

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

# Table of Contents

N.B. ALA/AASL/CAEP School Librarian Preparation Standards (2019) are to be applied as a whole comprised of standard statements, component statements, supporting explanations for each standard and component, rubrics for each component, and assessment evidence guidelines for the standards and components. These parts of the School Librarian Standards are inextricably intertwined with each other and must be considered and applied as a whole. The sections listed below are hyperlinked to locations within the standards document.

<b>ALA/AASL/CAEP School Librarian Preparation Standards (2019)</b> .....	1
<b>Table of Contents</b> .....	2
<b>C.2.2 – Introduction to the 2019 ALA/AASL/CAEP School Librarian Preparation Standards</b> .....	4
<b>C.2.3 – The School Librarian Standards, Components, and Supporting Explanations</b> .....	5
<b>Standard 1: <i>The Learner and Learning</i></b> .....	6
<b>Standard 2: <i>Planning for Instruction</i></b> .....	8
<b>Standard 3: <i>Knowledge and Application of Content</i></b> .....	10
<b>Standard 4: <i>Organization and Access</i></b> .....	12
<b>Standard 5: <i>Leadership, Advocacy, and Professional Responsibility</i></b> .....	14
<b>C.2.4 – Development of the Standards</b> .....	16
<b>C.2.4 How the Standards Draw on Related Professional Standards and Developments in the Field</b> .	17
<b>C.2.4 Professional Knowledge Base for the School Librarian Preparation Standards</b> .....	17
<b>C.2.4 References for Professional Knowledge Base</b> .....	26
<b>C.2.4 – Developing Consensus</b> .....	32
<b>C.2.4 – Soliciting and Responding to Comments</b> .....	33
<b>C.2.5 Approach to alignment of the School Librarian Standards to the CAEP principles</b> .....	35
<b>C.2.6 – Potential Duplication and/or overlaps in Standards</b> .....	36
<b>C.2.6 - Comparison of ALA/AASL/CAEP School Librarian Preparation Standards (2019)</b> .....	37
<b>and 2017 ISTE Standards for Educators</b> .....	37
<b>C.2.6 Comparison of ALA/AASL/CAEP School Librarian Preparation Standards (2019) and 2017 ILA Standards for the Preparation of Literacy Professionals</b> .....	39
<b>C.2.6 CAEP Cross-Cutting Theme: Diversity</b> .....	40
<b>C.2.6 CAEP Cross-Cutting Theme: Digital Learning</b> .....	40
<b>C.2.7 – Analysis of Differences from Current Standards</b> .....	41
<b>C.2.8 –Assessing the 2019 ALA/AASL/CAEP School Librarian Preparation Standards</b> .....	47
<b>C.2.8 - Assessment Rubrics</b> .....	48

<b>C.2.8 School Librarian Preparation Standards and Examples of Candidate Actions</b> .....	63
<b>C.2.8 Guidance for Program Reviewers</b> .....	69
<b>C.2.9 – Waivers</b> .....	72
<b>C.2.10 – Procedures Related to the Implementation of the School Librarian Standards Training for Program Faculty</b> .....	72
<b>C.2.10 - Procedures for selection, training, and evaluation</b> .....	73
<b>C.2.10 Representation of diversity within the profession</b> .....	76

## 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. Although some states have undergraduate and certification programs prior to the master’s level, ALA/AASL will only review master’s level certification programs housed within an education unit accredited by CAEP.

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 librarian 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 are 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. 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 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 librarian 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 their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt 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.

#### 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 their practice, particularly the effects of their choices and actions on others and adapt 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 National School Library 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.

**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.*

Candidates know and understand the American Library Association policies and position statements on ethics and the rights of library patrons. These policies encompass access to materials, spaces, and information. Candidates must support the rights of P12 students including the right to read, the right to privacy, and free inquiry. Candidates support access to information for learning but also student access to information based on student personal interest.

Candidates demonstrate their **ethical practice** by showing their strong support of the ALA Library Bill of Rights. In practice, candidates develop and implement policies and procedures that provide equal access to resources, support privacy, respect diversity, and protect intellectual property rights. Candidates defend students' rights to read and access information. Candidates model safe, responsible, ethical, and legal use of information.

#### 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).

The ALA/AASL/CAEP School Librarian Preparation Standards (2019) draw on 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 *National School Library Standards for Learners, Librarians, and Libraries* shared foundations 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 mirrors 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 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 Learner Development 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 Learner Diversity 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 Learning Differences 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 Learning Environments 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 Planning for Instruction 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 Instructional Strategies 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 Integrating Ethical Use of Information into Instructional Practice 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 Assessment 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 Reading Engagement 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 Information Literacy 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 Technology-Enabled Learning 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 Access 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). School librarians 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 school librarians 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 Information Resources 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 librarians 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 P12 learners 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 librarians 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 Evidence-Based Decision Making 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). School librarians 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). School librarians 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**

### ***Component 5.1 Professional Learning Professional Knowledge Base***

Professional learning is an essential component of growing and developing as a school librarian. Candidates should engage in ongoing professional learning, regularly exploring new avenues for reaching learners. Candidates participate in this professional learning to help their P12 learners to academically achieve as well as to become lifelong learners. Current professional research supports the need for school librarians to engage with the larger educational community through membership and participation in professional organizations. School librarians have multiple opportunities to further their knowledge through local, state, national, and international professional organizations for school librarians (Everhart, 2018; Farmer, 2012; Johnston, 2013).

