of Standard 1 focus on **learner development, learner diversity, learning differences, and learning environments.**

1.1 Learner Development. *Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.*

Candidates must be knowledgeable about learner development and be able to work with learners at all grade levels. Candidates' knowledge of learners requires that they understand human growth and development, current learning theories, and understand the individual abilities and interests of learners (NBPTS, 2012). As stated by CAEP, candidates need to understand that learners have patterns of learning and development which vary from person to person and need appropriate learning experiences that challenge them. Candidates maximize achievement by meeting learners where they are and allowing the learners to make choices in their learning. Candidates guide learners to reflect on their learning, helping them develop methods and techniques that work well for them as they prepare learners for college, career, and life. Candidates demonstrate extensive knowledge of learner development that encourages learners to think, create, share and grow as candidates design and implement instruction that integrates the National School Library Standards.

1.2 Learner Diversity. *Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.*

Candidates need to have an awareness of their own cultural identity and how they view differences. Candidates need the ability to learn and build on the varying cultural and community norms of learners and their families. Candidates articulate and model learner diversity by implementing initiatives to create an inclusive library environment, broadening access to diverse literature, and promoting literacy for all learners. Candidates model cultural competence by providing diverse resources and incorporating diverse experiences and cultures into their teaching. Candidates provide opportunities for learners to understand cultures within their community and beyond. Since learners tend to associate with those who are like them, candidates provide opportunities for learners to connect to people who have different experiences and backgrounds. Candidates differentiate instruction, develop specific services and policies, and create learning opportunities to support learners' understanding and respect for diverse perspectives in the local and global community.

Candidates use criteria to select, acquire, organize, and manage a collection of print, digital and virtual information resources that celebrates the diverse developmental, cultural, social, and linguistic needs of a learning community. The evolving nature of digital resources and technology provide a diverse array of tools for candidates as they evaluate, select/deselect, budget for instructional and informational materials in school libraries. Candidates provide learners with information resources which support engaging, high impact instructional design that meets the broad spectrum of curricular, professional, and personal needs of the learning community.

1.3 Learning Differences. *Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.*

Candidates need to consider accommodations for a variety of learners with diverse special needs. Candidates need to be able to work with learners who have disabilities, but few school librarians feel they have the necessary skills. Since most school librarians indicate they have little knowledge of how to work with those who have learning differences, candidates can meet with special education teachers and those who work with gifted learners to gain a better understanding. Candidates should treat learners with disabilities with the same respect and consideration given to others.

Candidates should be cognizant of adaptations that can be made in the physical layout of the library to make it more accessible to diverse exceptional learners. Accommodations could include changing text color and size of signage, providing adjustable furniture for learners with mobility impairments, and including areas for listening centers as well as areas for individual and group activities. The virtual library should be designed using the principles of Universal Design for Learning so that digital resources are accessible to learners with disabilities. Candidates need to provide resources in multiple formats, plan with teachers, and develop workshops for teachers and staff.

1.4 Learning Environments. *Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.*

Candidates need to be aware of the climate they create in their school library. To ensure a positive learning environment, candidates create intentional, innovative, and engaging physical and virtual learning environments that meet best practices and guidelines for accessibility. Candidates demonstrate the ability to support physical environments by creating flexible spaces that accommodate the need for active group work as well as individual activities such as reading and problem solving. Candidates create virtual environments that provide access to resources through digital curation and opportunities for learners to engage in our globally connected, technology-rich world (Olson & Crossman 2018). Candidates rely on national learning standards to guide them as they create comfortable spaces, form groups where all may learn from each other, and teach learners how to find and curate information. Candidates create a technology-rich environment by modeling the use of a variety of technologies for teaching and learning. Candidates can provide learning environments that encourage positive social interaction as well as the curation and creation of knowledge by being compassionate and caring.

Standard 2: Planning for Instruction

Candidates in school library preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive

learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.

2.1 Planning for Instruction. *Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.*

2.2 Instructional Strategies. *Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.*

2.3 Integrating Ethical Use of Information into Instructional Practice. *Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.*

2.4 Assessment. *Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.*

Supporting Explanation

2.1 Planning for Instruction. *Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.*

In alignment with CAEP principle C., candidates demonstrate their ability in planning for instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The planning involves collaboration with instructional partners, such as classroom and content area teachers, specialists, and administrators. As expressed by CAEP principle A., candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments and are expected to apply the principles of culturally relevant pedagogy and cultural competence, and to connect themes surrounding social justice into their teaching.

2.2 Instructional Strategies. *Candidates use a variety of instructional strategies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.*

Candidates design and develop guided inquiry activities and incorporate instructional strategies that engage learners in the process of inquiry in their learning experience. As highlighted by

CAEP principle C., candidates encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Candidates generate meaningful questions to guide inquiry and exploration. Candidates leverage new and emerging learning resources, tools, and environments that meet the curriculum needs and personal interests of all learners. Candidates align the *National School Library Standards for Learners* with other national standards. By using a variety of instructional strategies, candidates creatively combine technology, content, and knowledge of learning and teaching so that the instruction ignites the learners' passion, imagination, and desire to learn in a participatory learning culture.

2.3 Integrating Ethical Use of Information into Instructional Practice. *Candidates ensure learners evaluate information for accuracy, validity, and cultural context; and that learners demonstrate ethical use of information and technology in the creation of new knowledge.*

Candidates understand and model the **ethical use of information** in all aspects. Candidates teach the digital citizenship responsibilities of intellectual freedom, intellectual property, the right to privacy, and security. Candidates provide authentic and relevant learning experiences so that all learners develop critical thinking, distinguish fact from opinion, assess the accuracy and relevance of information, and detect bias and underlying assumptions. Further, to underscore CAEP principle D., candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

2.4 Assessment. *Candidates understand and use multiple methods of assessment to engage learners in their own growth to address areas in which learners need to develop their understandings and to guide the decision making of instructional partners and learners.*

CAEP principle C. accentuates the need for candidates to use multiple methods of **assessment** to engage all learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making. Assessment is diagnostic, formative, and summative. Candidates consider factors such as the learning outcome, nature of the task, and time available in conducting assessment. Candidates recognize other positive aspects of assessment. It is a valuable means for analyzing and informing their own instruction. It allows candidates to model the self-reflection process for all learners. Candidates use the reflective process to inform practice in alignment with standards and knowledge of learners and develop a plan for continued professional and pedagogical growth.

Standard 3: Knowledge and Application of Content

Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical

skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.

3.1 Reading Engagement. *Candidates demonstrate a knowledge of children’s and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.*

3.2 Information Literacy. *Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.*

3.3 Technology-Enabled Learning. *Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.*

Supporting Explanation

The scope of Standard 3 encompasses the knowledge and application of content pertaining to the school library profession, most closely aligning with CAEP Principle B., Content. The three components in Standard 3 focus on reading engagement, information literacy, and technology-enabled learning. Along with component 4.2, Instructional Resources, these four components comprise the professional field of study which distinguishes school librarians from other educators. Candidates both acquire the content knowledge in these areas and apply them in pedagogy designed to engage learners in authentic learning and problem solving. Candidates are knowledgeable in literature, digital and information literacies, and current instructional technologies.

3.1 Reading Engagement. *Candidates demonstrate a knowledge of children’s and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.*

Candidates develop a rich knowledge of children’s and young adult literature and demonstrate that knowledge by creating tools such as a reader’s advisory resource or a multimedia presentation which focus on identifying the developmental, cultural, social, and linguistic needs each title could address. Candidates design research-based programs that promote and foster learner motivation to read for learning, personal growth, and enjoyment.

3.2 Information Literacy. *Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.*

Candidates engage in a process of assessing their own need for information, and demonstrate the ability to find and evaluate information, use it, and communicate it in an ethical manner. Candidates use evidence-based strategies to model, promote, and teach critical-thinking and the inquiry process by engaging learners through multiple literacies. Candidates model ethical behavior when teaching the

information search process. Candidates demonstrate information literacy competencies by creating inquiry-based learning projects, online blogs, journals, or webpages that support student research.

3.3 Technology-Enabled Learning. *Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.*

Candidates use and evaluate the effectiveness of digital tools, resources, and emerging technologies to design and adapt learning experiences which might include a differentiated lesson plan in which technology is a major component, or a “virtual library” splash page that embeds inquiry tools that address the needs of all learners. Candidates engage learners in finding and analyzing information through an interactive learning activity in which learners use a digital response system to collect data and share reflectively. Candidates articulate, communicate, model, teach, and provide opportunities for students to practice digital citizenship through an activity such as “assembling” a digital citizen.

Standard 4: Organization and Access

Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.

4.1 Access. *Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.*

4.2 Information Resources. *Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.*

4.3 Evidence-Based Decision Making. *Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.*

Supporting Explanation

The scope of Standard 4 encompasses both the evaluation, selection and organization of resources and services in school libraries, and the principles of open and equitable access to these resources and services in support of an inclusive and meaningful information environment for all members of the learning community. Standard 4 is closely aligned with CAEP Principle A., The Learner and Learning, as candidates use data to acquire a deeper understanding of groups and individuals within their schools and communities that informs and

impacts the organization of and access to resources and services in a school library. Candidates create an evidence-based body of knowledge in support of the development of new skills and dispositions necessary to transform their own professional practice in ways that better meets the personal, intellectual, and cultural needs of all members of their learning communities. The three components of Standard 4 focus on **access, information resources, and evidence-based decision making**.

4.1 Access. *Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.*

CAEP Principle A. states that candidates need to create effective and supportive learning environments to ensure inclusive learning. Candidates understand the importance of having open, unrestricted, and equitable access to a school library's resources and services in order to meet the needs of their diverse population. Candidates demonstrate their ability to evaluate and develop school library policies that focus on equitable access and demonstrate the ability to evaluate school library facilities to address barriers to equitable access. Candidates design and implement strategic plans which include changes to policy and practice that ensures flexible, open access to library resources and services according to the ethical codes of the profession. The use of data and evidence-based instructional strategies is necessary in the development of a quality school library program.

By serving as an advocate for **open, unrestricted, and equitable access** to a school library's resources and services for all stakeholders in the learning community, the school librarian plays a key role in ensuring that P-12 students become part of a well-informed citizenry. Candidates serve as agents of change by creating an inclusive learning environment that ensures ethical, equitable access to and use of physical, digital, and virtual resources in support of the needs of its learning community. Candidates design, develop, and implement evidence-based strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.

4.2 Information Resources. *Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.*

Candidates use criteria to select, acquire, organize, and manage a collection of print, digital and virtual **information resources** that celebrates the diverse developmental, cultural, social, and linguistic needs of a learning community. The evolving nature of digital resources and technology provides a diverse array of tools for candidates as they evaluate, select/deselect, budget for instructional and informational materials in school libraries. Candidates provide learners with information resources which support engaging, high impact instructional design that meets the broad spectrum of curricular, professional, and personal needs of the learning community. Standard 4 is also closely aligned with CAEP Principle B., Content Knowledge, as

candidates must understand the subject content of the curricula in their school settings to provide appropriate information resources.

4.3 Evidence-Based Decision Making. *Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.*

Evidence-based decision making is an essential component in identifying, evaluating, planning, and implementing best practice in school libraries. Candidates collect, assess, and apply data and information as a means to transform practice and policy in school libraries to positively impact the diverse cultural terrain of groups and individuals in their learning communities. Candidates engage in evidence-based decision making to develop comprehensive, strategic solutions for issues related to open and equitable access to resources and services in school libraries.

Standard 5: Leadership, Advocacy, and Professional Responsibility

Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.

Components

5.1 Professional Learning. *Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.*

5.2 Leadership and Collaboration. *Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.*

5.3 Advocacy. *Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.*

5.4 Ethical Practice. *Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.*

Supporting Explanation

The scope of Standard 5 encompasses the professional responsibilities of school librarian candidates. Leadership, advocacy, and professional responsibility are cornerstones of growth

for school librarians. In order to grow as leaders and advocates, school librarians should engage in professional learning, both their own and that of their colleagues. Standard 5 aligns with CAEP Principle D., Professional Responsibility, in which candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner. CAEP Principle D., Leadership and Collaboration, also states that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The four components focus on **professional learning, leadership and collaboration, advocacy, and ethical practice**.

Component 5.1 Professional Learning. *Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.*

When meeting Standard 5 and its components, candidates demonstrate their participation in their own **professional learning**. Candidates engage with the larger educational community through membership and participation in professional organizations as well as personal learning communities.

Candidates understand and use current research from experts and other school librarians to grow as professionals. Candidates engage in research to improve their own practice. Candidates share these findings with their school colleagues and with the broader professional community.

Component 5.2 Leadership and Collaboration. *Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.*

Candidates demonstrate the current trends in leadership, and they **lead and collaborate** within their school to ensure the growth of all learners, including students, educators, and parents. Leadership can be demonstrated by serving and participating in school committees, professional learning communities, and leadership teams. Whenever possible, candidates seek opportunities to provide leadership outside their own school buildings. Candidates demonstrate effective communication, decision-making skills, and advocacy.

Candidates collaborate with teachers to integrate the AASL Standards Framework for Learners within the school curriculum. To become successful partners with teachers, candidates must be knowledgeable about the school curriculum. Activities may include collaborating in lesson-planning and teaching, resource sharing, or providing professional development. Collaboration can also occur within the broader education community.

5.3 Advocacy. *Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.*

Candidates demonstrate **advocacy** for not only their own school library (its resources, programs, services, and policies), but also for school improvements in teaching and learning. Such advocacy ensures that all learners (students, teachers, educators, parents) have unfettered access to information and resources at the school level. This advocacy supports access to resources outside of what the school provides. Candidates take advantage of opportunities to network with colleagues and the professional community to advocate for school libraries and educational improvement. Candidates should use research that shows the impact of school libraries and school librarians on student learning to advocate for the school library's importance as part of a complete education program.

C.2.4 – Development of the Standards

This section describes how the ALA/AASL/CAEP School Librarian Preparation Standards (2019) were developed. This description shows the Coordinating Committee's understandings of related events and developments elsewhere that influence its views about program standards. It presents a detailed explanation of the professional knowledge base upon which the program School Librarian standards are founded. Finally, this description includes comments on how consensus was assured, and critiques and differences of opinion were handled.

C.2.4 How the Standards Draw on Related Professional Standards and Developments in the Field

The ALA/AASL/CAEP School Librarian Preparation Standards (2019) were developed with a sound foundational review of complementary standards. Similar to the collaborative and integrated nature of the school library professional in the school, standards development was started with a review of relevant standards, including InTASC and the National Board for Professional Teaching Standards ECYA Library Media Standards, the Future Ready Framework for School Librarians and the School Librarian PSEL Competencies (Professional Standards for Educational Leaders).

Existing standards from other initial licensure programs, including the CAEP Elementary K-6 Standards, ELCC Building Level Standards from the Educational Leadership Constituent Council (ELCC), and standards from the National Council of Teachers of English (NCTE), the National Council for the Social Studies (NCSS), the National Science Teachers Association (NSTA), and the National Council of Teachers of Mathematics (NCTM). Of particular interest were the standards from the International Society for Technology in Education (ISTE), although ISTE is no longer a CAEP SPA.

The ISTE seven educator standards of Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst for the technology professional provide a strong partnership with the AASL learning standards of Inquire, Include, Collaborate, Curate, Explore, Engage. A review of the ISTE Technology Coach preparation standards provide the strong skills that teacher leaders

need to collaborate with classroom teachers as well as the school librarian. There is no duplication with these standards. Instead, the different standards provide the basis of a strong partnership.

Our standards are reflective of other foundational concepts related to today's learner and today's pedagogical, technological and societal shifts and impacts. Collaboration, cultural responsiveness and inclusivity, social justice, and an interdisciplinary approach to content is evident in each of the above Standards. This shared foundation with other professional standards mirror the collaborative relationships and attention to social justice that is a professional value of librarianship.

C.2.4 Professional Knowledge Base for the School Librarian Preparation Standards

As the revised standards were developed, extensive use was made of the professional knowledge base within the field, including empirical research, disciplined inquiry, informed theory, and wisdom of practice, professional standards, and policy. This professional knowledge base provides the foundation for each of the five standards and the 23 components. Evidence the standards are based on empirical research, disciplined inquiry, informed theory, and the wisdom of practice (Guidelines C.1.c, and C.2.3) can be found in two places: first, the Professional Knowledge Base sections and references for each standard as presented below; and second, in the response to Question 4 above, see the statement [How the Standards Draw on Related Professional Standards and Developments in the Field](#). In the Professional Knowledge Base section below, discussion of each standard component describes how the findings from the knowledge base undergird the School Librarian Preparation Standards.

Standard 1 Knowledge Base

Component 1.1 Professional Knowledge Base

One of the common beliefs held by the American Association of School Librarians in the *National School Library Standards for Learners, School Librarians and School Libraries* (AASL, 2018) is that learners should be prepared for college, career, and life. Learning is “a personal experience; each person absorbs, encodes, stores, interprets, transfers, and expresses information uniquely” (Segedin, Fahrer, Ernst, Clark, Kelly, DeLuca, 2018, p. 9). In order to understand the way learning occurs and thus design and deliver effective instruction, a knowledge of human growth and development, as well as current learning theories is essential (NBPTS, 2012, Library Media Standards, Second Edition). As educators, school librarians must have an understanding of the individual abilities and interests of every learner so that they can adapt and develop instruction according to the needs of the learners. They must also be knowledgeable of the developmental differences among students in various grades and be prepared to work with students across all levels. School librarians maximize achievement by meeting learners where they are and allowing the learners choice and voice to engage in

experiences that will support their own learning, empowering them to decide how and what they wish to learn (Easley, 2017).

The *National School Library Standards for Learners, School Librarians, and School Libraries* (AASL, 2018) are based on six Common Beliefs that reflect current learning environments and professional best practices for effective school libraries. All three of the standards sets, called Frameworks, use the same Shared Foundations, which reflect the core values of the school library profession. The six Shared Foundations are Inquire, Include, Collaborate Curate, Explore, and Engage. Each Shared Foundation has three to five Competencies organized in four domains: Think Create, Share, and Grow. The Competencies describe the desired knowledge, skills, and behaviors of a learner completing an educational experience.

Component 1.2 Professional Knowledge Base

One of the common beliefs held by the American Association of School Librarians in *The National School Library Standards for Learners, School Librarians and School Libraries* states that the school librarian will provide an environment for all members of the library community. Research supports the importance of school librarians understanding cultural differences, modelling cultural competence, supporting both individual and group perspectives and respecting all cultures in an effort to support all learners. Implementing initiatives to create an inclusive library environment, broaden access to diverse literature, and promote literacy for all students, relies to a degree on the cultural competencies of school librarians (Lafferty, 2014). Our student population continues to increase in diversity, yet there is a shortage of resources that reflect all cultures. Research stresses the need for culturally responsive teachers to incorporate resources that build on the learner's experiences.

Modelling cultural competency incorporates listening to learners, learning from them, and incorporating experiences and resources into teaching (May, Bingham, & Pendergast, 2014). Extensive research suggests educators need to be aware of their own community but also prepare learners to understand other cultures (Cooke & Hill, 2017). Since learners tend to associate with those who are like them, learners need a chance to connect to people who have different experiences and backgrounds (Olson & Crossman, 2018). Exhibiting cultural competence supports an inclusive library environment, broadens access to diverse literature, and promotes literacy for all learners (Lafferty, 2014).

Component 1.3 Professional Knowledge Base

School librarians need to be aware of learning differences and design activities that build relationships between typical and atypical learners (O'Keeffe & Medina, 2016). Educators need to be able to work with all abilities and need to consider accommodations for culturally and linguistically diverse exceptional learners. Combining culturally responsive pedagogy and inclusive instructional practices contributes to learning (Lopez & Iribarren, 2014). Providing resources in multiple formats and perspectives can lead to more engaged learning. By forming groups where all learners have a greater understanding of each other, school librarians prepare

learners for lifelong learning. Reflection is important to make sure all are being included. Reflective practice will provide opportunities to improve practice and create lifelong learners (Burns, 2018).

Component 1.4 Professional Knowledge Base

One of the common beliefs in *The National School Library Standards for Learners, School Librarians and School Libraries* includes providing learner-centered environments that have equitable access to up-to-date, appropriate technology and connectivity. The American Association of School Librarians embrace the implementation of the Every Student Succeeds Act. School librarians have the responsibility of providing learning environments with equitable access to up-to-date print and digital resources and to support the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy (Norton, 2016). The importance of literacy expands as the face and format of information and communication grows in our globally connected, technology-rich world (Olson & Crossman 2018).

