

**YALSA Board of Directors Meeting
ALA Annual Conference, San Francisco
June 26 – 30, 2015**

Topic: New Position Papers

Background: The National Guidelines Committee was tasked with reviewing the Futures Report and submitting recommendations to the Board regarding, what, if any, new position papers should be developed to help support the library community's understanding and adoption of key principles in the report. Katherine Trouern-Trend has submitted the following recommendations for the Board's consideration.

Action Required: Action

From our review of The Future of Library Services For and With Teens: Call to Action report in the context of the current information environment for teenagers, the committee has determined five topics that each have important implications for teens to be engaged literate citizens. These topics each support the most current research and understanding about the way teens learn, engage in and navigate 21st century life. Each of these topics need to be understood by stakeholders working with or for teens to ensure our students are prepared for a successful life after high school. Unpacking the essential components of these topics is necessary to understand their full breadth and the life-long impact that their support can give to teenagers from diverse socio-economic and cultural demographics. Our committee recommends that position papers and other supporting materials be constructed for each of these topics with a focus on specific stakeholders audiences.

Connected Learning

Key Stakeholders: Public and School Library Staff Serving Teens, Principals and Administrators, LIS Faculty, K-12 Educators, Funders

One of the key issues of the 21st century is equity and access to tools and opportunities. Connected learning extends students learning networks and opportunities outside of their classroom or school enabling youth to follow pathways relevant to their learning or interest. The power of interest based learning is evident in the proliferation of peer content created and peer driven communities of learning and engagement such as Minecraft, Wattpad, Scratch, and YouTube. It's important the stakeholders understand the research and potential benefit for adopting connected learning frameworks in working with teens. Ownership of technology continues to vary across socio-economic and racial demographics while privileged teens have

ready access to such tools as laptops, tablets, e-book readers, raspberry pi's, video and photo editing equipment, still and video cameras, drawing tablets as well as more time and opportunity to develop interest based skills. Understanding and embracing the Connected Learning framework connects stakeholders to a wider community of support and expertise that enriches student and staff learning and helps to create new networks of learning that build cultural competence and collaboration skills. This model provides a real time solution to lack of access and equity especially to students and staff in poor communities, that in essence levels the playing field.

Potential authors for position paper: Staff from YOUmedia Chicago; Crystal Martin; Jack Martin; Buffy Hamilton

Program Evaluation

Key Stakeholders: Funders, Public and School Library Staff Serving Teens, Principals, and Administrators, K-12 educators

With the growth of new and innovative programs such as makerspaces, STEAM programming and web based programming, adults working with and for teens need to understand how they can evaluate the learning taking place with traditional or new tools. Research indicates that students who participate in out of school time programs at school, library or other community organizations have improved school attendance and grades, are more engaged in their learning and stay on track for success. The role of positive adult relationships and peer support needs to be understood and be a guiding principle in programs serving teens. Continued evaluation of relationship building as it relates to success for teens is necessary to support the long-term positive impacts of connected learning design and development.

Potential authors for position paper: Sarah Flowers; author(s) of A Planning Guide for Empowering Learners by AASL

Developmental Capacity

Key Stakeholders: Public and School Library Staff Serving Teens, LIS faculty, Youth Workers and Administrators of Youth-Serving Organizations, Principals and Administrators

Teens make up a significant portion of library users, many of whom lack effective support systems to build on their talents and capacities. Almost 82% of public libraries report providing library services to young adults but only 33% of public libraries have a dedicated teen librarian. All staff working with teens should understand their developmental needs and follow best practices to support them in their learning and positive growth. With the rise of wide-spread

issues and problems impacting teens that include cyberbullying, teen depression, violence and eating disorders, teens need adults in their lives to understand how to engage in positive solutions and healthy choices. It's important for adults working with and for teens to understand developmental capacity to design programs, services, policies and practices to support the social and emotional needs of teens.

Potential authors for position paper: Karen Jensen, Teen Librarian's Toolbox; Linda Braun

Web Literacy

Key Stakeholders: Public and School Library Staff Serving Teens, All Library Staff, Principals and Administrators, LIS Faculty

As technology and networks of learning rapidly evolve, web literacy is often misunderstood as just information literacy. Web literacy today goes beyond information literacy to include content creation and collaborative online learning, multiple literacies that are embedded in the expected cultural knowledge and behavior of youth. We have to ensure that our students understand how to find and evaluate information as well as be able to navigate the web for personal and learning environments safely and successfully. All staff working with youth and library school faculty need to build staff knowledge and capacity to help youth develop these critical skills to best navigate life after high school.

Potential authors for position paper: Renee Hobbs; members of the IMLS Project Team and Task Force; Dana Boyd; Linda Braun

Learning Standards

Key Stakeholders: K-12 educators, Public and school library staff serving teens, Teens, Youth workers and administrators of youth-serving organizations

As the information ecology has been transformed by new access points, the standards for learning have to adapt as well. It's important for educators, library staff, teens and staff of youth-serving organizations to understand why new learning standards are relevant and how to implement changes to support them. Because there are an array of new learning standards its important to unpack the essential elements of 21st century learning standards and the Common Core State Standards to clarify for both youth and staff working with youth. Teens need to be aware of new expectations for their learning and how they can best achieve success in their academic environments to gain critical workplace skills. Staff working with youth need to

understand the benefits of providing educational opportunities that support new learning standards to prepare students for a highly connected, collaborative working world.

Potential authors for position paper: authors of 21st Century Learning Standards (AASL); authors of Learning Standards & Common Core State Standards Crosswalk (AASL); Mark Aronson

Additional Resources

- Futures Report www.ala.org/yaforum/project-report
- YALSA Position Papers www.ala.org/yalsa/guidelines/whitepapers/whitepapers