Research stresses the importance of positive social interaction as learners curate and create knowledge. Heterogeneous and homogeneous grouping will give learners a chance to know others in the group and to learn from the experience of others (O’Keeffe & Medina, 2016). To create an effective learning environment, physical spaces are necessary for tasks requiring concentration, such as reading and problem solving, or offering the introverted student a chance to feel secure (Palin, 2014). Learning environments must provide opportunities with technology so learners can code, create, collaborate, produce media, connect with the global community both face to face and virtually (Palin, 2014). School librarians who are compassionate and caring, create a positive learning environment that impacts instruction (Long & Jones, 2016).

Standard 2 Knowledge Base

Component 2.1 Professional Knowledge Base

Planning for library instruction builds on the best principles of planning for effective teaching (Stronge, 2016), including Universal Design (Robinson 2017), culturally relevant pedagogy (Ladson-Billings, 1995) and cultural competence (Hughes-Hassell & Stivers, 2015). Planning for instruction in the library setting involves collaboration with classroom and content area teachers, specialists, and administrators (Kimmel, 2012; Montiel-Overall, 2008). Similar to classroom instruction, the instructional plan is developmentally appropriate and engages learners with the curriculum through an inquiry-based approach (Kuhlthau, 2010) and to connect themes surrounding social justice into their teaching (Dadlani & Todd, 2016).

Component 2.2 Professional Knowledge Base

Instructional strategies that involve learners in the process of inquiry are key to library instruction (Maniotes, 2016). By leveraging new and emerging learning resources, tools, and environments that meet the curriculum needs and personal interests of learners (Easley, 2017), students are encouraged to generate meaningful questions to guide their own inquiry and exploration (McKenzie, 2009). At the heart of the collaborative process is the alignment of the *AASL National School Library Standards for Learners* with other national standards (Levitov, 2016), such as NCTE (O’Sullivan & Dallas, 2010). This combination of technology, content, and knowledge of learning and teaching is necessary so that the instruction ignites the learners’ passion, imagination, and desire to learn in a participatory learning culture (Brown, 2008).

Component 2.3 Professional Knowledge Base

School librarians have a critical role in digital citizenship education and the ethical use of information (Preddy, 2016). They teach the digital citizenship responsibilities of intellectual freedom, intellectual property, the right to privacy, and security (Butler, 2012; Crockett, 2018). Candidates provide authentic and relevant learning experiences so that learners develop critical thinking, distinguish fact from opinion, assess the accuracy and relevance of information, and detect bias and underlying assumptions (Thomas, Crow, & Fairfield, 2011).

Component 2.4 Professional Knowledge Base

Assessment in the school library can be diagnostic, formative, and/or summative (Stripling & Harada, 2012). Factors such as the analysis of the learning outcome, nature of the task, and time available in conducting assessment (Stripling & Harada, 2012) assist to engage learners in their own professional growth. Other positive aspects of assessment include using the assessment process for analyzing and informing instruction (Harada & Yoshina, 2010) and encouraging the self-reflection process for all learners. These reflective processes inform practice and assist in the development of a plan for continued professional and pedagogical growth (Burns, 2018).

Standard 3 Knowledge Base

Component 3.1 Professional Knowledge Base

The fourth Common Belief in the *National School Library Standards for Learners, School Librarians, and School Libraries* (AASL, 2018) is “reading is the core of personal and academic competency” (p. 11). To support this essential foundation of the profession, school librarians must be familiar with a wide range of children’s and young adult literature in multiple formats (Wright, Fugett, & Caputa 2013) and languages (American Library Association, 2008). The breadth of school librarian’s knowledge includes fiction and nonfiction (Smith & Day, 2013), with the aim of meeting the diverse developmental (Knapp, 2013), cultural (Crow, 2015; Crow & Castello, 2017), social (Fletcher, Grimley, Greenwood, & Parkhill, 2012), and linguistic (Paganelli & Houston, 2014) needs of all learners (Garrison, Forest, & Kimmel, 2014). In so doing, school librarians “demonstrate an understanding of and commitment to inclusiveness

and respect for diversity in the learning community,” (Shared Foundation II. *Include*, from AASL, 2018, p. 48). School librarians use multiple strategies to foster learners’ intrinsic motivation to read for learning (McKenna, Conradi, Lawrence, Jang, & Jeyer, 2012), personal growth (Francois, 2013), and enjoyment, building upon the philosophy that the disposition to read must come from within the learner (Crow & Small, 2011; Ivey & Johnston, 2013).

Component 3.2 Professional Knowledge Base

Today’s abundance of information in multiple formats requires that citizens become information literate, developing the ability to “make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance” (AASL, 2018, p. 93). Learners are information literate when they find, evaluate, and use information from multiple perspectives to make wise decisions (American Library Association, 2015) and create new information. Learners share information in an ethical manner (Strittmatter & Bratton, 2014). School librarians provide learners authentic learning opportunities in critical-thinking and the inquiry process (Kovalik, Yutzey, & Piazza, 2013). These opportunities use multiple literacies, including digital (Fontichiaro & Oehrli, 2016), visual (Cordell, 2016), textual, and technological (Ciampa, 2014). Information literate learners “recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical” (ISTE Standards for Students, Standard 2; International Society for Technology Education, 2016).

Component 3.3 Professional Knowledge Base

The *ISTE Standards for Educators* Standard 6 states that educators will “facilitate learning with technology to support student achievement” (International Society for Technology Education, 2017). Effective school librarians use known and emerging digital tools (Herrington & Parker, 2013) and information communication technologies, and they teach these tools and skills to all learners (Lee, 2014). School librarians practice and teach digital citizenship (ISTE Standard 3, 2017; Preddy, 2016). Digital citizens understand their rights and responsibilities in using technology in a safe and positive way (AASL, 2018; Hamilton, 2016). School librarians provide opportunities that enable learners to create, collaborate, and connect with the global community (Shared Foundation IV. *Engage* from AASL, 2018, p. 114-15). School librarians use instructional technology to prepare learners for college, career, and life (Smith, 2016).

Standard 4 Knowledge Base

Component 4.1 Professional Knowledge Base

InTASC Standard 2 (Learning Differences) and Standard 3 (Learning Environments) acknowledge the necessity of teachers understanding diverse cultures and communities to create environments that will maximize student learning. ISTE Standard 2b addresses the importance of advocating for “equitable access to educational technology, digital content, and learning opportunities to meet the diverse needs of all students” (Crompton, 2017, p. 11). Candidates have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patrons’ right to read, view, or listen

to content protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. (ALA, 2006, para 5).

Equitable access to information and resources is an issue of social justice. A study by Dickinson, Gavigan, and Pribesh (2008) found a relationship between access to school library resources and the poverty of the school community as follows, “School library media centers have the potential to bridge the achievement gap for these students by providing access to books and other resources” (p. 14). It is important that candidates embrace and promote concepts of social justice when addressing the myriad of physical, social and intellectual barriers to equitable access to resources and services by ensuring “...policies, procedures, and rules related to the use of resources and services support free and open access to information” (ALA, 2014, para 6).

Component 4.2 Professional Knowledge Base

InTASC Standard 2 (Learning Differences) addresses the need for an understanding of individual differences and diverse cultures in order to ensure an inclusive learning environment. School libraries need to curate a collection of information resources that address these needs. InTASC Standard 1 (Learner Development) states that it is necessary for teachers to understand the various differences in learning and development of students and address those differences. ISTE Standard 5c addresses the need to create innovative digital learning environments to engage and support student learning. In order to do this, school libraries must develop a collection of print, digital, and virtual resources that enhance access for all members of the learning community. Collections that address various reading comprehension levels and content requirements are a component of best practice in school libraries. By acknowledging that information is power and understanding that a library’s collection impacts learners’ “...perceptions, attitudes, and behavior...” (Hughes-Hassell & Stivers, 2015, p. 130), candidates support a learning community that “thinks, creates, shares, and grows” (AASL, 2018).

Component 4.3 Professional Knowledge Base

ISTE Standard 1c acknowledges the need for educators to “stay current with research that supports student learning outcomes” (Crompton, 2017, p. 11). Candidates collect, evaluate, and use a robust array of evidence to improve practice, increase the effectiveness of school libraries, and “contribute to student outcomes” (Richey, 2014, p.3). Candidates must be able to use evidence-based strategies that strengthen their capacity to transform school libraries from traditional “places” to “multi-modal... multi-sensory” spaces (Subramaniam, 2013, p.7) in support of student learning. Todd (2015, p. 9) discusses three types of evidence useful for school libraries: evidence for practice, evidence in practice, and evidence of practice. These three types of evidence for school librarians can provide data and information to develop practices and policies that positively impact diverse learning communities. Todd states, “Data, information, knowledge, and wisdom generate practice and demonstrate outcomes of practice, becoming a framework for decisions and actions” (2015, p. 10).

Standard 5 Professional Knowledge Base

Standard 5 is informed and influenced by the work of researchers and practitioners in the areas of professional learning, intellectual freedom and ethics, leadership and collaboration, and advocacy. Additionally, this standard draws upon the *National School Library Standards* (2018) standards for library media for the National Board for Professional Teaching Standards (NBPTS, 2012) and the School Librarian Competencies based on the Professional Standards for Educational Leaders (ALA, 2017).

Component 5.1 Professional Knowledge Base

Professional learning is an essential component of growing and developing as a school librarian. Candidates should engage in ongoing professional learning to continue to explore new avenues for reaching students where they are and helping improve academic achievement and lifelong learning for their P12 students. Research from a range of sources supports the need for school librarians to engage with the larger educational community through membership and participation in professional organizations. A wide range of opportunities are available for school librarians to further their knowledge through local, state, national, and international professional organizations for school librarians (Everhart, 2018; Farmer, 2012; Johnston, 2013).

School librarians engage with and use current research on best practices to improve their practice. They demonstrate growth by using research from experts, other school librarians, and their own findings (Gordon, 2006). School librarians are involved in professional learning communities within their own school community and engage with other school librarians from the broader educational community to continue their professional learning (Moreillon, 2016). School librarians might take on a variety of roles with their professional learning communities including information specialist, staff developer, teacher and collaborator, critical friend, leader, researcher, learner, and student advocate (Hughes-Hassell, Brasfield, & Dupree, 2012).

Extensive research supports the role of school librarians as providers of professional development within their own school communities (Abilock, Fontichiaro, & Harada, 2012; Stroud, 2016). According to Baker, this role as a provider of professional development and teacher of adults is often new to those transitioning to the school library from the classroom (2016). Often this professional development is centered on the integration of technology into classroom and library teaching (Wine, 2016).

Component 5.1 integrates the Professional Capacity of School Personnel and Professional Community for Teachers and Staff competencies from the School Librarian Competencies (ALA, 2017). Additionally, this component draws upon the shared foundations and commitments of Collaborate and Engage from the AASL Standards Framework for School Librarians (AASL, 2018).

Component 5.2 Professional Knowledge Base

To be effective, school librarians should lead and collaborate within their schools and with the broader educational community. This standard was influenced by the growing perception of school librarians as leaders within their school communities. This leadership is often associated with technology integration (Johnston, 2012; Wine, 2016). New theories about school librarian leadership are being explored in the current research in the field (Everhart & Johnston, 2016; Johnston, 2015). Extensive research has been conducted about growing leadership skills and abilities in pre-service and early career school librarians (Smith, 2010, Smith, 2011, Smith, 2014; Mardis & Everhart, 2014).

Recent scholarship indicates a close relationship between leadership and collaboration exploring the connections between the instructional partner role of school librarians and their leadership skills (Moreillon, 2013; Davenport & Mattson, 2018). Collaboration with teachers and other educational stakeholders is essential to ensure the growth of all learners, including students, educators, and parents. Research indicates that effective collaboration can be used as a means of more inclusive reform of educational practice (Kimmel, 2012). Additionally, engaging in collaboration with pre-service teachers while preparing to become a school librarian can lead to increased opportunities for collaboration in the future (Rawson, Anderson, & Hughes-Hassell, 2015). Outside of the school environment, collaboration with local public libraries provides additional opportunities for student access to resources (Smith, Shea, & Wu, 2014).

Component 5.2 integrates the Professional Capacity of School Personnel and Professional Community for Teachers and Staff competencies from the School Librarian Competencies (ALA, 2017). Additionally, this component draws upon the shared foundations and commitments of Collaborate and Engage from the AASL Standards Framework for School Librarians (AASL, 2018). This component integrates the Leadership standard from the NBPTS Library Media Standards (NBPTS, 2012).

Component 5.3 Professional Knowledge Base

Scholarship on advocacy indicates that many stakeholders (parents, administrators, teachers, community members) lack knowledge about the purposes and potential impact of school libraries (Everhart & Mardis, 2014). Further research indicates that school librarians also have differing understandings of the role that school librarians can play in advocating for not only their own school libraries but also for wider school improvements in teaching and learning (Ewbank, 2011). Therefore, it is imperative that school librarians learn about effective means of advocacy for their school libraries, students, and the larger educational programs within their schools (Kachel, 2017; Kachel, 2018). Research shows that effective advocacy can change perceptions about the school library (Burns, 2018).

Component 5.3 integrates the Mission, Vision, and Core Values and School Improvement competencies from the School Librarian Competencies (ALA, 2017). Additionally, this component draws upon the shared foundations and commitments of Include and Engage from

the AASL Standards Framework for School Librarians (AASL, 2018). This component integrates the Outreach and Advocacy standard from the NBPTS Library Media Standards (NBPTS, 2012).

Component 5.4 Professional Knowledge Base

Ethical practice in school librarianship is grounded in the American Library Association Bill of Rights (ALA, 2019). The American Library Association and its division, the American Association of School Librarians, have expanded on those rights through position statements, policies, and interpretations about the rights of library patrons including the rights of children (AASL, 2014). Knowledge of these core documents of librarianship is at the core of good school librarianship. ALA also added a seventh right protecting privacy and confidentiality in library use in January 2019.

However, knowledge is not enough. The implementation of the core values and defense of the library bill of rights is the cornerstone of unrestricted student access to information. The Library Bill of Rights interpretation on Access to Resources and Services request school librarians to take a more active role: “assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry” (ALA, 2014). The interpretations of the Library Bill of Rights provide guidance in the practical application of the ethics and core values of librarianship (Ballard, 2016; Garner, 2014). Additionally, school librarians should provide instruction for the entire school community (students, parents, administrators) about intellectual freedom, intellectual property rights, digital privacy, (Fiehn, 2016; Panter, 2015; Seroff, 2015; Stripling, 2015)

The defense of the right to read and access information is at the center of school librarianship and requires school librarians to advocate for, develop, and implement policies and procedures that support those rights (Dawkins, 2018).

Component 5.4 integrates the Mission, Vision, and Core Values, and Ethical Principles and Professional Norms competencies from the School Librarian Competencies (ALA, 2017). Additionally, this component draws upon the shared foundation and commitment of Engage from the AASL Standards Framework for School Librarians (AASL, 2018). This component integrates the Access, Equity, and Diversity and Ethics standards from the NBPTS Library Media Standards (NBPTS, 2012).

The American Library Association Library Bill of Rights:

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information (ALA, 2019).

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C.2.4 – Developing Consensus

ALA-AASL has taken several steps to ensure development of consensus through the distribution of drafts, focus group feedback, and requesting input from a variety of constituencies. First, it appointed members to the AASL-CAEP Coordinating Committee for the development of the School Librarian Preparation Standards with the goal of developing consensus and developing standards that were rigorous and modern. The Coordinating Committee includes racial/ethnic, geographic, and professional diversity. The members are:

Susan Ballard
 Judy Bivens
 Audrey Church (Ex-Officio)
 Sherry Crow
 April Dawkins (Co-Chair)
 Gail Dickinson (Co-Chair)

Kimberly Gangwish
Lucy Santos Green
Stephanie Jones
Ramona Kerby
Rebecca Pasco
Barbara Ray

Together, these individuals represent the American Association of School Librarians, The Educators Section of AASL, Nationally Board Certified school librarians, educator preparation provider deans, teaching/learning researchers, and experienced standards developers (InTASC and SPA Standards).

C.2.4 – Soliciting and Responding to Comments

During the standards revision process, input was gathered from various constituencies, detailed below and summarized here:

- AASL used multiple means to gather input from various constituencies including distribution of drafts to professional listservs, open hearings at professional conferences, and Web-based surveys.
- Constituencies from whom input was solicited included practitioners, supervisors at the district and state levels, higher education faculty, state education agencies, students in school librarianship programs, and other Specialty Professional Associations.

Throughout the standards revision process, members of the committee carefully analyzed and discussed feedback and comments received. All suggestions were considered and, as appropriate, incorporated into the draft of standards submitted to CAEP. The Committee worked collaboratively in small working groups and as a whole using shared documents with commenting features. All comments were discussed and then consensus reached about all decisions.

Timeline for Development

AASL began the process of revising and updating the 2010 ALA/AASL Standards for Initial Preparation of School Librarians in spring of 2017. A survey was drafted and distributed under the leadership of 2016-2017 AASL President, Dr. Audrey Church. The survey asked six questions of respondents:

1. Which standards should be strengthened?
2. What suggestions do you have for new language to be added to a particular standard?
3. Should any of the current wording/phrasing/topics within one or more of the standards be deleted?
4. Leadership is an important element of school librarianship. How should it be addressed within the new standards?

5. As the school library field changes, what emerging topics should be included in the new standards?
6. Is there anything else you would like AASL to consider with these revisions?

The survey was distributed on May 15, 2017 to the Educators of School Librarians Section of AASL, the Supervisors Section of AASL, Contacts for AASL/CAEP Nationally Recognized Programs, CAEP Program Reviewers, and the Council of State Library Consultants. Results were collected through June 2, 2017. A total of 76 individuals responded to the survey.

An open meeting of the AASL-CAEP Coordinating Committee was held on Friday, June 23, 2017 in Chicago at the ALA Annual Conference. A working meeting followed the next day. During these meetings the committee members began analysis of the survey results, discussed a timeline for developing and gaining feedback on the revised standards, and reviewed an Executive Summary of the new *National School Library Standards* that were to be released in November 2017.

The committee continued working on developing the standards and components meeting online from June until October 2017. A working draft of the standards and components were finalized in October 2017. This draft was presented at an open forum during the AASL National Conference in November 2017. Over 50 representatives from practicing school librarians, district library supervisors, school library educators, and state level school library consultants attended the forum and provided feedback on the draft.

The CAEP Coordinating Committee continued to meet online two or three times monthly from November 2017 until January 2018 to incorporate feedback from the forum and develop a new draft of the standards. A new draft of the standards was presented at the Educators of School Librarians Section meeting at the ALA Midwinter Meeting in Denver, Colorado in February 2018.

From February until May 2018, the CAEP Coordinating Committee continued its online meetings to finalize the draft of the standards, develop rubrics, and supporting explanations. This draft was approved by the AASL Executive Board at ALA Annual in New Orleans in June 2018 and was submitted for informal review to CAEP for comment and feedback in July 2018.

In August 2018, the current draft of the standards was emailed for comment to sixteen of the other CAEP Specialized Professional Association contacts with a request that they share the standards and respond to a brief survey commenting on those standards. At the same time, feedback was requested from the International Society for Technology in Education (ISTE) school librarians' group, Association for Library and Information Science Educators (ALISE) School Librarians SIG, and the full AASL membership. The survey asked for general comments or suggestions for each of the five standards. Twenty-eight responses were received. One response was from a member of ISTE. All of the other survey responses were from members of the American Association of School Librarians. The AASL-CAEP Coordinating reviewed the comments and suggestions from the respondents and came to consensus about areas needed for revision. These suggestions were incorporated during October and November of 2018.

The AASL-CAEP Coordinating Committee received feedback from the CAEP SPA Standards Committee in early October 2018. Using the CAEP Feedback and the comments and suggestions from the August 2018 survey, the AASL-CAEP Coordinating Committee worked to revise rubrics and provide clear supporting explanations for each standard. This work continued through May of 2019.

C.2.5 Approach to alignment of the School Librarian Standards to the CAEP principles

The school library field has always been standards-based, following current best practices in both library science and education. The knowledge base of school librarianship is reflected in the *National School Library Standards* (2018) and the *NBPTS Library Media Standards* (2012), and other documents such as the *Framework for 21st Century Learning* (2009) from the Partnership for 21st Century Skills. Each of the five standards is based on a critical piece of the overall knowledge base that new school librarians must have to be successful. The standards are written broadly, for the character of each preparation program to be different, while still staying within the organizing framework of the standards.

The profession of school librarianship is situated within the library science and the education professions. It draws best practices from each of those professions. Because of this dual focus, the standards are organized according to how the practice in the profession is organized. The matrix below shows how the CAEP Principles are included in each standard. Additionally, further discussion of alignment to the CAEP principles is included in the supporting explanation for each standard.

CAEP Principles	Placement within AASL Standards (listed by component)
A. The Learner and Learning	1.1 Learner Development 1.2 Learner Diversity 1.3 Learner Differences 1.4 Learning Environments
B. Content	3.1 Reading Engagement 3.2 Information Literacy 3.3 Technology-Enabled Learning 4.2 Information Resources
C. Instructional Practice	2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Use of Information into Instructional Practice 2.4 Assessment
D. Professional Responsibility	4.1 Access 4.3 Evidence-Based Decision Making 5.1 Professional Learning

	5.2 Leadership and Collaboration 5.3 Advocacy 5.4 Ethical Practice
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C.2.6 – Potential Duplication and/or overlaps in Standards

The ALA/AASL/CAEP School Librarian Preparation Standards (2019) were developed with a sound foundational review of complementary standards. Similar to the collaborative and integrated nature of the school library professional in the school, standards development was started with a review of relevant standards, including InTASC and the National Board for Professional Teaching Standards ECYA Library Media Standards. Of particular interest were the 2017 International Society for Technology in Education (ISTE) Standards for Educators and the 2017 International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals.

The ISTE seven educator standards of Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst for the technology professional provide a strong partnership with the ALA/AASL/CAEP School Librarian Preparation Standards of Learner and Learning, Planning for Instruction, Knowledge and Application of Content, Organization and Access, and Leadership, Advocacy, and Professional Responsibility. There is some overlap in concepts of the two sets of standards, but ISTE is focused on technology in education and the ALA/AASL standards focus on a much broader scale of school librarianship of which technology is one component. Some overlap between the two sets of standards is unavoidable considering the inclusion of technology in school librarianship. The ability to use technology is a foundation for strong school librarians. Every standard addresses technology, from instruction to program administration and personal professional learning. Although technology use is a cross-cutting theme, Standard 3 focuses directly on technology-enabled learning.

The ILA standards of Diversity and Equity, Learners and the Literacy Environment, and Professional Learning and Leadership demonstrate a strong correlation with the ALA/AASL/CAEP School Librarian Preparation Standards (2019). Because school library programs and school librarians can have a defining impact on literacy of students, there is a natural relationship between aspects of the two standards. The concept of diversity and equity is demonstrated in both sets of standards and play an equally important role in the development of collections, school library programming, and knowledge of literacy candidates in order to meet the needs of a diverse community. The overlap in the two sets of standards cannot be avoided because the standards are a necessity of quality programming in each area.

Diversity is a strong cross-cutting theme in the AASL Standards. Particularly in Standard One, candidates are required to promote cultural competence, consider learner diversity, and create environments rich with opportunities for all students. This theme is repeated in Standard Two, with the candidate responsibility to design developmentally and culturally responsive learning experiences, in Standard Three, which requires candidates to demonstrate knowledge of

diverse literature for children and youth, in Standard Four, with the mandate for equitable access and a commitment for diverse needs, and in Standard Five, which extends the recognition of diverse needs to all members of the learning community.

C.2.6 - Comparison of ALA/AASL/CAEP School Librarian Preparation Standards (2019) and 2017 ISTE Standards for Educators

ALA/AASL/CAEP School Librarian Preparation Standards (2019)	2017 ISTE Standards for Educators
<p>Standard 1 – The Learner and Learning: Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners’ development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the <i>National School Library Standards</i> considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.</p>	<p>Standard 1 – Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</p> <p>Standard 5 – Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p>
<p>Standard 2 – Planning for Instruction: Candidates in school library preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.</p>	<p>Standard 1 – Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</p> <p>Standard 4 – Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</p> <p>Standard 5 – Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p> <p>Standard 7 – Analyst: Educators understand and use data to drive their instruction and support</p>

	students in achieving their learning goals.
<p>Standard 3 – Knowledge and Application of Content: Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.</p>	<p>Standard 1 – Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</p> <p>Standard 3 – Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.</p> <p>Standard 5 – Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p> <p>Standard 6 – Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.</p>
<p>Standard 4 – Organization and Access: Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.</p>	<p>Standard 3 – Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.</p> <p>Standard 5 – Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p> <p>Standard 7 – Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.</p>
<p>Standard 5 – Leadership, Advocacy, and Professional Responsibility: Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.</p>	<p>Standard 1 – Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</p>

	<p>Standard 2 – Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.</p> <p>Standard 4 – Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</p>
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C.2.6 Comparison of ALA/AASL/CAEP School Librarian Preparation Standards (2019) and 2017 ILA Standards for the Preparation of Literacy Professionals

ALA/AASL/CAEP School Librarian Preparation Standards (2019)	2017 ILA Standards for the Preparation of Literacy Professionals
Standard 1 – The Learner and Learning: Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners’ development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the <i>National School Library Standards</i> considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.	Standard 4 – Diversity and Equity: Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
Standard 2 – Planning for Instruction: Candidates in school library preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.	Standard 5 – Learners and the Literacy Environment: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
Standard 3 – Knowledge and Application of Content: Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and	Standard 5 – Learners and the Literacy Environment: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate

inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.	digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
Standard 4 – Organization and Access: Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.	Standard 4 – Diversity and Equity: Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. Standard 5 – Learners and the Literacy Environment: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
Standard 5 – Leadership, Advocacy, and Professional Responsibility: Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.	Standard 6 – Professional Learning and Leadership: Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

C.2.6 CAEP Cross-Cutting Theme: Diversity

Diversity is a strong cross-cutting theme in the AASL Standards. Particularly in Standard One, candidates are required to promote cultural competence, consider learner diversity, and create environments rich with opportunities for all students. This theme is repeated in Standard Two, with the candidate responsibility to design developmentally and culturally responsive learning experiences, in Standard Three, which requires candidates to demonstrate knowledge of diverse literature for children and youth, in Standard Four, with the mandate for equitable access and a commitment for diverse needs, and in Standard Five, which extends the recognition of diverse needs to all members of the learning community.

C.2.6 CAEP Cross-Cutting Theme: Digital Learning

The ability to use technology is a foundation for strong school librarians. Every standard addresses technology, from instruction to program administration and personal professional learning. Although digital learning is a cross-cutting theme, Standard 3 focuses directly on technology-enabled learning, digital and information literacies, and development of ethical digital citizens. Standard 1's supporting explanation clarifies the need for access to digital resources that support learning differences. Finally, Standard 4's emphasis on equitable access includes access to both digital and virtual resources in the school library.

C.2.7 – Analysis of Differences from Current Standards

Overview of Changes in the ALA/AASL/CAEP School Librarian Preparation Standards (2019)

The new 2019 ALA/AASL Standards reflect the following changes from the 2010 ALA/AASL Standards:

- Changed the term “element” to “component.”
- Reduced the number of components from 20 to 18.
- Based four of the 2019 ALA/AASL Standards on the four CAEP principles (CAEP, 2017*):
 - ALA/AASL Standard 1, The Learner and Learning (CAEP principle A. Learner and Learning)
 - ALA/AASL Standard 2, Planning for Instruction (CAEP principle C. Instructional Practice)
 - ALA/AASL Standard 3, Knowledge and Application of Content (CAEP principle B. Content)
 - ALA/AASL Standard 5, Leadership, Advocacy, and Professional Responsibility (CAEP principle D. Professional Responsibility).
- Included the SPA-specific standard, ALA/AASL Standard 4, Organization and Access. This standard includes the components 4.1 Access, 4.2 Information Resources, and 4.3 Evidence-based Decision Making.
- Provided a rationale for standards and components through more extensive supporting explanations from professional knowledge-based literature.
- Incorporated terminology and themes from the *National School Library Standards* (AASL, 2018**).
- Included examples of candidate actions that can provide evidence for meeting each component
- Provided extensive rubrics that break components apart as necessary in order to evaluate the evidence more clearly.
- Shifted from a compendium of what candidates know and are able to do, to a focus on helping individuals from the learning community develop and learn.
- Integrated mutually supportive cross-cutting themes of diversity, technology, and ethics.

*CAEP. (January, 2017). *The CAEP Guidelines on Program Review with National Recognition Using Specialized Professional Association (SPA) Standards*.

How the 2019 ALA/AASL Standards Differ from the 2010 ALA/AASL Standards

At the standard level, the 2019 ALA/AASL Standards differ from the 2010 ALA/AASL standards in the following ways:

Standard 1: The Learner and Learning

- 2019 Standards focus on learners' development and diversity, and their learning differences and environments rather than the school librarian's pedagogy (2010).
- 2019 Standards emphasize candidates' cultural competence and inclusiveness.
- 2019 Standards encompass candidate responsibility in ensuring the personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.
- 2019 Standards now include the development of virtual environments along with the physical environment of the school library.
- 2019 Standards now have unique components for learner differences, diversity, and environment whereas these elements were combined in one element of the 2010 Standards.
- 2010 Standards phrase "21st century learners" is now outdated and has been deleted.

Standard 2: Planning for Instruction

- Standard 2 extends and builds upon the 2019 Standard 1 by including additional pedagogical-like components and is now more comprehensive than the 2010 Standard 1.
- 2019 Standard 2 includes a separate component for Assessment (2.4).
- 2019 Standard 2 includes a focus on ethical use of information in instructional practice which was previously part of 2010 Standard 3.

Standard 3: Knowledge and Application of Content

- The 2019 Standards now have one component (3.1) on reading instead of an entire standard (2010). 2019 Standard 3: Component 3.1 Reading Engagement is similar to the 2010 Standard 2, Literacy and Reading.
- 2019 Standard 3 includes three components: 3.1 Reading Engagement, 3.2 Information Literacy, and 3.3 Technology-Enabled Learning whereas these skills appeared in multiple places in the 2010 Standards.
- 2019 Standard 3 now includes a focus on multiple literacies (3.2).
- 2019 Standard 3 introduces the term digital citizenship (3.3).

Standard 4: Organization and Access

- 2019 Standard 4 is comparable with 2010 Standard 3: Information and Knowledge in that both standards discuss access, resources, and use of data to make decisions.

- 2019 Standard 4 components reflect candidates' responsibilities to both the management of the school library and teaching, whereas the 2010 Standards focus more on teaching aspects.
- 2019 Standard 4: Component 4.3 Evidence-Based Decision Making is similar to 2010 Standard 3.4 Research and Knowledge Creation.
- 2019 Standard 4 now aligns access to materials with the managerial responsibilities of school librarians.

Standard 5: Leadership, Advocacy, and Professional Responsibility

- 2019 Standard 5 is comparable to 2010 Standard 4.
- 2019 Standard 5 focuses on librarian behaviors in professional growth versus library program management in 2010 standards.
- The 2019 Standards no longer have a specific component devoted to collection development as did the 2010 Standard 5: Element 5.1 Collections. The 2019 Component 4.2 Information Resources somewhat addresses collection evaluation.

Below follows a detailed side-by-side comparison of the 2010 and 2019 ALA/AASL/CAEP School Librarian Preparation Standards.

2010 ALA/AASL Standards and Elements	2019 ALA/AASL Standards and Components
<p>Standard 1: Teaching for Learning Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.</p> <p>1.1 Knowledge of learners and learning. Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.</p> <p>1.2 Effective and knowledgeable teacher. Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.</p> <p>1.3 Instructional partner. Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.</p>	<p>Standard 1: The Learner and Learning Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners' development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the <i>National School Library Standards</i> considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.</p> <p>1.1 Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the <i>National School Library Standards</i>.</p> <p>1.2 Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.</p> <p>1.3 Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.</p> <p>1.4 Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.</p>

<p>1.4 Integration of twenty-first century skills and learning standards. Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.</p>	
<p>Standard 2: Literacy and Reading Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.</p> <p>2.1 Literature. Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.</p> <p>2.2 Reading promotion. Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.</p> <p>2.3 Respect for diversity. Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.</p> <p>2.4 Literacy strategies. Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.</p>	<p>Standard 2: Planning for Instruction Candidates in school library preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.</p> <p>2.1 Planning for Instruction. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.</p> <p>2.2 Instructional Strategies. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.</p> <p>2.3 Integrating Ethical Use of Information into Instructional Practice. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.</p> <p>2.4 Assessment. Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.</p>
<p>Standard 3: Information and Knowledge Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.</p> <p>3.1 Efficient and ethical information-seeking behavior. Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.</p> <p>3.2 Access to information. Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.</p> <p>3.3 Information technology. Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate,</p>	<p>Standard 3: Knowledge and Application of Content Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.</p> <p>3.1 Reading Engagement. Candidates demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.</p> <p>3.2 Information Literacy. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.</p> <p>3.3 Technology-Enabled Learning. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.</p>

<p>analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.</p> <p>3.4 Research and knowledge creation. Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.</p>	
<p>Standard 4: Advocacy and Leadership</p> <p>Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.</p> <p>4.1. Networking with the library community. Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.</p> <p>4.2 Professional development. Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.</p> <p>4.3 Leadership. Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.</p> <p>4.4 Advocacy. Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.</p>	<p>Standard 4: Organization and Access</p> <p>Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.</p> <p>4.1 Access. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.</p> <p>4.2 Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.</p> <p>4.3 Evidence-Based Decision Making. Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.</p>
<p>Standard 5: Program Management and Administration</p> <p>Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.</p> <p>5.1 Collections. Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.</p> <p>5.2 Professional Ethics. Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.</p> <p>5.3 Personnel, Funding, and Facilities. Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies</p>	<p>Standard 5: Leadership, Advocacy, and Professional Responsibility</p> <p>Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.</p> <p>5.1 Professional Learning. Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.</p> <p>5.2 Leadership and Collaboration. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.</p> <p>5.3 Advocacy. Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.</p> <p>5.4 Ethical Practice. Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.</p>

<p>and procedures that support teaching and learning in school libraries.</p> <p>5.4 Strategic Planning and Assessment. Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.</p>	
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C.2.8 –Assessing the 2019 ALA/AASL/CAEP School Librarian Preparation Standards

Each School Librarian Preparation Standard include these five elements: the standard statement, standard component statement, supporting explanation for each standard component, scoring rubric for each component, and assessment evidence guidelines for each component. The assessment evidence guidelines are an important part of the complete School Librarian Standards document that is disseminated to programs and provides guidance to School Librarian preparation programs on how strong evidence that candidates meet standards can be generated by using a minimum of six and a maximum of eight assessments; provide guidance to programs and program reviewers on evaluating and interpreting assessment evidence; and provide examples of candidate actions that could demonstrate that the standard is met.

The School Librarian Preparation Standards can be assessed using up to eight assessments to generate sufficient evidence that standards are met. As can be seen in the Standards/Assessment Crosswalk, the assessment categories include: (1) a state licensure assessment, or other content-based assessment; (2) content-based assessment; (3) assessment of candidate ability to plan instruction; (4) assessment of student teaching/internship experience; (5) assessment of candidate impact on student performance; and (6) additional assessment of candidate professional learning. School Librarian preparation programs are strongly encouraged to submit a seventh and/or eighth assessment that they believe will further strengthen their demonstration that all standards are met. The specific focus of this assessment is determined by the program's assessment system and the extent to which stronger evidence that a standard is met is needed.

C.2.8 - Assessment Rubrics

Definition of Rubric Performance Levels

The basis for evaluating School Librarian Preparation candidate competence is defined as the following three performance levels and is to be applied with the School Librarian Preparation Standards assessment rubrics.

Level 1 - Unacceptable. Level 1 implies an Unacceptable level of candidate performance characteristics, a level in which there is little or no evidence that the candidate meets the component's performance expectation. The candidate may provide evidence for demonstrating some of the performance characteristics necessary to meet the standard at an acceptable level but has not yet provided sufficient evidence of ability for independent practice for all parts of the component performance expectation.

Level 2 – Acceptable. Level 2 implies a level of Acceptable performance in which the candidate demonstrates proficiency—those performance characteristics that meet the component expectations at an acceptable level for a candidate who is just completing a School Librarian preparation program and is ready to begin serving in a school library as a novice licensed School Librarian.

Level 3 - Target. Level 3 implies the Target level of performance in which the candidate demonstrates performance characteristics that represent exemplary practice for a candidate who is just completing a School Librarian preparation program and is ready to begin serving in any school library as a novice School Librarian. Expectations for performance at this level are demanding and candidate performance at this level requires evidence of highly skilled performance for a candidate who is just completing a School Librarian preparation program.

Standard 1

Rubric for Standard 1.1 – How do candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains? How do candidates engage learners’ interests to think, create, share, and grow as they design and implement instruction that integrates the *National School Library Standards*?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
1.1 Learner Development	Candidates demonstrate little or no knowledge of learner development as they design and implement instruction.	Candidates use their knowledge of learner development to design and implement instruction that incorporates the <i>National School Library Standards</i> and that addresses learners’ needs and interests through the relevant domains of learning: the cognitive (think), the psychomotor (create), the affective (share) and the developmental (grow).	Candidates use their knowledge of learner development, current learning theories, and the individual abilities and interests of learners to design and implement a diverse array of instruction that incorporates the <i>National School Library Standards</i> and that address learners’ needs and interests through the four domains of learning: the cognitive (think), the psychomotor (create), the affective (share) and the developmental (grow).

Rubric for Standard 1.2 – How do candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
1.2 Learner Diversity	Candidates do not articulate or model cultural competence and respect for inclusiveness that supports individual and group perspectives.	Candidates articulate and model cultural competence and respect for inclusiveness through the use of resources and learning experiences that support individual and group perspectives.	Candidates demonstrate cultural competence and respect for inclusiveness by recognizing the needs of different cultures and by providing services and resources to support learners.

			Candidates design learning experiences to enhance individual and group perspectives by creating a stimulating library environment that broadens access to diverse literature and resources.
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Rubric for Standard 1.3 – How do candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
1.3 Learning Differences	Candidates do not demonstrate understanding of the educational and personal development of all members of a learning community.	Candidates cultivate the educational and personal development of learners, and construct learning that addresses intellectual abilities, learning modalities, and physical variabilities.	Candidates cultivate the educational and personal development of learners by designing, implementing, and evaluating strategies and resources that address intellectual abilities, learning modalities, and physical variabilities.

Rubric for Standard 1.4 – How do candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
1.4 Learning Environments	Candidates do not create engaging and equitable physical and/or virtual learning environments.	Candidates demonstrate the ability to create engaging physical and virtual learner-centered environments that accommodate a variety of activities for individuals and groups.	Candidates demonstrate the ability to create both physical and virtual learner-centered environments that are engaging, innovative, and equitable.

		Candidates provide guidelines for equitable access.	Candidates develop guidelines for equitable access and flexible spaces for active group learning and curation, as well as individual learning and curation.
1.4 Learning Environments	Candidates do not provide learning environments that address mutual respect among learners.	Candidates provide learning environments that address mutual respect among learners that facilitate the curation and creation of knowledge.	Candidates create stimulating learning environments that provide opportunities for all learners to express varied perspectives through positive social interactions that encourage the curation and creation of knowledge.

Standard 2

Rubric for Standard 2.1 – How do candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
2.1 Planning for Instruction	Candidates do not collaboratively plan and design resource-based learning experiences.	Candidates collaboratively plan with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.	Candidates collaboratively plan with members of the learning community across disciplines to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.

Rubric for Standard 2.2 – How do candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
2.2 Instructional Strategies	Candidates do not use a variety of instructional strategies that create opportunities for learners to inquire, include, collaborate, curate, explore, and engage in their learning.	Candidates use a variety of instructional strategies and create multiple opportunities for learners to inquire, include, collaborate, curate, explore, and engage in their learning.	Candidates use a variety of evidence-based instructional strategies and create multiple opportunities for all learners to inquire, include, collaborate, curate, explore, and engage in their learning.

2.2 Instructional Strategies	Candidates make limited use of technology in an instructional setting.	Candidates integrate technology into instructional strategies to ensure that learners can inquire, include, collaborate, curate, explore, and engage.	Candidates integrate a variety of technologies into instructional strategies to provide learners with multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.
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Rubric for Standard 2.3 – How do candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
2.3 Integrating Ethical Use of Information into Instructional Practice	Candidates do not teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context.	Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Candidates provide opportunities for learners to demonstrate ethical use of information and technology in the creation of new knowledge.	Candidates develop and teach learning activities that ensure learners have multiple opportunities to recognize and evaluate information on the basis of accuracy, bias, validity, and cultural context. Candidates provide opportunities for all learners to demonstrate ethical use of information and technology in the creation of new knowledge.

Rubric for Standard 2.4 – How do candidates use multiple methods of assessment to engage learners in their own growth? How do candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
2.4 Assessment	Candidates do not use multiple methods of assessment to engage learners in their own growth.	Candidates use multiple methods of assessment to engage learners in their own growth.	Candidates select and use multiple methods to assess learning. Candidates analyze, reflect, and apply results to engage all learners in their own growth.
2.4 Assessment	Candidates do not revise their instruction to address areas in which learners need to develop understanding.	Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.	Candidates, in collaboration with instructional partners and other members of the learning community, incorporate changes in design and delivery based on analysis of data and information gained from both formative and summative assessments.

Standard 3

Rubric for Standard 3.1 – How do candidates demonstrate a knowledge of children’s and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners? How do candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
3.1 Reading Engagement	Candidates do not demonstrate knowledge of children’s and young adult fiction and nonfiction.	Candidates demonstrate knowledge of children’s and young adult fiction and nonfiction literature that addresses the diverse developmental, cultural, social, and linguistic needs of learners.	Candidates apply their knowledge of children’s and young adult fiction and non-fiction literature by integrating the diverse developmental, cultural, social, and linguistic needs of all learners into personalized reading engagement.
3.1 Reading Engagement	Candidates do not demonstrate knowledge of strategies that foster learner motivation to read for learning, personal growth, and enjoyment.	Candidates engage learners in strategies that foster learner motivation to read for learning, personal growth, and enjoyment.	Candidates engage diverse learners in a variety of evidence-based strategies that foster motivation to read for learning, personal growth, and enjoyment.

Rubric for Standard 3.2 – How do candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner? How do candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
3.2 Information Literacy	Candidates do not know when and why information is needed, where to find it, nor how to evaluate, use, or communicate it in an ethical manner.	Candidates know when and why information is needed, where to find it, and how to evaluate, use, and communicate it in an ethical manner.	Candidates engage in a process of assessing their own need for information, and demonstrate the ability to find and evaluate information, use it, and communicate it in an ethical manner.
3.2 Information Literacy	Candidates do not model, promote or teach critical-thinking and the inquiry process.	Candidates model, promote, and teach critical-thinking and the inquiry process by employing strategies that engage multiple literacies.	Candidates use evidence-based strategies to model, promote, and teach critical-thinking and the inquiry process by engaging learners through multiple literacies.

Rubric for Standard 3.3 – How do candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences? How do candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment? How do candidates articulate, communicate, model, and teach digital citizenship?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
3.3 Technology-Enabled Learning	Candidates do not use digital tools, resources, and emerging technologies nor design learning experiences.	Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences.	Candidates use and evaluate the effectiveness of digital tools, resources, and emerging technologies to design and adapt learning experiences.

3.3 Technology- Enabled Learning	Candidates do not engage learners in finding, evaluating, creating, and communicating data and information.	Candidates engage learners in finding, evaluating, creating, and communicating data and information in a digital environment.	Candidates engage and support all learners in finding, evaluating, creating, and communicating data and information in a digital environment.
3.3 Technology- Enabled Learning	Candidates do not articulate, communicate, model, and teach digital citizenship.	Candidates articulate, communicate, model, and teach digital citizenship.	Candidates articulate, communicate, model, teach, and provide opportunities for students to practice digital citizenship.

Standard 4

Rubric for Standard 4.1 – How do candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession? How do candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
4.1 Access	Candidates do not recognize or acknowledge barriers to flexible, open access to library resources and services.	Candidates identify barriers to flexible, open access to library resources and services and advocate for changes in policy and practice aligned with the ethical codes of the profession.	Candidates design and implement strategic plans which include changes to policy and practice that ensures flexible, open access to library resources and services according to the ethical codes of the profession. Candidates gather and analyze data on the impact of the strategic plan.
4.1 Access	Candidates do not address physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.	Candidates identify, analyze, and utilize strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.	Candidates design, develop, and implement evidence-based strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.

Rubric for Standard 4.2 – How do candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community? How do candidates evaluate and select information resources in a variety of formats?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
4.2 Information Resources	Candidates do not use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community.	Candidates identify and apply evaluation criteria and use selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular, professional, and personal needs of the learning community.	Candidates integrate evaluation criteria and use selection tools relevant to data and information resources in support of instructional design that meets the diverse curricular, professional, and personal needs of the learning community.

Rubric for Standard 4.3 – How do candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
4.3 Evidence- based Decision Making	Candidates do not collect data and information about groups and individuals in their diverse learning communities.	Candidates collect data and information to analyze and understand how practice and policies in school libraries impact groups and individuals in their diverse learning communities.	Candidates collect, assess, and apply data and information to transform practice and policies in school libraries to positively impact groups and individuals in their diverse learning communities.

Standard 5

Rubric for Standard 5. 1 – How do candidates engage in ongoing professional learning? How do candidates deliver professional development designed to meet the diverse needs of all members of the learning community?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
5.1 Professional Learning	Candidates do not reflect on their learning needs and do not plan for professional learning.	Candidates reflect on their learning needs and plan somewhat appropriate activities for relevant professional learning.	Candidates accurately analyze their own learning, identify their learning needs, and engage in ongoing learning to meet those needs.
5.1 Professional Learning	Candidates do not plan and implement professional development to meet the basic needs of the members of their professional learning community.	Candidates plan and implement professional development to meet the basic needs of the members of their professional learning community.	Candidates systematically plan, implement, and lead ongoing professional development to consistently meet the diverse needs of all members of their professional learning community.

Rubric for Standard 5.2 – How do candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
5.2 Leadership and Collaboration	Candidates do not collaborate and/or provide little or no leadership in improving instructional practice.	Candidates collaborate with and lead members of the learning community to design and implement solutions that impact learner growth and strengthen the role of the school library.	<p>Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth.</p> <p>Candidates strengthen the role of the school library by embedding the school library services and resources in curriculum and teaching.</p>

Rubric for Standard 5.3 – How do candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
5.3 Advocacy	Candidates do not advocate for learners and school libraries.	Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating within the school community.	<p>Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.</p> <p>Candidates assess the effectiveness of advocacy efforts and identify ways to strengthen advocacy.</p>

Rubric for Standard 5.4 – How do candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights?

Component	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
5.4 Ethical Practice	Candidates do not model or promote the ethical practices of the library profession.	Candidates use knowledge of the ethical practices of the library profession to guide their professional learning and teaching, as expressed in the foundational documents of the library profession.	<p>Candidates intentionally model and promote the ethical practices of the library profession, as expressed in the foundational documents of the library profession.</p> <p>Candidates examine their practices and resources through an ethical lens that encompasses issues such as access, equity, privacy, social justice, and intellectual freedom.</p>

C.2.8 School Librarian Preparation Standards and Examples of Candidate Actions

The School Librarian Preparation Standards include the following examples of candidate actions that each provide sufficient evidence that a standard component is met. Each example is aligned closely with the content and complexity of the component expectations and is designed to assist programs in crafting assessments that would include these or similar actions. Unlike specification of assessment tasks (e.g., a lesson plan), each example describes actions a candidate might take to demonstrate that the component is met in its entirety.

School Librarian Standard Components	Examples of Candidate Actions
Standard 1.1 – Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the <i>National School Library Standards</i> .	<ul style="list-style-type: none"> • Design an inquiry-based learning project that allows multiple ways to present information. • Allow learners to choose topics that are relevant and of interest to them. • Build instruction that includes <i>National School Library Standards</i> in the design.
Standard 1.2 Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.	<ul style="list-style-type: none"> • Conduct a needs analysis of diverse curricular and personal needs of the learning community. • Develop a network within the community that represents diversity. • Invite representatives of various cultures to come and speak with learners. • Adapt instruction so that both individual and group work is included. • Assign groups that will allow for diverse perspectives. • Discuss a variety of literature that encompasses diverse perspectives. • Maintain a reflective journal that demonstrates understanding of the concepts within cultural competence and how it applies to their own learning environment
Standard 1.3 Learning Differences. Candidates cultivate the educational and personal development of all members of a learning	<ul style="list-style-type: none"> • Conduct a needs analysis of diverse curricular and personal needs of the learning community.

community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.	<ul style="list-style-type: none"> • Create a plan for the library that addresses spaces for diverse intellectual abilities, learning modalities, and physical variabilities. • Create activities to address learner characteristics and provide opportunities for all learners to be engaged and learn from each other. • Provide resources in a variety of formats and with multiple perspectives.
Standard 1.4 Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.	<ul style="list-style-type: none"> • Create a strong virtual presence by using websites and social media. • Construct a school library facility that includes spaces for individual and group work and allows for virtual activities. • Encourage book discussion groups, learner’s advisory groups. • Build relationships with learners that demonstrate compassion and caring. • Compare and contrast various types of libraries and other organizations to foster lifelong learning. • Construct thought-provoking strategies to create a positive learning environment. • Develop policies and plans that facilitate technology rich learning environments.
Standard 2.1 Planning for Instruction. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.	<ul style="list-style-type: none"> • Conduct a comprehensive environmental and curriculum scan of a school community to determine instructional priorities and learner needs. • Identify barriers to collaboration with instructional partners and propose solutions that address them. • Collaborate with teachers in a planning/teaching experience that integrates AASL standards with content area standards. • Design an instructional activity that employs the principles of Universal Design for Learning (UDL).
Standard 2.2 Instructional Strategies. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.	<ul style="list-style-type: none"> • Implement instructional strategies that provide the opportunity for learners to inquire, include, collaborate, curate, explore, and engage.

	<ul style="list-style-type: none"> • Explore the essential questions (EQ) of a discipline and the way in which information is recorded and stored to develop an appropriate learning activity based on an identified EQ. • Use technology in the design of a coherent, scaffolded learning opportunity integrated into a key content area. • Create an instructional plan that integrates technology-enabled instruction in a variety of student learning opportunities.
Standard 2.3 Integrating Ethical Use of Information into Instructional Practice. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.	<ul style="list-style-type: none"> • Work with staff, students, and parents to gauge their prior knowledge of ethical use, privacy and concepts of intellectual freedom and design activities to address improved understanding. • Develop instructional activities that encourage learners to defend their choice of resources based on their understanding of accuracy, bias, validity, relevance, and cultural context. • Design a lesson that guides students to evaluate their own digital footprint and privacy concerns. • Develop a parent information session that teaches parents about student privacy rights.
Standard 2.4 Assessment. Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.	<ul style="list-style-type: none"> • Review a variety of criteria and indicators for student assessment within a discipline with emphasis on models of best practice and apply results in an instructional unit. • Develop an action research proposal that identifies an instructional issue, research questions, and methodology related to assessment. • Outline a systematic process for analysis of assessment which includes self-reflection for candidates, learners, and instructional partners. • Maintain a reflection journal of assessments and plans for improvement.
Standard 3.1 Reading Engagement. Candidates demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all	<ul style="list-style-type: none"> • Create a reader's advisory resource of children's and young adult fiction and non-fiction literature, identifying the developmental, cultural, social, and linguistic needs each title could address.

learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.	<ul style="list-style-type: none"> • Create a multimedia presentation which promotes children’s and young adult fiction and non-fiction literature, identifying the developmental, cultural, social, and linguistic emphasis. • Design a research-based program for an elementary, middle, or high school audience intended to promote and foster learner motivation to read for learning, personal growth, and enjoyment.
Standard 3.2 Information Literacy. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.	<ul style="list-style-type: none"> • Create an inquiry-based learning project using an information search process. • Create an online blog, journal, or webpage to support a student research project using information literacy skills. • Analyze a news article, news broadcast, or other news source for authoritative elements.
Standard 3.3 Technology-Enabled Learning. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.	<ul style="list-style-type: none"> • Create a differentiated lesson plan or other learning activity in which technology is a major component. • Design a “virtual library” splash page that embeds inquiry tools that address the needs of all learners. • Create a flipped classroom activity that includes providing an at home assignment featuring an audio or video recorded component with interactive elements. • Plan and implement an interactive lesson or learning activity in which students respond to questions using a student response system. Collect the data and share reflectively, discussing how to use the data to inform further instruction. • Create an interactive project in which students “assemble” an appropriate digital citizen.
Standard 4.1 Access. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.	<ul style="list-style-type: none"> • Evaluate and develop school library policies with a focus on equitable access. • Evaluate and develop school library facilities addressing barriers to equitable access. • Develop advocacy statements with a focus on equitable access. • Develop an evidence-based strategic plan for open and equitable access to resources and services.

<p>Standard 4.2 Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.</p>	<ul style="list-style-type: none"> • Create selection policy that includes evaluation criteria and selection tools for collection development. • Select information resources in a variety of formats based on needs analysis of learning community. • Develop a collaborative plan to determine the resource needs of their learning community. • Conduct a diversity audit of the library's resources.
<p>Standard 4.3 Evidence-Based Decision Making. Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.</p>	<ul style="list-style-type: none"> • Conduct needs analysis of diverse curricular and personal needs of the learning community. • Use data and information to assess impact of current practice and policy on student learning/learning community. • Develop evidence-based practices and policies that impact student learning/learning community. • Compare school library policies to analyze their strengths and weaknesses.
<p>Standard 5.1 Professional Learning. Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.</p>	<ul style="list-style-type: none"> • Develop professional learning plan based on identified needs (both personal and of their educational community). • Establish goals and priorities to ensure growth as a professional. • Assess the needs of their educational community; subsequently design and deliver professional development program based on those needs; evaluate effectiveness of the program and implement change based on the results. • Participate in professional organizations and learning communities to improve their own practices as well as the practices of their educational community.
<p>Standard 5.2 Leadership and Collaboration. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.</p>	<ul style="list-style-type: none"> • Serve as a member of committees at the school and district level that impact student learning and teaching effectiveness. • Plan with and co-teach with teachers to integrate library resources, information literacy, and inquiry skills with classroom curriculum. • Develop a plan outlining ways to initiate collaboration with teachers to share data for collection development, instruction, or school improvement.

<p>Standard 5.3 Advocacy. Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.</p>	<ul style="list-style-type: none"> • Develop and implement an advocacy plan designed to integrate the school library and its resources into the educational community. • Review and disseminate policies and procedures that promote equitable access. • Develop a form of communication to share resources, including those materials available from organizations outside the school.
<p>Standard 5.4 Ethical Practice. Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.</p>	<ul style="list-style-type: none"> • Review and share policies that ensure students understand their rights to information, privacy, and equitable access. • Develop a plan of action to handle challenges to materials, communicate selection and reconsideration policy and procedures with administration. • Design and deliver professional development for educational community on copyright and fair use. • Promote intellectual freedom through observing events such as Banned Books Week, Banned Websites Awareness Day, and Choose Privacy Week.

C.2.8 Guidance for Program Reviewers

The American Association of School Librarians (AASL) is the specialized professional association (SPA) recognized by the Council for the Accreditation of Educator Preparation (CAEP) that represents programs in Institutions of Higher Education (IHE) preparing candidates to design and direct school library programs in P-12 schools. The AASL SPA is charged with developing professional standards identifying core competencies with elements that add depth and detail to the knowledge, skills, or dispositions expressed in each standard. The following guidelines have been established to assure greater consistency among reviews of School Librarian preparation programs. School Librarian preparation program reviewers decide on whether a program provides sufficient evidence to meet the School Librarian standards. To ensure consistent practices among School Librarian preparation program reviewers in the analysis of assessment evidence and in arriving at decisions based on that evidence whether each standard is met, School Librarian preparation reviewers and will follow these guidelines.

Preponderance of Evidence - To achieve national recognition, school library programs must provide a preponderance of evidence that all standards are met. While national recognition does not require that every component within each standard is met, programs must submit a report on six to eight key assessments that supply a “strength, weight, or quality of the evidence providing an overall confirmation” (CAEP, 2017) of their candidates’ ability to meet the intent of a majority of the components under each standard. Program reviewers weigh the evidence presented in School Librarian program reports, and when there is a greater weight of evidence in favor, they should conclude that a standard is met or that a program is recognized. Program reviewers make judgments that “overall” there is/ is not sufficient evidence that the standard is met.

Evidence required for standards and components - Each of the five standards is, in and of itself, a synthesis of the standard statement, the specific and descriptive key components, the supporting explanations, the rubrics, and the evidence guidelines. Each of these segments contributes to: a) the meaning and intent of the standard as a whole, and b) adds consistency and clarity to expectations of candidate performance as identified in the standard statement and the individual components. School Library preparation programs are required to provide evidence for all standards but are not required to address all components specific to a standard, to meet the overall standard. A standard can be assessed as “met” even when evidence related to a particular component is seen as less substantial than the evidence for the other components presented in support of the standard in the program report’s six to eight assessments. Program reviewers make judgments that “overall” there is or is not sufficient evidence within a report that the standard is met.

Evaluating alignment among standards, assessments, and rubrics - Candidate assessments and scoring rubrics must be aligned with the School Librarian Preparation Standards. “Alignment” may be attained if assessments and rubrics are comprised of content similar to the School Librarian Standards and demonstrate the same complexity as the standards; are congruent in

the range of knowledge and skills that candidates are expected to exhibit; and call for an appropriate level of difficulty consistent with the standards.

Since the validity of evidence depends on the alignment of assessments and rubrics with the standards, School Librarian program reviewers will apply the following criteria when evaluating and commenting on alignment of standards to candidate assessments and scoring rubrics submitted by teacher preparation programs undergoing review. When reviewers provide feedback to programs about alignment of standards to assessments and rubrics, feedback should be referenced to the characteristics described below. Alignment of the School Librarian Preparation Standards to program assessments and rubrics must demonstrate, at a minimum, the following characteristics.

- a. The *content* of the assessment tasks and the rubrics are the same as the content of the School Librarian Preparation Standards Component and the Supportive Explanation
- b. The *cognitive demands* (knowing and understanding) and skill requirements of the assessment and related rubrics are the same as described in the School Librarian Preparation Standards and Components. The assessment tasks and rubric criteria are adapted to the elements of the School Librarian Standards, such as knowledge and comprehension, and ability to apply or practice
- c. The *level of effort required, or the degree of difficulty* of the assessment and rubric are consistent with what the standards required. Does the assessment represent the difficulty of similar tasks typically required of a beginning School Librarian?

Evaluating the quality of candidate assessments – School Librarian Program Reports may include six to eight assessments that, taken as a whole, demonstrate candidate mastery of the School Librarian Standards. These assessments must be required of all candidates. Assessments should be aligned with the School Librarian Preparation Standards and components. This means that the concepts in the School Librarian preparation standards should be apparent in the assessments to the same depth, breadth, and specificity as in the School Librarian Standards.

Assessments of candidate performance on the School Librarian standards must demonstrate the characteristics described as the minimal level of sufficient evidence as identified in the [CAEP Evaluation Framework](#).

Since the validity of assessment evidence depends on the quality of assessment tasks and scoring rubrics, School Librarian program reviewers will apply the following criteria when evaluating candidate performance assessments submitted by preparation programs for review. When reviewers provide feedback to programs about their assessments, feedback should be referenced to the characteristics described below. School Librarian preparation program assessments must demonstrate, at a minimum, the following characteristics.

Administration and purpose of assessments

- The point or points when the assessment is administered during the preparation program are explicit

- The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate
- Evaluation categories or assessment tasks are tagged to the School Librarian Preparation Standards

Informing Candidates

- The candidates who are being assessed are given a description of the assessment's purpose
- Instructions provided to candidates about what they are expected to do are informative and unambiguous
- The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates

Content of Assessment

- Evaluation categories or tasks assess explicitly identified aspects of the School Librarian standards
- Evaluation categories or tasks reflect the degree of difficulty or level of effort described in the standards
- Evaluation categories or tasks unambiguously describe the proficiencies to be evaluated
- When the standards being informed address higher level functioning, the evaluation categories or tasks require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply). For example, when a standard specifies that candidates' students "demonstrate" problem solving, then the category or task is specific to students' application of knowledge to solve problems
- Most evaluation categories or tasks (at least those comprising majority of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards

Evaluating the quality of assessment rubrics – School Librarian Program Reports must include rubrics that describe program expectations for appropriate candidate performance by defining different levels of candidate proficiencies in the School Librarian Standards that determine whether standards are met or not met. Rubrics for meeting the standards must demonstrate the characteristics described as the minimal level of sufficient evidence as identified in the [CAEP Evaluation Framework](#).

Since the validity of assessment evidence depends on the quality of assessment tasks and scoring rubrics, School Librarian program reviewers will apply the following criteria when evaluating assessment rubrics submitted by preparation programs seeking review. When reviewers provide feedback to programs about their rubrics, feedback should be referenced to the characteristics described below. Program assessment rubrics must demonstrate, at a minimum, the following characteristics.

- The basis for judging candidate work is well defined
- Each proficiency level is qualitatively defined by specific criteria aligned with the category (or indicator) or with the assigned task
- Proficiency level descriptions represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and candidates with explicit feedback on their performance)
- Feedback provided to candidates from the rubric is actionable
- Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. NOTE: If a less actionable term is used such as “engaged”, criteria are provided to define the use of the term in the context of the category or indicator

C.2.9 – Waivers

No waivers are requested for these standards. School library preparation programs, although categorized as Other School Personnel, train school librarian candidates to be teachers as a substantive part of their jobs. Decisions on clinical or field experiences for school librarian candidates are determined by the interpretation of state guidelines at the unit level. ALA/AASL has no field or clinical programmatic standards.

C.2.10 – Procedures Related to the Implementation of the School Librarian Standards Training for Program Faculty

Training and assistance is available to institutions and states and is coordinated by the ALA/AASL CAEP Program Coordinator and the Chair of the AASL-CAEP Coordinating Committee. Requests for such training and assistance should be made to the ALA Office of Accreditation.

Although training sessions at ALA/AASL conferences are primarily for reviewers, program report writers are welcome to attend. Training topics include the CAEP program review process, current school library program SPA standards, appropriate assessments, decision-making criteria, writing reports, and other topics selected by CAEP and ALA/AASL. The training sessions have now been expanded to include consultations with program faculty who are responsible for writing program reports. Additionally, virtual training sessions are being developed for implementation of the new standards and to provide greater opportunities for participation as reviewers.

Assistance may be provided to institutions for program alignment to the new ALA/AASL/CAEP School Librarian Preparation Standards (2019), for program report writing, and to states for alignment of state standards to the ALA/AASL/CAEP School Librarian Preparation Standards (2019).

If a state or institution requests specialized training, expenses and a modest honorarium will be paid by the requesting institution or state to the person providing the training.

C.2.10 - Procedures for selection, training, and evaluation

AASL works closely with CAEP and the ALA Office for Accreditation to identify and train program reviewers who make the final decisions regarding National Recognition for higher education programs involved in the preparation of school librarians.

Recruitment of Reviewers

Notices regarding the need for reviewers and the opportunity to participate in the AASL/CAEP National Recognition process are published in AASL and ALA Office for Accreditation publications, state association newsletters, email distribution lists, professional websites, and are announced at professional gatherings. Recruiting notices include the need for reviewers that represent racial, ethnic, and gender diversity; geographic diversity; and diverse roles in the school librarian profession. Application forms are available on the AASL website and through the ALA Office for Accreditation.

Criteria for Selection of Reviewers

All reviewers must:

- Be current members of AASL;
- Have a current, demonstrated body of knowledge, expertise, and experience in the field of school librarianship;
- Have a documented level of technical literacy and have access to technology that will support the online review process;
- Have an endorsement or degree in school library media, library science or relevant field.

Potential reviewers must:

- Submit an application form and current résumé or CV to the Office for Accreditation;
- Participate in a training session;
- Be approved by the AASL-CAEP Coordinating Committee before being added to the CAEP roster of reviewers.

Training of Review Team Members

Training is designed and presented under the direction of the Chair of the AASL-CAEP Coordinating Committee and the ALA/AASL CAEP Program Coordinator.

- Training sessions for reviewers take place at ALA Annual Conference, the annual ALA Midwinter Meeting, and the bi-annual AASL National Conference. The ALA and AASL conferences are attended by members representing racial, ethnic, gender, and geographic diversity as well as diverse roles in the profession of school librarianship.
- Online training webinars are being developed for training of reviewers for the revised standards. By providing the online webinars, the AASL-CAEP Coordinating Committee will be providing opportunities for a more diverse group of reviewers to become

involved, as attendance at a national conference is not possible for all potential reviewers.

Training topics include the CAEP program review process, current school library program SPA standards, appropriate assessments, decision-making criteria, writing reports, and other topics selected by CAEP and ALA/AASL.

- Newly identified reviewers are invited and advised to attend upcoming reviewer training sessions. Reviewer applicants are not assigned to a Review Team until they have completed a training session.
- Reviewers are periodically informed by the ALA/AASL CAEP Program Coordinator of training resources for program reviewers available on the CAEP website.

Formation of Review Teams

A team of reviewers consists of three members and represents diverse perspectives and experience in the school library profession. The work of review teams is conducted via appropriate technologies as identified by members of each team. One member of the review team is named Lead Reviewer and is responsible for consolidating the members' evaluation comments. The Lead Reviewer prepares and submits the Team Report to CAEP.

Review teams may be asked to review the following types of reports: Initial Recognition Report and Response to Conditions for Recognition. The Lead Reviewer prepares and submits the team report according to identified timelines.

Function of Review Teams

School librarianship preparation programs are measured at the standard level. To achieve the status of Nationally Recognized or Nationally Recognized with Conditions, a program must meet all five standards. Each standard must be met in at least one assessment. A standard is met by a preponderance of evidence drawn from the elements. AASL requires that elements under each standard are generally addressed but does not require that a specific number of elements must be met to determine that the standard as a whole is met. Reviewers look at the standard as a whole and make a professional judgment as to whether the program meets the overall intent of the standard.

Review teams may elect to make one of the following decisions regarding programs: National Recognition, National Recognition with Conditions, or Further development required/Nationally recognized with probation/Not nationally recognized.

Preponderance of evidence for each category is as follows:

- Nationally Recognized - All five standards were met and sufficient evidence was provided to demonstrate that candidates have developed a basic understanding and mastery of key concepts within each standard.
- Nationally Recognized with Conditions - All five standards have been met but some assessments fail to provide sufficient content and detail necessary to demonstrate that

candidates have developed a basic understanding and mastery of key concepts within each standard.

- Further development required/Nationally recognized with probation/Not nationally recognized - All five standards were not met and sufficient evidence was not provided to demonstrate that candidates have developed a basic understanding and mastery of key concepts within each standard.

The review team judges the alignment of a program's assessments and candidate data with the *ALA/AASL/CAEP School Librarian Preparation Standards (2019)*. The final report identifies the review team's final decision on National Recognition, program strengths and areas for improvement and, in the case of National Recognition with Conditions, states the conditions to which the institution must respond to receive National Recognition.

Evaluation of Review Team Members

The AASL-CAEP Coordinating Committee evaluates reviewers on their participation in a training session before they are added to the CAEP roster of reviewers.

Continued assignment to review teams is dependent upon the reviewers completing informed and clear reports, their ability to meet identified timelines, and their ability to work in an efficient and cooperative manner with other review team members. The ALA/AASL CAEP Program Coordinator, the AASL Executive Director, and the Chair of the AASL-CAEP Coordinating Committee are responsible for monitoring this process.

Each team member is asked to provide an evaluation of their fellow review team members including the lead reviewer. The evaluation asks team members the following about team leaders:

- Knowledge of areas addressed by the Standards
- Skill in identifying problem areas
- Skill in analyzing and interpreting assessments
- Broad knowledge of issues in school librarianship
- Writing ability (in completing report)
- Objectivity
- Facilitation of team functioning as an effective group
- Scheduling of team discussions
- Communication of and adherence to deadlines
- Team input invited
- Would you recommend this person continue as a lead reviewer?

Lead reviewers and team members are asked to provide an evaluation of their fellow review team members in the following categories:

- Knowledge of areas addressed by the Standards
- Skill in identifying problem areas
- Skill in analyzing and interpreting assessments

- Broad knowledge of issues in school librarianship
- Writing ability (in completing report)
- Objectivity
- Adherence to deadlines
- Worked productively with rest of the team
- Carried fair share of team workload
- Would you recommend this person continue as a reviewer? Or to serve as a lead reviewer?

C.2.10 Representation of diversity within the profession

In the last three years (2016-2019), thirty-eight people have served on review teams. Of those, six are practicing school librarians. The remainder are faculty serving in a variety of capacities – professors, retired faculty, associate deans, and department chairs. The AASL-CAEP Coordinating Committee gathered demographic data from 28 of the 38 active reviewers. The reviewers are representative of the diversity within the school library field. The school library field is largely female and white. However, the AASL-CAEP Coordinating Committee and the ALA/AASL CAEP Program Coordinator are committed to diversifying both the profession and the field of reviewers. All thirty-eight of the active reviewers are female.

Geographic Diversity. The majority of the reviewers are from the south; however, all geographic areas of the United States are represented.

- South – 75%
- Northeast – 7.14%
- Midwest – 14.29%
- West – 3.57%

Racial/Ethnic Diversity. The majority of reviewers identify as white which is typical of the school library field.

- White – 75.86%
- Black or African American – 6.9%
- Native American/American Indian/Alaskan native – 10.34%
- Preferred not to respond – 6.9%

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: June 10, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Executive Committee

Submitter: Executive Committee

Subject: Policy J-13, Alliance for Association Excellence

Action Requested (MOTION): That the AASL Board of Directors approve sunsetting the Alliance for Association Excellence Committee. Policy attached.

Background:

The AASL Alliance for Association Excellence was developed as a way for the vendor community to be part of the association in a more meaningful way than simply exhibiting.

See board report “Partners for School Libraries” that, if approved, will take the place of this committee and be more inclusive to the vendor community that serves our members.

Policy No: J-13

Subject: Committee Commission: Alliance for Association Excellence

Page: 1 of 1

Effective Date: 6/23/17

Revision Date(s):

Review Date(s):

Review Responsibility: AASL Board of Directors, AASL Bylaws and Organization Committee

Policy Statement:

The AASL Alliance for Association Excellence Committee will explore ways to advance and advocate for school library programs through a collaborative exchange of ideas and partnerships between AASL leadership and the vendors.

Focus:

Primary: AASL Executive Committee, AASL Alliance for Association Excellence Committee

Purpose:

To describe the duties of the alliance for association excellence committee.

Procedure:

Committee objective(s):

1. Explore ways to advance and advocate for school library programs through a collaborative exchange of ideas and partnerships between AASL leadership and the vendor community.

Committee Composition:

1. The AASL Treasurer is automatically appointed as the chair upon taking a seat on the AASL Board of Directors.
2. Committee members should consist of three or more representatives from AASL sponsors, one additional non-sponsor vendor, and one AASL member appointed for a two-year term. Position is limited to two consecutive terms.

Committee responsibilities:

1. Acts as a forum in which AASL and the business community can share information on the current environment for school libraries.
2. Develops short- and long-term strategies for business alliances, which support and enhance AASL activities and services, including conferences, institutes, special events, awards, and projects.
3. Assists AASL in acquiring the resources necessary to advance its strategic plan.
4. Serves as advisory group to AASL for vendor-related issues and opportunities.

AASL Executive Committee Report

AASL Meeting: ALA Annual Conference

Date Submitted: June 10, 2019

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Executive Committee

Board/Staff Liaison: *If applicable list.* Judy Deichman

Submitter(s) (individual names): Executive Committee

Subject: AASL Partners for School Libraries

Action Requested (MOTION): That the AASL board of directors approve the creation of the AASL “Partners for School Libraries” community.

Background:

The AASL Alliance for Association Excellence was developed as a way for the vendor community to be part of the association in a more meaningful way than simply exhibiting. The meetings/conversations are always interesting but there are two main goals that should be met by such a group that aren’t being met:

1. Vendor partners want to have individual sit-down deep and strategic conversations with leadership. While we don’t often have direct competitors on this committee the environment of meetings doesn’t lend themselves to discussing projects, collaborations, or sponsorships.
2. We have an exhibit hall full of vendors that don’t have the funds to exhibit at both AASL and ALA and are often overlooked because their financial investment in AASL is ‘entry level.’ While these vendors may not be able to significantly increase AASL’s bottom line they are our ears and eyes into what the profession needs, what they see at other shows, and how AASL can better meet their needs and in return our members’ wants.

Suggested outcomes for the new AASL “Partners for School Libraries”:

1. Keeping vendors informed of AASL’s activities. The focus of the information should relate to those areas that impact vendors directly (schedule of AASL events, new resources available from AASL, updates that impact the school library profession (Washington Office) and then general AASL updates (strategic plan, conference attendance numbers, affiliates, etc.). The president and executive director would give formal but short presentations.
2. Opportunity for dialogue. Asking vendors to share what they are seeing in the field, what they feel AASL could do to assist school librarians, and what AASL can do to assist them.
3. Development of mutually beneficial endeavors. The one-on-one conversations with the larger vendors lead us to those BIG projects, but there must be some smaller mutually beneficial ideas we haven’t thought of yet. Do we want to consider a “Share the Wealth” campaign for exhibitors and the exhibitor to get the most new member referrals within a year gets a

AASL Executive Committee Report

complimentary exhibit hall booth? Do we want to consider starting a conference scholarship fund that are “named” scholarships?

Next steps:

- A formal policy will be created after ALA Annual and board feedback for the Executive Committee to approve.
- The first “Partners for School Libraries” meeting will occur at AASL National Conference. Tentatively scheduled for Saturday morning after general session is underway.
- Would look to develop a website presence prior to AASL National. A model that AASL is considering is Shape America (<https://www.shapeamerica.org/about/partnerships/pahc.aspx>)
- Will be a formal communication plan and sign-up required. A vendor must also have a relationship with AASL in order to participate (exhibit, advertise, sponsor).
- While this won’t turn into a formal committee it can still be treated like one in ALA’s database enabling us to keep track of members/roster, set up an ALA Connect space, etc.

Relationship to Strategic Plan/Mission/Goals:

Relationship to any policies/position statements: Assuming policy J-13 is sunsetted

Possible Budget Impact: Coffee will already be available in the exhibit hall but we may want to consider offering a continental breakfast for the group.

Possible Staff Impact: This will take operation, communication and conference staff time to implement but hopefully in the long run we will see a return on investment.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: June 13, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters

Submitter: Executive Committee

Subject: Policy J-15 CAEP Committee (revised)

Action Requested (MOTION): To approve changes to the CAEP Committee Policy.

Background:

Traditionally there has been an ex-officio appointment to the CAEP of the ESLS Section Chair but this was not included in the policy. In the past year the ESLS has added several items to the responsibility list for the Chair/Chair-elect including the Research Grants and Research into Practice and so in formalizing this process it is recommended that the ex-officio position be filled by the ESLS board representative instead of the ESLS chair. This will also align more closely with the committee member appointments with a multi-year terms instead of annual turnover.

Policy No: J-15

Subject: Committee Commission: CAEP Coordinating
(Council for the Accreditation of Educator Preparation)

Page: 1 of 1

Effective Date: 6/23/17

Revision Date(s):

Review Date(s):

Review Responsibility: AASL Board of Directors, AASL Bylaws and
Organization Committee

Policy Statement:

The AASL CAEP Coordinating Committee will work with the ALA Office of Accreditation staff to coordinate the responsibilities associated with ALA's participation in the CAEP accreditation process.

Focus:

Primary: AASL Executive Committee, AASL CAEP Coordinating Committee

Purpose:

To describe the duties of the CAEP Coordinating Committee.

Procedure:

Committee objective(s):

1. Work with the ALA Office of Accreditation staff to coordinate the responsibilities associated with ALA's participation in the CAEP accreditation process.

Committee composition:

1. The chair is appointed by the AASL President-Elect for a one-year term. Prior CAEP Coordinating Committee experience is required. Position is limited to four consecutive years. May resume committee chair position after one year off the CAEP Coordinating Committee.
2. Committee members should consist of a minimum of eight members, appointed by the AASL President-Elect for two-year terms. [The ESLS Representative to the Board of Directors will serve as an automatic ex-officio appointment to the committee.](#) Prior CAEP experience preferred. Position is limited to two consecutive terms.

Committee responsibilities:

1. Works with the ALA Office for Accreditation to develop and deliver informational meetings about the CAEP process at the ALA Midwinter Meeting and ALA Annual Conference.
2. Works with the ALA Office of Accreditation to deliver training in program review at the ALA Midwinter Meeting and ALA Annual Conference.
3. Develops information materials in print and electronic formats about the CAEP process for distribution.
4. Recruits individuals to serve as program reviewers.
5. Encourages programs in CAEP schools to submit to the program review process.
6. Acts as liaison to other ALA bodies with an interest in accreditation of library programs.
7. Recommends individuals qualified to serve in various CAEP positions to the AASL Board of Directors.
8. Revises school library program accreditation standards as needed based on revised AASL standards and CAEP requirements.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: June 14, 2019

Report Type: ACTION

Submitted On Behalf Of: Appropriate Staffing Statement Task Force

Board/Staff Liaison: N/A

Submitter: Dedra Van Gelder

Subject: Appropriate Staffing Position Statement revision

Background: At the ALA Midwinter 2019 meeting, the AASL Board of Directors approved a task force to revise the 2016 position statement on appropriate staffing of school libraries to reflect the *National School Library Standards*.

POSITION STATEMENT

BACKGROUND:

A school librarian provides five essential interconnected school library roles: leader, instructional partner, information specialist, teacher and program administrator. (AASL, 2018)

POSITION:

The American Association of School Librarians (AASL) supports the position that every learner in every school, including independent schools and public charter schools, should have access to an updated school library with a certified school librarian. The success of a school library, no matter how well designed, ultimately depends on the quality and number of personnel responsible for managing the instructional program and the school library's physical and virtual resources. A certified school librarian, supported by technical and clerical staff, is crucial to an effective school library for a school's learning environment. Every learner, classroom educator, and administrator in every school building at every grade level should have access to a fully staffed library throughout the school day.

The following minimum school library staffing requirements define an effective school library structured to transform teaching and learning throughout the school community:

1. One or more certified school librarians working full-time in the school library to ensure access to resources and teaching and learning opportunities that engage all learners.
2. A specific number of additional school librarians as determined by the needs of the school's instructional programs, services, facilities, size, and number of learners and classroom educators.
3. In addition to qualified school library professionals, highly trained technical and clerical support staff are essential for all school libraries at every grade level. Each school employs at least one full-time technical assistant, clerk, or paraprofessional to enable the school librarian to perform professional duties in the area of teaching and learning.

AASL Board Report

4. A district-level school library supervisor provides leadership, vision and support for the building-level school libraries and school librarians. The district school library supervisor is a member of the administrative team and is instrumental in determining criteria and policies for the district's curriculum and instructional programs. The district school library supervisor communicates the mission, strategic plan, goals, and needs of the school and district libraries to the superintendent, board of education, other district-level personnel, building level leaders, classroom educators and the community.

REFERENCES:

American Association of School Librarians. *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA Editions, an Imprint of the American Library Association, 2018.

DISCLAIMER:

The position taken by the American Association of School Librarians (AASL) represents the organization and cannot be applied to individual members or groups affiliated with the association without their direct confirmation.

APPROVAL/REVISION DATES: June 25, 2016; June 22, 2019

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: June 10, 2019

Report Type: ACTION

Submitted On Behalf Of (Committee/Section/Group/Staff): Executive Committee

Submitter: Executive Committee

Subject: AASL Strategic Plan

Action Requested (MOTION): That the AASL Board of Directors approve the attached Strategic Plan to provide goals and direction for the association during the next 3-5 years.

Background:

The current AASL strategic plan was approved in June 2014. AASL contracted with Tecker Associates and worked with Tecker President Paul Meyer to develop a process and data to inform the development of a new strategic plan for the association. A survey and telephone interviews informed the discussion held by more than 50 member leaders during the ALA Midwinter. This was further refined by the AASL Board of Directors who devoted a board meeting to drafting goals. Tecker Associates provided a draft for a strategic plan. After the AASL President and Executive Director held additional discussion with Paul Meyer, the AASL Executive Committee finalized a draft during their Spring meeting. This draft was then provided at the next virtual meeting of the Board of Directors. The draft was posted to the AASL website for feedback requested during the AASL Virtual Membership Meeting held June 4th.



American Association
of School Librarians

TRANSFORMING LEARNING

Strategic Plan

(Working draft created January 2019)

(Revised April 2019)

Core Ideology (Timeless)

Core Ideology describes an organization's consistent identity that transcends all changes related to its relevant environment. Core ideology consists of two elements: the **Core Purpose** – the organization's reason for being – and **Core Values** – essential and enduring principles that guide the behavior of an organization.

Core Purpose (Mission)

The American Association of School Librarians (AASL) empowers leaders to transform teaching and learning.

Core Values

- Learning
- Innovation
- Equity, Diversity, Inclusion
- Intellectual Freedom
- Collaboration

(Learning * Innovation * Equity Diversity Inclusion * Intellectual Freedom * Collaboration)

Long-Term Envisioned Future (10+ Years)

The **envisioned future** conveys a concrete yet unrealized future for the organization. It consists of a **vision** – a clear and compelling catalyst that serves as a focal point for effort and a **vivid description**, which is a vibrant and engaging description of what it will be like to achieve the vision.

Draft Vision

Every school librarian is a leader; every learner has a school librarian.

Vivid Description

The American Association of School Librarians (AASL) empowers leaders to transform teaching and learning. All aspects of the association's work reflect the following core values: learning; innovation; equity, diversity, inclusion; intellectual freedom; and collaboration. AASL's vision declares that: Every school librarian is a leader; every learner has a school librarian.

AASL is the preeminent national professional association for school librarians. As a division of the American Library Association (ALA), AASL works collaboratively across the greater ALA organization and library ecosystem to increase understanding and promotion of the integral role of school librarians and school libraries for all learners. AASL is a strong partner to school administrators and educational organizations for advocating for and shaping educational opportunities and policy. Other educational organizations understand the integral role of the school librarian in K–12 schools and seek AASL's input and involvement with strategic initiatives and policies for learners. AASL's learner-centered educational policy empowers transformative teaching and learning for all.

School librarians value their AASL membership for the association's leadership in providing professional learning; influencing national, state, and local educational policy; developing comprehensive standards; sharing innovations; promoting research; collaborating within and outside of the school library field; and transforming teaching and learning. AASL provides guidance to members on how to advocate at the national, state, and local level, ensuring school librarians are equipped to advocate for equitable access to educational resources.

AASL influences the school library community's behaviors and practices according to the core values of school librarianship. The work of the association models leadership and facilitates personal and professional learning growth. AASL celebrates school librarians for their powerful role in advocating for the needs of learners.

Goals and Objectives (three-five years)

Goals represent **outcome-oriented statements** intended to guide and measure the organization's future success. The achievement of each goal will move the organization towards the realization of its "Envisioned Future." Supporting **objectives further clarify direction** and describe what the association wants to have happen; in other words, a descriptive statement of what constitutes success in measurable terms.

Priority Key: (H) = Must begin objective in next fiscal year; (M) = May begin objective, if resources permit, in next fiscal year; (L) = Begin objective in subsequent fiscal year

Leadership Activation

Goal: AASL builds capacity for leadership at all levels.

Objectives:

- Refine existing participation models. (H)
- Increase alternative participation models. (M)
- Increase opportunities for state and local leaders to enhance their leadership capacity. (M)
- Cultivate AASL leadership involvement throughout ALA. (L)

Education Policy

Goal: AASL influences local, state, and national policy to ensure well-funded and fully staffed school libraries.

Objectives:

- Increase ALA's understanding of and action on education policy issues that impact school librarians. (H)
- Influence funding entities to include school libraries and school librarians as leaders in transformative teaching and learning. (M/H)
- Enhance member understanding of how education policy issues impact practice. (M)
- Enhance administrator understanding of school libraries within local, state, and national education policy. (H)

Research

Goal: AASL advances research that informs school librarian practice.

Objectives:

- Facilitate evidence-informed school librarian practices. (H)
- Increase visibility of research related to school librarians. (M/H)
- Communicate research findings to practitioners and other leaders. (M/H)



American Association
of School Librarians
TRANSFORMING LEARNING

Board Calendar

ALA Annual 2019 – ALA Annual 2020

RED (All Board Members)

BLUE (Executive Committee)

GREEN (Event/Conference)

PURPLE (Reminder)

DATE	EVENT
June 20–25, 2019	ALA Annual Meeting (Washington, DC) <ul style="list-style-type: none"> - Thursday (6/20/19) Executive Committee – 2:00 p.m. – 4:00 p.m. - Thursday, (6/20/19) AASL/ALSC/YALSA Joint Executive Committee 4:30 p.m. – 6:00 p.m. - Friday (6/21/19) Board I – 1:00 p.m. – 3:00 p.m. - Friday (6/21/19) Affiliate Assembly I – 7:00 p.m. – 9:00 p.m. - Saturday (6/22/19) Board II – 2:00 p.m. – 4:30 p.m. - Sunday (6/23/19) Affiliate Assembly II – 8:00 a.m. – 12:00 p.m. - Monday (6/24/19) Board III – 11:30 a.m. – 2:00 p.m. (New Board seated) - Monday (6/25/19) Executive Committee – 2:00 p.m. – 5:00 p.m. - Tuesday (6/26/19) Inaugural Celebration
July 23, 2019	Committee Chair Orientation – 6:00 p.m. Central (Board members encouraged to participate)
July 25, 2019	Executive Committee Virtual Meeting – 6:00 p.m. Central
August 22, 2019	Executive Committee Virtual Meeting – 6:00 p.m. Central
September 12, 2019	Kick-off for Committee and Task Force Chairs and Board members Virtual Meeting – 6:00 p.m. Central
September 19, 2019	Executive Committee Virtual Meeting – 6:00 p.m. Central
September 25, 2019	Banned Website Awareness Day (www.ala.org/aasl/BWAD)
October 8, 2019	Committee and Task Force Chairs and Board members Virtual Meeting – 6:00 p.m. Central in 30 minute segments to be determined
October 17, 2019	Executive Committee Virtual Meeting – 6:00 p.m. Central
October 29, 2019	Board liaison check-in
November 13-16, 2019	AASL National Conference 2019 (Louisville, KY)
November 16–18, 2019	AASL Fall Executive Committee meeting (Louisville)
November 21, 2019	Board of Directors Virtual Meeting – 6:00 p.m. Central
December 2019	Board liaisons check-in with committee chairs for any board reports to be submitted to Board for Midwinter (Award subcommittees do not submit reports)
December 12, 2019	Executive Committee Virtual Meeting – 6:00 p.m. Central
January 3, 2020	Deadline to submit board member reports (Regional, Section, Affiliate) and Committee Chair reports for Midwinter Conference

January 11, 2020	Board documents for ALA Annual posted to ALA Connect
January 24–29, 2020	ALA Midwinter Meeting (Philadelphia) TENTATIVE SCHEDULE <ul style="list-style-type: none"> - Thursday (1/24/20) Executive Committee – 2:00 p.m.–4:00 p.m. - Saturday (1/26/20) Board I – 8:00 a.m. – 11:15 a.m. - Saturday (1/26/19) Affiliate Assembly I – 1:00 p.m. –3:00 p.m. - Sunday (1/27/19) Candidate’s Forum – 8:00 a.m. – 9:00 a.m. - Sunday (1/27/19) Affiliate Assembly II – 9:00 a.m. – 1:00 p.m. - Sunday (1/27/19) Board II – 1:00 p.m. – 3:30 p.m. - Sunday (1/27/19) Executive Committee – 3:30 p.m. – 5:30 p.m.
January 23, 2020	AASL/ALSC/YALSA Joint Executive Committee Meeting (Philadelphia) – 4:30 p.m. – 6:00 p.m. TENTATIVE SCHEDULE
February 20, 2020	Executive Committee Virtual Meeting – 6:00 p.m. Central
March 9–11, 2020	ALA election polls open. Unique URL and instructions emailed to members
March 19, 2020	Executive Committee Virtual Meeting – 6:00 p.m. Central
April 2019	School Library Month (www.ala.org/aasl/slm)
April 1, 2020	ALA election closes
April 2, 2020	Committee and Task Force Chairs and Board members Virtual Meeting – 6:00 p.m. Central in 30 minute segments to be determined
TBD	AASL Executive Committee Spring Meeting (virtual)
April 8, 2020	ALA election results announced
TBD	Board of Directors Virtual Meeting – 6:00 p.m. Central
May 2020	Board liaisons check-in with committee chairs for board reports
May 21, 2020	Executive Committee Virtual Meeting – 6:00 p.m. Central
June 2020	2020–2021 Board Orientation (online)
June 2, 2020	AASL Virtual Membership Meeting - 6:00 p.m. Central
June 3, 2019	Deadline to submit board member reports (Regional, Section, Affiliate) and Committee Chair reports for Annual Conference
June 13, 2020	Board documents for ALA Annual posted to ALA Connect
June 25-30, 2020	ALA Annual Meeting (Chicago) – TENTATIVE SCHEDULE <ul style="list-style-type: none"> - Thursday (6/25/20) Executive Committee – 2:00 p.m. – 4:00 p.m. - Thursday, (6/25/20) AASL/ALSC/YALSA Joint Executive Committee 4:30 p.m. – 6:00 p.m. - Friday (6/26/20) Board I – 1:00 p.m. – 4:00 p.m. - Friday (6/26/20) Affiliate Assembly I – 7:00 p.m. – 9:00 p.m. - Saturday (6/27/20) Board II – 2:00 p.m. – 5:00 p.m. - Sunday (6/28/20) Affiliate Assembly II – 8:00 a.m. – 1:00 p.m. - Monday (6/29/20) Board III – 11:30 a.m. – 2:00 p.m. (New Board seated) - Monday (6/29/20) Executive Committee – 2:00 p.m. – 5:00 p.m. - Tuesday (6/30/20) Inaugural Celebration

AASL Board Report

AASL Meeting: ALA Midwinter

Date Submitted: June 7, 2019

Report Type Information

Submitter: Sylvia Knight Norton

Subject: AASL Executive Director Goals FY2019 Year End Report

Background: Policy A-19 Annual Performance Evaluation of AASL Executive Director, the annual goals of the executive director are “based on AASL’s strategic plan, feedback from the previous year’s evaluation, and feedback from the ALA Executive Director”.

AASL Executive Director Annual Goals FY2019

My FY19 annual goals were developed with an acute awareness that the AASL approved budget showed a deficit that would require careful monitoring and adjustments while carrying out plans for implementing the AASL Standards, preparing for the AASL National Conference in Louisville, and staff working within a changing internal environment while ALA explored a restructured governance and prepared for a move to a new headquarters location.

My overarching goal as the Executive Director for the American Association of School Librarians is to move forward the AASL strategic plan. The current strategic plan was adopted in June 2014 and focused on three main areas as critical issues: Association Relevance, Membership Development, and Association Governance & Leadership. Within those critical issues I chose three goals and developed personal goals as below:

Critical Issue: Association Relevance

Goal Two – To be a stronger voice for school librarians and the profession

Executive Director Goal #1:

Ensure the development of a strategic plan that will serve the current and future needs of the association to meet its mission to empower leaders to transform teaching and learning.

- Coordinate with AASL President and consultant to develop agenda and data for strategic planning by member leaders during ALA Midwinter.
- Determine and carry out immediate next steps for refining Midwinter discussions.
- Work with member leaders to develop plan for approval at Annual 2019.
- Develop an implementation plan draft that will align operations and budget priorities within strategic plan results.

ED Goal #1 Outcome:

I worked closely with the AASL President on a process to engage members and develop a new plan for the association that would meet today’s and future needs. A consultant for the strategic plan was selected and a contract negotiated to meet AASL needs as well as budgetary limits. Along with AASL’s Deputy Director Allison Cline, we held conference calls with Paul Meyer, President and Co-CEO of Tecker International, to determine the most effective way to gather data and involve member leaders. A schedule was confirmed to include a face-to-face session with members leaders during ALA Midwinter.

AASL Board Report

Survey questions were developed and distributed to members and non-members. Telephone interviews were held with targeted stakeholders.

The AASL President and I discussed the results with Paul Meyer in preparation for a day-long gathering of more than fifty member leaders during ALA Midwinter 2019. The Board of Directors also devoted a meeting to further refine the discussion and develop goals.

After the Midwinter meeting, the AASL President and I met again virtually with Paul Meyer to review each section of the draft strategic plan in preparation for an indepth discussion by the Executive Committee at their Spring meeting in Norman, Oklahoma. I posted the results of that discussion to the Board for their spring virtual meeting. Before the AASL Virtual Membership Meeting, a final draft version including an added vivid description section was added to the AASL website for reference and feedback by members and the public.

The Board of Directors will review and take action on the document during ALA Annual. Staff will draft an operational plan once the new Strategic Plan is approved by the Board of Directors. The operational plan will go to the executive committee for review and to the board for review and approval. Several of the more immediate steps in operations will have already been determined by the approval of the FY20 budget and the capacity for staffing.

I am eager to begin work that is directed by the goals as established in the new AASL Strategic Plan.

Critical Issue: Association Governance & Leadership

Goal One – To create a more effective and efficient internal governance to better meet AASL’s mission.

Executive Director Goal #2: Finance and Budget

To develop a FY20 budget that reflects AASL priorities and realities of revenues and expenses during a National Conference year that will inform member leaders for decision making.

- Increase knowledge from ALA budgeting resources and use to better inform board members.
- Monitor deferred accounts for National Conference and assess the impact on FY20 revenues and expenses.

ED Goal #2 Outcome:

AASL leadership actively worked this year to rethink how we operate and make decisions to provide a more stable budget in FY20. My goal this year was to enable that with more information and data for their understanding.

The finance process within ALA is often as complicated as the organization itself. When I first assumed the AASL Executive Director position I had had some experience with ALA budgets. I first became acquainted with ALA budgets in the automated finance reports I received when a member on the AASL Board of Directors and later when I was assigned to the Finance & Audit Committee as well as a member of the ALA Budget and Analysis & Review Committee (BARC). Yet, as a staff member the actual details behind numbers in the performance reports provided by ALA finance often remained a mystery or required more vigilance to monitor for accuracy or time to pursue details behind it than I had. This year I prioritized it as a goal.

AASL Board Report

I engaged in several conversations with Finance to better understand and clarify our needs. Other AASL staff were enlisted to ensure we had the best data and insight to our budgets. We were able to amortize some purchases. Deferred revenues were discovered and I am beginning to receive regular documentation of those accounts to which I do not have direct access. Finances related to donations are routed through the Development Office and then Finance. Administrative fees that had not been transferred to AASL from the Development Office were pursued. Allison Cline closely tracked Awards sponsorships and disbursements so that we have a significantly more accurate picture of awards-related revenue and expenses. The ongoing efforts are leading to a more effective process to ensure AASL's finances are accurately portrayed.

More recently, I have reached an agreement with the Finance Office as to the handling of revenues and expenses for National Conference. The AASL National Conference projects were difficult to project with inconsistencies as to what expenses were deferred to the fiscal year of our conference. Some expenses were in FY19 but not all; all revenue was deferred to FY20. Thanks to the Director of Financial Report and Compliance, Denise Moritz, I was able to establish an agreement for a consistent process. There are still budget related items I wish to explore and I greatly appreciate the willingness of everyone in ALA Finance & Accounting to work through numerous budget related questions this year.

Critical Issue: Association Relevance

Goal Two – To be a stronger voice for school librarians and the profession

Executive Director Goal: AASL Standards

Ensure the **National School Library Standards for Learners, School Librarians, and School Libraries** are positioned as the standard for the profession.

- Staff and coordinate the Standards Committee oversight of the Implementation Plan.
- Provide other organizations with presentations, information or guidance related to AASL Standards.
- Sustain and grow relevant professional development opportunities, resources, and advocacy.

ED Goal #3 Outcomes:

I am staff liaison this year to the Standards Implementation Committee, now renamed the Standards Committee. The Committee members were tasked with items in the Implementation Plan and agreed to my suggestion to liaison to the many task forces this year charged with Standards-related projects so that we could monitor and communicate the ongoing and completed work and coordinate with the plan. I proposed the committee review major expense items in the plan which led to a decision to not implement a lesson plan database. The committee referred to current publications and local influences in the decision. The Standards Committee will meet with KRC Research during ALA Annual to discuss the results of survey questions that will lead to focus groups during AASL National for an evaluation of the *National School Library Standards*. Along with Chair Jennisen Lucas, member Aaron Elkins, and AASL staff Stephanie Book, I worked with KRC on the process and to refine survey questions.

I promoted the AASL Standards to other organizations. With Kathryn Lewis and Norman OK principal, Scott Beck, I presented about the AASL Standards at the National Principals Conference when it was held in Chicago last summer. That opportunity to talk with principals was a learning experience as well as rewarding to see the reaction of principals who wanted to know how to develop or hire a school

AASL Board Report

librarian for their school who would work towards these standards. I discussed the AASL Standards when I represented school librarians on a panel at the State Educational Technology Directors Association (SETDA) Leadership. I was invited to be on the CoSN Driving K-12 Innovation Advisory Board where I cited examples from the AASL Standards when participating in work that was included in the *Driving K-12 Innovation: 2019 Tech Enablers* that will be released on June 20th. This publication replaces the Horizon Report that was a staple for educational technology for many years. After an inquiry from a national accreditation program, I met virtually to discuss the AASL Standards with an emphasis on the educator aspects of the School Librarian Framework. I held a similar conversation with a state bureau for professional standards. Locally, I was invited to work with the school librarians in Chicago Public Schools during their inservice days. At the beginning of the school year I introduced the standards through a presentation. Later in the year a workshop day provided more opportunity for individual interactions working on lesson plans and other scenarios to be more informed about AASL Standards (and I loved that opportunity to sit down and work collaboratively on lesson plans!).

AASL has continued to work with ALA Publishing as evidenced in the board report provided by Stephanie Book about Publications. Preconferences and concurrent sessions at AASL National are aligned with *National School Library Standards*. AASL has established a brand that is providing critical resources, professional development, and writing opportunities for our members. I am proud of this member work and the contributions of the *National School Library Standards* to strong advocacy for this profession.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: 6/14/19

Report Type: Information

Submitted On Behalf Of: President

Board/Staff Liaison: N/A

Submitter(s) (individual names): Kathryn Roots Lewis

Subject: Presidential Initiative 2018-2019

Action Requested (INFORMATION):

AASL Board of Directors Purpose: To describe to the Board the actions and accomplishments of the 2018-2019 AASL Presidential Initiative.

Background: In addition to the AASL Strategic Plan goals outlined, the 2018-2019 Presidential Initiative supported and expanded on Goals #1 and #2 in the *AASL National School Library Standards Implementation Plan*.

Goal 1: Explain the structure, purpose, and value of the AASL Standards to school librarians, stakeholders, and partners beyond the school community.

- **Objective 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.

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.

- **Objective 2.3:** Engage with stakeholders outside the profession.

NOTE: In the proposed strategic plan, this initiative impacts the goal areas of:

- Leadership Activation
- Educational Policy

The Presidential Initiative Task Force has completed the following:

STAKEHOLDER CONFERENCE ADVOCACY:

1. Researched and assessed presentation and exhibition opportunities at conferences for national stakeholder organizations (e.g., NEA, NAESP/NASSP, ASCD, CCSO, AASA, ISTE, NSTA, NCTE, etc.).
 - a. National Principals Conference 2018-AASL Presentation about NSLS by Dr. Scott Beck (Principal, Norman, OK), Sylvia Knight Norton and Kathryn Roots Lewis
 - b. National Principals Conference 2019 -AASL will exhibit

AASL Board Report

2. Created an AASL conversation session giving Inez and Margot a seat at the table modeling leadership opportunities for principals, administrators, and classroom teachers.
 - a. Present session at 2019 ALA Annual, and 2019 AASL National Conference.
 - b. Presentation proposals for school librarians to present at select state and national stakeholder conference have been developed.
3. Exhibit at select national stakeholder conference opportunities researched to distribute stakeholder-focused materials, and to make connections with new administrator allies for future AASL collaborations.
 - a. National Principals Conference 2019 -AASL will exhibit
 - b. Secured funding to afford more opportunities for this.
4. Will promote AASL presentations and exhibits at stakeholder conferences using conference hashtags and relevant education community hashtags from the Hashtag Bank on the AASL Standards web portal.

AASL School Leader Collaborative: Administrators & School Librarians Transforming Teaching and Learning:

- A two-year initiative to strengthen AASL’s collaboration with school administrators.
- To facilitate the initiative, AASL will convene two groups: an AASL School Leader Collaborative and a cadre of state-level leaders.
- Developed with support from: Overdrive Education
- Part 1
 - Administrator Nominations Open through June 30
 - Must be nominated by an AASL member.
 - Both the administrator and the AASL member must be able to attend the 2019 AASL National Conference.
 - If selected, administrator responsibilities include:
 - Participate in monthly virtual meetings,
 - Attend AASL National Conference,
 - Participate in events, review and offer feedback on state-level materials, review and provide feedback on tools targeted to administrators for school/district/state/national use, and
 - Serve as a voice in support for the role of school librarians
- Part 2
 - State-level Leaders
 - AASL will reach out to AASL-affiliated school librarian associations to identify professionals to serve as a part of the cadre.
 - The state-level leaders will serve as a point of contact to initiate activities developed by the AASL School Leader Collaborative. The leaders will also distribute resources the group creates.
 - Additionally, the leaders will identify school librarians in their state to present at state or regional school administrator conferences and work with their state association to develop a state-level school leader collaborative.

SUPPORT MATERIALS:

1. Created additional “Scenarios for Professional Learning” modeled after the scenarios in the *National School Library Standards for Learners, School Librarians, and School Libraries*. These

AASL Board Report

scenarios are administrator-focused, or focused on administrator concerns, and leverage AASL Standards existing Personas where applicable.

- a. Scenarios will be added to the Materials gallery on the AASL Standards web portal. This library of scenarios could be expanded over time by the AASL Standards Committee and other AASL committees as needed.
 - b. To be completed: Print and distribute scenarios with other stakeholder-focused materials in presentations and exhibition booths at stakeholder conferences.
2. Developed and designed a pre-scripted PPT presentation as an introduction to the AASL Standards that school librarians can use to present to administrators, state decision-makers, and educator colleagues in their districts, at stakeholder conferences, or in online learning environments (non-commercial use only). The presentation will:
 - a. Showcase the ways AASL Standards align with common school, district, and state goals.
 - b. Provide strategically placed blank slides as opportunities for school librarians to insert photos and work samples that illustrate these alignments in action.
 - c. Will be posted in the Materials Gallery on the AASL Standards web portal.
3. Developed a step-by-step guide for school librarians on how to present the AASL Standards to stakeholders in their schools, districts, and states. The guide may outline ways to get in front of different stakeholders, how to identify and address aligning concerns and goals, and recommended steps for maintaining the momentum following the presentation
4. Identified and developed items for administrator toolkit including:
 - a. Interview questions for school administrators to use
 - b. Updated position papers
 - c. Scenarios
 - d. NSLS materials

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).

- **Critical Issue #1: Association Relevance**
 - **Goal #1:** To determine the impact of educational and technology trends within the changing societal issues and how AASL can best respond.
 - **Goal #2:** To be a stronger voice for school librarians and the profession.
- **Critical Issue #2: Membership Development**
 - **Goal #2:** To build the school librarian's professional community.

NOTE: In the proposed strategic plan, this initiative impacts the goal areas of:

- Leadership Activation
- Educational Policy

Relationship to any policies/position statements: This work is related to: *School Librarians as Learning Leaders* infographic, Definition for Effective School Library Program; Instructional Role of the School Librarian; Role of the School Library Program, and the *AASL National School Library Standards Implementation Plan*.

This Presidential Initiative built on the work of the two previous AASL Presidential initiatives by furthering the message of the importance of school libraries and librarians through the use of the new national standards.

AASL Board Report

Budget Impact: The \$5,000.00 budgeted presidential initiatives could be used to cover proposal fees, exhibition fees, registration, hotel, and travel to stakeholder conferences. Funds will also be used to cover design and printing fees for scenario and presentation guide materials created, and materials printed and distributed at conference exhibits. AASL has funding received from Overdrive Education and has secured additional funding to support national conference participation.

Possible Staff Impact: The Staff will be asked to facilitate meetings of the Task Force, for support in designing and production of print and digital products of the Task Force, and to assist with proposal submissions and travel arrangements.

AASL Board Report

AASL Meeting: ALA Annual

Date Submitted: June 14, 2019

Report Type: Information

Submitted On Behalf Of: 2019-2020 President's Initiative Task Force

Submitter: Mary Keeling

Subject: 2019-2020 President's Initiative Task Force

Action Requested (MOTION): *na*

Background:

This initiative will use strategies recommended by ALA's Office for Diversity, Literacy, and Outreach Services to continue and expand efforts in AASL to provide a safe, respectful, and inclusive space for diverse voices and perspectives. The task force expects to

1. Provide professional development opportunities that address issues of equity, diversity, and inclusion, such as understanding and addressing unconscious bias, power dynamics, microaggressions, white privilege, and other topics. (EDI Implementation Plan 2017, Strategy 1, 9.)
2. Develop messaging to address issues of equity, diversity, and inclusion.
3. Recommend actions for new strategic plan
4. Revise existing AASL position statement on Diversity.

Committee: Erika Long (TN) Chair, Michelle Easley (GA), Klaudia Janek (MI), Rachel Altobelli (NM), Maegen Rose, NY, ISS), Chiquita Toure' (OH),

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).

Strategic Plan Goals and Objectives: TBD following adoption of Strategic Plan.

ALA Office for Diversity, Literacy and Outreach. *Strategic Direction: Equity, Diversity, and Inclusion Implementation Plan*, October 2017.

Relationship to any policies/position statements:

[AASL Position Statement on Diversity in the Organization](#) , adopted 01/08/2011.

Possible Budget Impact: \$5000 as budgeted for Presidential Initiative.

Possible Staff Impact: Impact in 2019-2020 to include liaison to committee meetings (July 2019-June 2020), graphics design, editorial review, programming support.

Name*:	Kathryn Lewis
Email:	klewis@norman.k12.ok.us
Meeting Attended*:	Maine Association of School Librarians
Location*:	Augusta, Maine
Approximate Number of Attendees:	155
Start Date*:	05/19/2019
End Date*:	05/21/2019
Membership Promotion Activities :	I did two sessions: Morning Opening Breakfast Session for all participants:The Best of AASL... Afternoon Participatory Session for all Participants: Leading & Innovating with Your AASL National School Library Standards
Concerns:	Some discussion about need for more certified school librarians and more resource funding for school libraries.
Other:	Great conference and leadership. Was very well organized. Had school administrators and Department of Education staff there for the all day conference. Attendees decorated their name tags with dots and stars representing numerous things, among these were stars representing AASL membership and MASL membership.

Name*:	Mary Keeling
Email:	mary.keeling@nn.k12.va.us
Meeting Attended*:	Hawaii Association of School Librarians
Location*:	Makalapa Elementary School Library, 4435 Salt Lake Blvd. Honolulu, HI 96818
Approximate Number of Attendees:	50
Start Date*:	04/06/2019
End Date*:	04/06/2019
Membership Promotion Activities :	"Best of AASL" presented as keynote address "Supporting our Learners as We Support Each Other," a presentation about NSLS implementation and state adoptions, concurrent session
Concerns:	<p>A recent shift to site-based management has resulted in loss of school librarians in the state. The state superintendent is known to be friendly toward school libraries. A bill to require school librarians passed in one house of the state legislature but was defeated in the other. There is strong interest in organizing a legislative advocacy campaign.</p> <p>There is great respect for AASL in the state, and they love the National School Library Standards. They are working to incorporate the standards into their learning values.</p> <p>One person expressed a feeling that, compared to ISTE national meetings, AASL's national conferences somehow fell short. She expressed a hope that we could bridge that gap somehow.</p>
Other:	<p>The University of Hawaii sponsors a free, annual, one-day information literacy summit for academic, school, and public librarians. This was the day before the HASL meeting, and Denise Sumida invited me to attend with her. Dr. Violet Harada and I discussed the possibility of doing a crosswalk between the AASL National School Library Standards and the ACRL Framework for Information Literacy. She may be interested and available in helping with such a task.</p> <p>HASL extended the warmest possible welcome and were most gracious. They really, really appreciated the visit.</p>

Name*:	Kathryn Lewis
Email:	klewis@norman.k12.ok.us
Meeting Attended*:	MASL (Missouri)
Location*:	Osage Beach, MO
Approximate Number of Attendees:	650
Start Date*:	03/24/2019
End Date*:	03/26/2019
	<p>I presented 3 times, attended a variety of sessions, the MASL business meeting, and meal events. The President-elect invited me to be her guest at her table during the banquet. I also was invited to attend a luncheon for new members.</p> <p>My session presentations included:</p> <ol style="list-style-type: none"> 1. Workshop Session: Title: Transforming Teaching & Learning with the National School Library Standards Description: Participants will become familiar with the AASL National School Library Standards for Learners, School Librarians, and School Libraries. The workshop will include opportunities for participants to examine how the standards can impact and transform teaching and learning. <p>Membership Promotion Activities :</p> <ol style="list-style-type: none"> 2. SessionTitle: Best of AASL... Description: Don't miss this opportunity to learn how the American Association of School Librarians (AASL) can ignite your passion and your career! AASLPresident Kathryn Roots Lewis will help you navigate the multiple features and benefits of AASL membership while highlighting exciting and practical resources to help you in your career as a school library professional. Learn more about how your membership in AASL supports the profession and how you can get involved with the work of your national association. New and prospective AASL members are invited, and long-time AASL members are welcome to attend this great networking opportunity. 3. Breakfast General Session: Title: Making a Difference, What's Next? Description: For most of us making a difference through our work in the school library profession is important, but how do we do that? Discover ideas that will equip and empower you to do just that!
Concerns:	None
Other:	MASL is a strong affiliate. A number of its leaders are involved in AASL.

Name*:	Sylvia Norton
Email:	snorton@ala.org
Meeting Attended*:	Iowa (IASL) EdCamp Future Ready Librarian
Location*:	Ankeny, IA
Approximate Number of Attendees:	120
Start Date*:	04/06/2019
End Date*:	04/06/2019
Membership Promotion Activities :	The AASL Executive Director was publicized as the luncheon keynote address. I talked about the value of state associations, leadership and connections to AASL. I gave highlights of our work with administrators and how the National School Library Standards raised the bar for the profession and provides advocacy. The group participated when I informally surveyed their thoughts on proposed core values for strategic planning. I also gave an overview of AASL activities, encouraged applying for awards, and to get involved.
Concerns:	IASL is revitalizing after some less active years. However, there is good leadership in place and they are aware of current state rulings that impact school librarians.
Other:	It was heartening to see among attendees at this Saturday event a large group of younger, newer school librarians. who came to the EdCamp prepared to talk and share their own work. A quick survey of the audience showed a number of AASL members. The affiliate sends reps to MW and Annual. A lot of enthusiasm in the group for going to Louisville.

Name*:	Kathryn Lewis
Email:	klewis@norman.k12.ok.us
Meeting Attended*:	Alabama School Librarian Association
Location*:	Foley, AL
Approximate Number of Attendees:	200
Start Date*:	06/10/2019
End Date*:	06/11/2019
Membership Promotion Activities :	Presented: *New Librarian's Conference: Connecting Your Year with NSLS Standards ASLA Conference Keynote Session: Making a Difference, What's Next? Concurrent Sessions: *Best of AASL ... *Leading & Innovating with Your AASL National School Library Standards
Concerns:	Affiliate continues to build legislative support and budget issues.
Other:	Strong Affiliate. Doing a great job bringing new librarians together.

AASL Board Report

AASL Meeting: AASL Board of Directors – ALA 2019

Date Submitted: 6/12/19

Report Type (Action/Consent/Information): Information

Submitted On Behalf Of (Committee/Section/Group/Staff): AASL Headquarters

Board/Staff Liaison: Stephanie Book

Submitter(s) (individual names): Stephanie Book

Subject: AASL Publications

Development and Production

Of the 11 manuscripts AASL and ALA Editions contracted, two were completed this spring and are available in the ALA Store. Four additional manuscripts are in various stages of copyediting or page layout and will be available by or before the AASL National Conference in Louisville, where the authors of these initial six publications will present preconference workshops on their topics. The remaining publications are expected to roll out following the conference in 2020. The table below is current as of 6/7/19. Items in yellow will be completed by conference. Items in green are already available for purchase.

Shared Foundations	Author	Stage	Publish Date
Inquire	Lori Donovan	Copyediting	Nov 2019 - AASL
Include	Julie Stivers	In Development	Spring 2020
Collaborate	Mary Catherine Coleman	Copyediting	Nov 2019 - AASL
Curate	Len Bryan	In Development	Spring 2020
Explore	Sarah Searles	In Development	Summer 2020
Engage	Robin Stout	In Development	Summer 2020
AASL Standards-Based Learning	Author	Stage	Publish Date
Lessons Inspired by Picture Books for Primary Grades	Maureen Schlosser and Rebecca Granatini	Completed	April 2019 - SLM
Content Collaborations for Secondary Grades	Liz Deskins	Copyediting	Nov 2019 - AASL
STEAM Activities in 30-Minutes for Elementary Learners	Deborah Rinio	In Development	Spring 2020
Other Publications	Author	Stage	Publish Date
Leadership: Strategic Thinking, Decision Making, Communication, and Relationship Building	Ann Martin and Kathleen Roberts	Page Layout	August 2019 - Back to School
An Introduction to Collection Development for School Librarians	Mona Kerby	Completed	June 2019 - Annual

AASL Board Report

Sales Reports

Warehouse Sales

Publications and Products	FY 2018	FY2019 (YTD-04/30)	Lifetime
National School Library Standards	10,793	2,258	13,051
AASL Standards Framework for Learners	1,823	317	2,140
Lessons Inspired by Picture Books*	1	608	608
AASL Standards Frameworks Poster	169	287	456
AASL Standards Poster	982	122	1,104
AASL Standards Bookmark	440	50	490
AASL Standards Graphics Complete Set	295	25	320
AASL Standards Graphics Complete (w-Framework)		22	22
AASL Standards: 10-Cling Set	72	19	91
AASL Standards: Domain Clings	92	11	103
AASL Standards: Foundations Clings	80	11	91
AASL Standards Card Game	62	100	188

* Sales on the Primary Grades lesson book were largely collected from 7 months of pre-order sales and fulfilled in April when the book released.

Pre-Order Sales

Pre-Order sales just opened for the below publications. The titles with positive sales are planned to come to market sooner and have a more complete marketing description. Prior to the ALA Editions partnership, AASL was unable to accept pre-orders on titles. This opportunity has shown to add strong momentum for when the book actually hits shelves.

Publications and Products	May 1 – 6/6/19
AASL Standards Based Learning: Content-Area Collaborations for Secondary Grades	13
An Introduction to Collection Development for School Librarians	5
Leadership: Strategic Thinking, Decision Making, Communication & Relationship Building	3
Shared Foundations: Inquire / Include / Collaborate / Curate / Explore / Engage	0

AASL Board Report

Marketing

AASL and ALA Publishing coordinate on an ongoing marketing plan for the AASL Standards and ancillary publications. The added visibility that a joint marketing effort has provided AASL publications through the partnership with ALA Editions is evident in sales and reviews.

With the launch of pre-order pages for new publications, AASL/ALA planned a heavier marketing push in May 2019, featuring the AASL Standards-Based Learning Series and announcing forthcoming publications. AASL/ALA will reinforce that again with new marketing prior to AASL19 in Sept/Oct 2019, and again throughout 2020 as new publications continue to come to market.

Vehicle	Date	Description	Distribution
Fall/Winter 2019 Catalog	8/23/18	Pre-Orders start for <i>Lessons Inspired by Picture Books</i>	66,000
Fall/Winter 2019 Academic Catalog	9/5/18	<i>National School Library Standards</i> book	21,000
Knowledge Quest print ad	09/05/18	Defining the Profession. Transforming Learning Leaders.	7,150
e-Blast	9/6/18	Back to School with the AASL Standards	8,029
KQ Express	10/15/18	Banner ad promoting the standards books and products	7,000
Knowledge Quest print ad	11/01/18	Defining the Profession. Transforming Learning Leaders.	7,150
KQ Express	11/5/18	Banner ad promoting the standards books and products	7,000
KQ Express	11/19/18	Banner ad promoting the standards books and products	7,000
Knowledge Quest print ad	1/1/19	Defining the Profession. Transforming Learning Leaders.	7,150
Bookmarks and Coupons	1/28/19	Distribution at Midwinter – <i>Lessons Inspired by Picture Books</i>	300
School Library Journal	2/1/19	1/3 page vertical ad	92,000
School Library Connection	2/13/19	<i>National School Library Standards</i> -- Finalist for 2018 SLC/ARBA Best of Reference Award	
e-Blast	2/21/19	SLM promo -- ALA Graphics products and Lessons Inspired upsell	33,637
School Library Journal	3/1/19	1/3 page vertical ad	92,000
Knowledge Quest print ad	3/1/19	Defining the Profession. Transforming Learning Leaders.	7,150
Bookmarks and Coupons	3/12/19	Bookmarks to AASL for use at state association conferences	700
Spring/Summer 2019 Catalog	3/22/19	Release to store for <i>Lessons Inspired by Picture Books</i>	67,100
e-Blast	3/23/19	<i>Lessons Inspired by Picture Books</i> - Upsell	4,369
School Library Journal	4/1/19	1/3 page vertical ad	92,000
ALA Store	4/2/19	Trending Topics (<i>Lessons Inspired by Picture Books</i>)	52,000
ALA Editions Press Release	4/8/19	<i>Lessons Inspired by Picture Books</i>	1,859
ALA Store Carousel Slide	4/12/19	<i>Lessons Inspired by Picture Books</i>	52,000
e-Blast	4/18/19	ALA Graphics products and Lessons Inspired upsell	34,197
School Library Journal ad	5/1/19	1/3 page vertical ad (AASL Standards-Based Learning Series)	92,000 *

AASL Board Report

School Library Journal banner ad	5/1/19	School Library Journal Website ad Leaderboard 728 x 90 (AASL Standards-Based Learning Series)	482,000 *
Knowledge Quest print ad	5/1/19	Announcing the new and forthcoming books	7,150 *
Jumbo Postcard	5/6/19	Announcing the new and forthcoming books	16,274 *
School Library Journal	5/15/19	Featured Special Report Curriculum Connections – AASL Standards-Based Learning Series	16,890 *
e-Blast	5/18/19	ALA Graphics products and Lessons Inspired upsell	75,955 *
e-Blast	6/8/19	ALA Graphics products and Lessons Inspired upsell	87,853
ALA Store Press Release	6/10/19	Schlosser/Kerby program at Annual	
EDI Digest	6/10/19	Schlosser/Kerby program at Annual	
ALA Facebook post	6/12/19	Testimonial – Lessons Inspired by Picture Books	205,000
ALA Twitter	6/13/19	Testimonial – Lessons Inspired by Picture Books	189,000
ALA Editions Facebook	6/17/19	Schlosser/Kerby program at Annual	1,580
ALA Editions tweet	6/18/19	Testimonial – Lessons Inspired by Picture Books	2,173
Annual Conference Program	6/23/19	Schlosser and Kirby	TBD
AASL Press Releases	7/15/19	Announcing the new and forthcoming books	TBD
AASL Digest	7/15/19	Announcing the new and forthcoming books	7,000
SmartBrief	7/15/19	Announcing the new and forthcoming books	5,935
ALA Editions Catalog	8/1/19	Announcing the new and forthcoming books	TBD
Video	8/1/19	Announcing the new and forthcoming books	TBD
e-Blast	9/1/19	Back to School	TBD

* All of the marketing in May 2019 pointed to the “Shop” page on the AASL Standards web portal—<https://standards.aasl.org/shop>. **Hit counts on the Shop page increased by 75% during the two-week period of communications** announcing the AASL Standards-Based Learning series and other forthcoming AASL Publications for pre-order.

AASL Affiliate Pre-Orders

AASL and ALA Editions are currently reviewing the Affiliate Pre-Order program with the intent of expanding the product list available to Affiliates. When the program started, only the *National School Library Standards for Learners, School Librarians, and School Libraries* book was included. However, AASL/ALA plans to expand the purchasing list to include all new AASL books and products as they become available. The new forms are scheduled to be available in the fall.

Publications Advisory Group

The AASL Publications Advisory Group (PAG) has been involved with reviewing and commenting on book proposals throughout the year. In spring 2019, the PAG used the *National School Library Standards* as a lens for discussing potential new topics. This discussion informs AASL staff while soliciting and prioritizing topics and potential writers and growing AASL’s collection of titles. The following topics are currently under discussion.

- Learner Assessment
- School Librarian and Library Evaluation
- School Library Spaces
- Authentic Learning

AASL Board Report

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).

Strategic Plan - Critical Issue #1: Association Relevance

How can AASL remain on the forefront of educational and technology trends within the changing societal context to be a stronger voice for school librarians and the profession?

- **Goal #2:** To be a stronger voice for school librarians and the profession
- **Outcome:** By addressing this critical issue, AASL will respond proactively in anticipation of trends, respond actively as trends emerge and address impact on the profession.

Relationship to any policies/position statements:

Historically position statements have often aligned with or informed the development of potential publishing topics. Many position statements will also be updated or written based on the new AASL Standards and Common Beliefs.

Possible Budget Impact:

Development and production expenses are covered under the agreement with ALA Publishing and outlined in its P&L statement. There are two separate arrangements currently used in the ALA Editions/AASL partnership.

- Any publication that AASL deems an “AASL Standards” publication will have a cost/revenue share similar to the current structure with the National School Library Standards of a 50/50 split. AASL and ALA will begin collecting revenue after sales have recouped costs:
 - Shared Foundations publications
 - Leadership publication
 - AASL Standards Products
- Any publication that may incorporate the AASL Standards but is not really an “AASL Standards” publication will be structured under a royalty agreement in which AASL will receive 5% of sales with all expenses covered on the ALA side of sales. AASL will begin collecting revenue immediately in twice-annual royalty payments:
 - Lesson plan books (primary/secondary/STEAM)
 - Collection Development for Beginners

Possible Staff Impact: Staff is continuing to facilitate manuscript development and production of proposals outlined above, marketing, and related professional development. Staff is also continuing to pursue additional topics and writers to build a healthy library of quality non-serial publishing resources.

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AASL Board Report

AASL Meeting: AASL Board of Directors – ALA 2019

Date Submitted: 6/12/19

Report Type (Action/Consent/Information): Information

Submitted On Behalf Of (Committee/Section/Group/Staff): AASL Headquarters

Board/Staff Liaison: Allison Cline

Submitter(s) (individual names): Allison Cline

Subject: AASL Sponsors

AASL's sponsorship year runs on a two-year cycle with the largest recognition items occurring at the National Conference.

Sponsor	Item/Initiative	Sponsor Level
Upstart (Demco)	Collaborative School Library Award (2018, 2019)	Bronze
ABC-CLIO	Leadership Grant (2018, 2019) France Henne (2018, 2019) Research Grants (Libraries Unlimited, 2019) Affiliate Breakfast (Libraries Unlimited 2018, 2019 Annual)	Silver
Bound to Stay Bound	National Conference Travel Grants Standard Infographic/District Admin Advertorial Standards District Kits	Diamond
Proquest	Distinguished School Administrator (2018, 2019)	Bronze
Rosen Publishing	Distinguished Service (2019)* As part of the sponsorship agreement since they signed in 2019 and therefore weren't able to sponsor in 2018 they are receiving a Bronze Level Sponsorship this year.	Bronze
Capstone	Innovative Reading Award (2018, 2019)	Bronze
Marney Welmers	Inspire Grants, Administrator Funding (2018, 2019)	Diamond
Follett	NSLY (2018, 2019)	Platinum
Susan & Roger Ballard	Past President Grants (2018, 2019)	Silver
Cassandra Barnett	Past President Grant (2018, 2019)	Bronze
Penguin	Roald Dahl Award (2018, 2019)	Bronze
Jay Toor	Ruth Toor Grant (2018, 2019)	Bronze
OverDrive	National Friday Keynote Administrator Initiative	Diamond
Dollar General Literacy Foundation	Beyond Words Grants	Diamond

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).

AASL enters into sponsorship agreements that either directly support AASL members (awards/grants), or that supplemental a strategic initiative already in the works.

AASL Board Report

Relationship to any policies/position statements: Policy A-17 outlines AASL's partners and collaborators definitions

(http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aboutaasl/aaslgovernance/policies/A_17_PartnersCollaborators.pdf)

Possible Budget Impact:

It may appear that sponsorship dollars are additional revenue in the AASL however most sponsorships are a zero sum budget (all revenue received is spent), and few have staff time or overhead costs included.

Possible Staff Impact:

Managing AASL's sponsors and building relationship with vendor partners does take staff time.

AASL Board Report

AASL Meeting: ALA Annual Conference

Date Submitted: June 20, 2019

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Staff/Region 8

Board/Staff Liaison: *If applicable list.*

Submitter(s) (individual names): Headquarters

Subject: Affiliation of Idaho

Action Requested (MOTION): *Request that the AASL Board of Directors approve the affiliation of Idaho Library Association - School Libraries Division to AASL.*

Background: The Idaho Library Association - School Libraries Division submitted the following application for affiliation to AASL:

- Bylaws/Constitution:
<https://docs.google.com/document/d/1PIUC337mQko2sCPj56vN4GPGip3H9Uwx7aMJisAP88/edit?usp=sharing>
- Conference: <http://www.idaholibraries.org/Conference2019>
- Communication: <https://www.facebook.com/IdahoLibraries/>
- Confirmation that organization meets the requirement that either 25 members or 10% of total members (whichever is lower) are AASL Members.

Relationship to Strategic Plan/Mission/Goals: (<http://www.ala.org/aasl/about/governing-docs>).

Critical Issue: Membership Development

Goal One

To strengthen AASL's relationship with state affiliates and other ALA Communities.

Outcome: By addressing this critical issue, the relationship within AASL and its affiliates will strengthen, for a more cohesive and collaborative association community.

Relationship to any policies/position statements:

Bylaws:

Article XI. Affiliated Organizations

Section 1. Affiliate

Any state-wide, territorial, District of Columbia, or multi-state regional organization whose purposes are compatible with those of AASL as verified by the organization's Constitution or Bylaws, which hold regular conferences or meetings and has a systematic channel of communication with its members and whose membership includes 25 personal members of AASL or with ten percent of the organization's membership, whichever is smaller; may, on request and upon approval of the AASL Board of Directors, become affiliated with the AASL as an affiliate. The president and representatives of the affiliate must be personal members of the AASL.

AASL Board Report

Policy H-1: Affiliation Process and Requirements

(http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aboutaasl/aaslgovernance/policies/H_1%20Affiliation%20Process%20and%20Requirements.pdf) (Full policy attached)

Possible Budget Impact: None

Possible Staff Impact: None

Policy No: H-1
Subject: Affiliation Process and Requirements
Page: 1 of 1 Effective Date: 6/23/17 Revision Date(s): 12/2/17 Review Date(s): Review Responsibility: AASL Board of Directors; Affiliate Assembly

Policy Statement:

Affiliate organizations formed by persons active in the field of school librarianship may be recognized by AASL. Each affiliate must conform to guidelines approved by the AASL Board of Directors.

Focus:

Primary: AASL Affiliated Organizations

Secondary: AASL Board of Directors, AASL Members

Definitions:

Affiliate: Any state-wide, territorial, District of Columbia, or multi-state regional organization whose purposes are compatible with those of AASL as verified by the organization's constitution or bylaws (AASL Bylaws Article XI, Section 1).

Purpose:

To define the guidelines for obtaining affiliated organization status.

Procedure:

1. An organization must meet the following criteria to apply for affiliation status:
 - a. The organization holds regular conferences or meetings.
 - b. The organization has a systematic channel of communication with its members.
 - c. The organization includes 25 personal members of AASL or ten percent of the organization's membership, whichever is smaller.
 - d. The president and affiliate assembly representative(s) are personal members of AASL.

AASL Board Report

- e. An organization that is not a school library association that does not have a separate school library section within it may request a waiver to the requirement for the President to be a personal member.
2. An organization shall submit all required information to AASL Staff at least 30 days prior to an AASL Board of Directors meeting.
3. AASL staff will verify that all criteria listed in this policy have been met.
4. AASL staff will prepare a report, including a copy of the organization's bylaws or constitution, for the Board of Directors to determine whether the organization's purpose is compatible with AASL's.
5. Organizations that are under consideration may attend the AASL Affiliate Assembly meetings but will not be given voting privileges until the AASL Board of Directors has voted to approve affiliate status for the organization.



American Association
of School Librarians
TRANSFORMING LEARNING



**AASL Board of Directors
Board III Meeting
ALA 2019 Annual Washington, DC**

**Monday, June 24, 2019 11:30am-2:00pm
Embassy Suites, Capital CD**

Board III- Monday, June 24th 11:30 am- 2:00 pm

Time	Item
11:30	Lunch Served. Photos of individual members and a group photo will be taken during lunch. These photos will be used on the AASL website, slide presentations and other communications as needed.
12:00	Getting to Know You Mixer
12:30	Introductions/Roll Call
12:30	Board Structure Board Purpose and Responsibilities Information on Board representative to Leadership Development Committee and to Executive Committee Norms
1:15	Nominations for Board Representative to Leadership Development Committee and Board Representative to Executive Committee
1:25	BREAK
1:35	Annual Business <ul style="list-style-type: none">Review and sign<ul style="list-style-type: none">Conflict of Interest Statement and AcknowledgementAASL Board of Directors Code of ConductElect Board Representative to Executive CommitteeElect Board Representative to Leadership Development CommitteeReview Board Calendar, note deadlines and meeting dates.
2:00	ADJOURN

Policy No: J-4

Subject: Committees Commission: Leadership Development

Page: 1 of 2

Effective Date: 6/23/17

Revision Date(s):

Review Date(s):

Review Responsibility: AASL Board of Directors, AASL Bylaws and Organization Committee

Policy Statement:

The leadership development committee shall present the slate of candidates for approval by the AASL Executive Committee (Article V Section 3).

Focus:

Primary: AASL Executive Committee, AASL Leadership Development Committee

Purpose:

To describe the duties of the leadership development committee.

Procedure:

Committee objective(s):

1. Maintain competent and continuing leadership of the organization.

Committee composition:

1. The AASL Immediate Past President is automatically appointed as the chair of the leadership development committee upon taking a seat on the AASL Board of Directors.
2. Members:
 - 2.1. The following positions are automatically appointed by virtue of their positions:
 - 2.1.1. Affiliate Assembly Immediate Past Chair (1)
 - 2.1.2. Immediate Past Section (ESLS, ISS, SPVS) Chairs (3 total, one from each section)
 - 2.2. The *Knowledge Quest* Editorial Board will select one representative to serve.
 - 2.3. The AASL President-Elect will appoint one member from the AASL Board of Directors, who will be a seated member during the year of service, and two “public members” not serving as any AASL elected official. (Article V Section 2)
3. This committee does not have a board liaison.
4. Each position is a one-year term.

Committee responsibilities:

1. Develops a “call for candidates” plan and content in coordination with AASL staff.
2. Encourages and promotes volunteer positions and participation in AASL.
3. Responds to individual members, as necessary, concerning specific questions regarding nominations and elections.
4. Assists the president-elect with identifying volunteers for committee appointments.
5. Submits the slate of candidates to be considered to the AASL Executive Committee for the fall AASL Executive Committee Meeting.
6. Encourages and promotes participation in AASL elections.

Chair responsibilities:

1. Provides clear and consistent communication to potential slated candidates as to process, timing, and procedures.
2. Notifies potential slated candidates of AASL Executive Committee final slate decision.
3. Communicates ALA election policies to candidates.
4. Facilitates annual AASL Candidates Forum.

Policy No: B-8

Subject: Executive Committee Appointment Process

Page: 1 of 1

Effective Date: June 27, 2015

Revision Date(s): June 24, 2017

Review Date(s):

Review Responsibility: Bylaws Committee

Policy Statement:

The AASL Executive Committee of the AASL Board of Directors shall consist of the president, the president-elect, the treasurer, the immediate past president, the AASL Division Councilor, and one member elected on an annual basis by the board of directors. The AASL Executive Director serves as ex-officio and is a non-voting member. The role of the AASL Executive Committee shall be restricted to acting on policy and fiscal issues requiring action between meetings of the board. (Bylaws Article VIII Section 1)

Focus: AASL Board of Directors, AASL Executive Committee

Purpose:

To provide a process by which a member from the board of directors is elected to the executive committee.

Procedure:

1. At the last board meeting during the ALA Annual Conference the president will ask for nominations from the board to serve on the AASL Executive Committee. Self-nominations are permitted.
2. Any board member who has completed at least one year of their current board term is eligible to be nominated.
3. Each board member, but not the president, will receive a ballot to anonymously cast their vote in writing.
4. AASL staff will tally the votes and report to the executive director.
5. The nominee with the highest votes will be elected to the seat on the executive committee. In the event of a tie the president shall cast the deciding vote.
6. The position is a one year term with no consecutive year appointment allowed.

Policy No: A-12

Subject: Conflict of Interest

Page: 1 of 3

Effective Date: June 27, 2015

Revision Date(s):

Review Date(s):

Review Responsibility: Bylaws Committee

Policy Statement:

AASL members functioning as representatives and/or decision makers of AASL should be knowledgeable about and avoid any actual, potential, or perceived conflict of interest.

Focus:

All AASL members functioning as representatives and/or decision makers of AASL including, but not limited to, elected or appointed AASL Board of Directors, appointed chairs, and representatives.

Purpose:

To educate all AASL members in order to prevent an actual, potential, or perceived conflict of interest that may arise when representing AASL or its interest. This awareness will preserve the credibility of the association and assure impartial decisions.

Supportive Data:

Definitions:

AASL Leader: All AASL members functioning as representatives and/or decision makers of AASL including, but not limited to, elected or appointed AASL Board of Directors, appointed chairs, and representatives.

Conflict of Interest: external actions and/or ties that may bias, or may appear to bias, a person's judgment in performing their role as an AASL Leader.

Procedure:

1. A copy of this policy will be provided to all AASL leaders officially representing AASL.
2. If questions arise, an opportunity for clarification will be arranged by the board of directors.
3. Each AASL leader will sign a statement that says: "I, [name], have read the conflict of interest policy and understand it. I have had the opportunity to ask questions. I agree to abide by this policy resigning my position or canceling the activity that is causing the conflict."
4. The awareness of any actual, potential, or perceived conflict of interest is a continuing obligation of all members of AASL who act as representatives of the association. Disclosure of any conflict is the responsibility of all members.
5. AASL leaders will sign an AASL Conflict of Interest Statement & Acknowledgment annually for the length of their involvement in AASL. In the event circumstances do change, each member is responsible for disclosing their conflict to the AASL Board of Directors, and filing an amended Conflict of Interest Statement & Acknowledgment.
6. Statements are maintained at AASL Headquarters.
7. A copy of this policy shall be given to all AASL Board of Director members, committee chairs, and Affiliate Assembly Chair and Vice-Chair or other key stakeholders upon commencement of such person's relationship with AASL or at the official adoption of stated policy.

- a. National leaders and representatives – Forms will be signed at the ALA Annual Board of Directors meeting.
 - b. Committee chairs- Forms will be sent with their committee confirmation papers.
- 8. Each AASL leader shall sign and date the policy at the beginning of his/her term of service and each year thereafter. Failure to sign does not nullify the policy.
- 9. This policy and the AASL Conflict of Interest Statement & Acknowledgment must be filed annually by all specified parties.

AASL Conflict of Interest Statement & Acknowledgment

As a leader or representative of AASL I affirm that:

- I will act in the best interest of AASL regarding my fiduciary responsibility to the Association.
- I will fully disclose any conflict of interest to the AASL Board of Directors.
- In the event of a conflict of interest, I will not discuss, vote, or otherwise be involved in consideration of the matter.
- I agree not to take advantage of any corporate opportunity available to AASL of which I become aware as a result of my position in the Association.
- I agree to cooperate fully in the event of an investigation of a potential breach of this policy.

I, _____, have received and read the conflict of interest policy and understand it. I have had the opportunity to ask questions. I agree to abide by this policy unless the activity in question has been approved by the AASL Executive Committee. I agree to resign my position or cancel the activity that may cause an actual or perceived conflict of interest.

Signature:

Title/Position:

Date:



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AASL Conflict of Interest Statement & Acknowledgment

Definitions

AASL Leader: All AASL members functioning as representatives and/or decision makers of AASL including, but not limited to, elected or appointed AASL Board of Directors, appointed chairs, and representatives. (AASL Policy A-12 Conflict of Interest)

Conflict of Interest: External actions and/or ties that may bias, or may appear to bias, a person's judgment in performing their role as an AASL Leader. (AASL Policy A-12 Conflict of Interest)

As a leader or representative of AASL I affirm that:

- I will act in the best interest of AASL regarding my fiduciary responsibility to the Association, exercising the Duty of Care, the Duty of Obedience, and the Duty of Loyalty.
- I will fully disclose any conflict of interest to the AASL Board of Directors.
- In the event of a conflict of interest, I will not discuss, vote, or otherwise be involved in consideration of the matter.
- I agree not to take advantage of any corporate opportunity available to AASL of which I become aware as a result of my position in the Association.
- I agree to cooperate fully in the event of an investigation of a potential breach of this policy.

I, _____ (print name), have received and read AASL Policy A-12 Conflict of Interest and understand it. I have had the opportunity to ask questions. I agree to abide by this policy unless the activity in question has been approved by the AASL Executive Committee. I agree to resign my position or cancel the activity that may cause an actual or perceived conflict of interest.

Signature _____

Title/Position _____

Date _____

Policy No: A-13

Subject: Code of Conduct

Page: 1 of 2

Effective Date: June 27, 2015

Revision Date(s):

Review Date(s):

Review Responsibility: Bylaws Committee

Policy Statement:

All AASL Board of Directors must exhibit professional conduct and honorable behavior in their leadership roles.

The AASL Board of Directors will:

- Prepare for board meetings and participate in open dialogue between the board members, executive director, and invited experts.
- Commit to a decision-making format that addresses all available facts in each situation, taking into consideration the views of fellow members of the board.
- Support the best interest of AASL as a whole at all times, while keeping personal biases or the views of special interests at a minimum.
- Accept, support, and implement all decisions of the board, even those that the member did not initially support or those that were made in their absence.
- Support an environment of decision-making based on a comprehensive analysis of issues. Address and assess both the benefits and risks of all actions to be implemented and evaluate the potential effects of such implementation.
- AASL Board members will not speak or act on behalf of AASL or its board of directors unless authorized to do so by the AASL President.
- Maintain confidentiality on all matters deemed so by the AASL Board of Directors.
- Abide by all AASL policies including the AASL Conflict of Interest and Code of Conduct Policies.

Focus:

AASL Board of Directors

Purpose:

To define the expectations of the AASL Board of Directors in maintaining the highest standard of ethical and professional conduct.

Procedure:

1. A copy of this policy shall be given to all AASL Board of Directors upon commencement of such person's relationship with AASL or at the official adoption or amendment of stated policy
 - a. Forms will be signed at the AASL Annual Board of Directors meeting
2. If questions arise, an opportunity for clarification will be arranged by the AASL Board of Directors
3. Each AASL Board member shall sign and date the agreement at the beginning of her/his term of service and each year thereafter. Failure to sign does not nullify the agreement.
4. Signed agreements are maintained at AASL Headquarters.

AASL Board of Directors Rules of Conduct

As a member of the board of directors of the American Association of School Librarians, I agree to support and be bound by the following principles to assure effective and ethical decision-making and governance:

1. I will be deliberate in my responsibility to AASL by preparing for board meetings and decision-making (e.g., studying all materials in advance). I will consider the need for and request any additional information in advance of the meetings.
2. I will base my decisions on all available facts in each situation, taking into consideration the views of my fellow members of the board.
3. I will make decisions in the best interest of AASL as a whole and will strive to keep personal bias or the views of special interest at a minimum.
4. I will accept, support, and implement all decisions of the board, even those that I did not initially support or those that were made in my absence.
5. I will work to provide an environment conducive to comprehensive analysis of issues and assessment of benefits and risks of action or inaction in an open dialogue between members of the board and the executive director.
6. I will not speak or act for AASL or the board unless specifically authorized to do so. I will not present opinions about AASL business unless those opinions have been approved in advance by the board or unless those opinions are clearly expressed as personal opinions and not necessarily the views of AASL.
7. I will not discuss matters deemed confidential by the board outside of board meetings without the express permission by the AASL President.
8. I will abide by AASL's Conflict of Interest Policy and will strive to avoid even the appearance of such conflicts.

I hereby acknowledge that I have received a copy of the Rules of Conduct for members of the AASL Board of Directors. I understand that it describes the general rules by which I will conduct myself as a member of the board and that I am responsible for familiarizing myself with the statements it contains.

Signature

Print Name

Date



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AASL Board of Directors Code of Conduct

As a member of the board of directors of the American Association of School Librarians, I agree to support and be bound by the following principles to assure effective and ethical decision-making and governance:

1. I will be deliberate in my responsibility to AASL by preparing for board meetings and decision-making (e.g., studying all materials in advance). I will consider the need for and request any additional information in advance of the meetings.
2. I will base my decisions on all available facts in each situation, taking into consideration the views of my fellow members of the board.
3. I will make decisions in the best interest of AASL as a whole and will strive to keep personal bias or the views of special interest at a minimum.
4. I will accept, support, and implement all decisions of the board, even those that I did not initially support or those that were made in my absence.
5. I will work to provide an environment conducive to comprehensive analysis of issues and assessment of benefits and risks of action or inaction in an open dialogue between members of the board and the executive director.
6. I will not speak or act for AASL or the board unless specifically authorized to do so. I will not present opinions about AASL business unless those opinions have been approved in advance by the board or unless those opinions are clearly expressed as personal opinions and not necessarily the views of AASL.
7. I will not discuss matters deemed confidential by the board outside of board meetings without the express permission by the AASL President.
8. I will abide by AASL's Conflict of Interest Policy and will strive to avoid even the appearance of such conflicts.

I hereby acknowledge that I have received a copy of the Code of Conduct for members of the AASL Board of Directors. I understand that it describes the general rules by which I will conduct myself as a member of the board and that I am responsible for familiarizing myself with the statements it contains.

Signature_____

Print Name_____

Date_____