School librarians improve by exploring and using current research on best practices. By using research from experts, other school librarians, and their own findings, school librarians demonstrate growth (Gordon, 2006). Professional learning occurs when school librarians are

involved in professional learning communities within their own school community and in the broader educational community (Moreillon, 2016). School librarians might take on a variety of roles within 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). The School Librarian Competencies that are based on the Professional Standards for Educational Leaders (PSELs) emphasize that “Effective School Library leaders develop their personal professional capacity and practice to best support **other** school personnel in order to promote each learner’s academic and/or professional success and well-being” (ALA, 2017). 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 5.2 Leadership and Collaboration Professional Knowledge Base***

To be effective, school librarians should lead and collaborate within their schools and with the broader educational community. Component 5.2 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 that explores 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 in the community. 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 5.3 Advocacy 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).

Two competencies from the School Librarian PSELs informed this component: Competency 1 Mission, Vision and Core values and Competency 10 School Improvement. Competency 1 connects effective school librarians with their advocacy efforts in enacting a shared mission, vision and core values of high-quality education and learner success. Competency 3 connects effective school librarians as agents of continuous improvement (ALA, 2017).

#### ***Component 5.4 Ethical Practice 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. In January 2019, ALA added a seventh right that protects privacy and confidentiality in library use.

The implementation of the core values and defense of the Library Bill of Rights is the cornerstone of unrestricted student access to information. Knowledge is not enough. The Access to Resources and Services Interpretation of the Library Bill of Rights requires school librarians to “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 defense of the right to read and access information is central to school librarianship and requires school librarians to advocate for, develop, and implement policies and procedures that support those rights (Dawkins, 2018). 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 (learners, parents, administrators) about intellectual freedom, intellectual property rights, and digital privacy, (Fiehn, 2016; Panter, 2015; Seroff, 2015; Stripling, 2015)

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).

#### C.2.4 References for Professional Knowledge Base

##### References for Standard 1

- American Library Association. (2019, April 08). School Libraries. Retrieved from <http://www.ala.org/news/state-americas-libraries-report-2019/school-libraries>
- Bunner, T. (Jan/Feb 2017). When we listen. *Knowledge Quest*, 45(3), 38-45.
- Burns, E. (2018). School librarian as inquisitor of practice: Reimagine, reflect, and react with the new standards. *Knowledge Quest*, 46(4), 54-58.
- Cook, N.A. & Hill, R.F. (Jan/Feb 2017). Considering cultural competence. *Knowledge Quest*, 45(3), 54-61.
- Duvall, S. (Mar/April 2018) The future of school libraries. *Knowledge Quest*, 46 (4), 6-7.
- Easley, M. (2017). Personalized learning environments and effective school library programs. *Knowledge Quest*, 45(4), 16-23.
- Horan, T. (2017). The art of learning: Three students share their secrets of success. *Teacher Librarian*, 44(5), 17-20.
- Kumasi, K. & Hughes-Hassell, S. (Jan/Feb 2017). Shifting lenses on youth literacy & identity. *Knowledge Quest*, 45(3), 12-21.
- Lafferty, K. E. (2014). What are you reading?: How school libraries can promote racial diversity in multicultural literature. *Multicultural Perspectives*, 16(4), 203-209.  
doi:10.1080/15210960.2014.951888
- Long, L. B., & Jones, J. L. (April 2016). Dispositions of exemplary school librarians as identified by graduate students. *Teacher Librarian*, 43(4), 8-12.
- Lopez, F., & Iribarren, J. (2014). Creating and sustaining inclusive instructional settings for English language learners: Why, what, and how. *Theory Into Practice*, 53(2), 106-114.  
doi:10.1080/00405841.2014.885810

- May, L. A., Bingham, G. E., & Pendergast, M. L. (2014). Culturally and linguistically relevant readalouds. *Multicultural Perspectives*, 16(4), 210-218.  
doi:10.1080/15210960.2014.952299
- National Board for Professional Teaching Standards. (2012). Library Media Standards 2<sup>nd</sup> edition. Retrieved from <http://www.nbpts.org/wp-content/uploads/ECYA-LM.pdf>
- Norton, S.K. (2016) ESLP position statement lays foundation for ESSA implementation. *Knowledge Quest*, September/October, 4-5.
- O’Keeffe, S.B. & Medina, C.M. (2016). Nine strategies for helping middle school students weather the perfect storm of disability, diversity, and adolescence. *American Secondary Education*, 44(3), 72-87.
- Olson, S. & Crossman, B. (2018). Six shifts of librarianship. *School Library Connection*, January/February, 5-8.
- Palin, R. (2014). Looking for peace and quiet. *Knowledge Quest*, 42(4), 16-21.
- Segedin, L., Fahrer, N., Ernst, J. V., Clark, A. C., Kelly, D. P., & DeLuca, V. W. (2018). Adapting instruction. *Technology & Engineering Teacher*, 78(4), 9-11. Retrieved from <https://search-ebshost-com.libez.lib.georgiasouthern.edu/login.aspx?direct=true&db=a9h&AN=133398157>
- Zilonis, M.F., & Swerling, C. (2018). On common ground: What does social and emotional learning look like in your library part 1. *School Library Connection*, January/February, 27.

### References for Standard 2

- Brown, J. S. (2008). How to connect technology and passion in the service of learning. *The Chronicle of Higher Education*, 55(8).
- Burns, E. (2018). School librarian as inquisitor of practice: Reimagine, reflect, and react with the new standards. *Knowledge Quest*, 46(4), 54-58.
- Butler, R. P. (2016). Copyright basics & review. *Knowledge Quest*, 45(2), 8-17.
- Crockett, L. W. (2018). Librarians lead the growth: Of Information literacy and global digital citizens. *Knowledge Quest*, 46(4), 28-33.
- Dadlani, P.& Todd, R. J. (2016). Social justice as strategy: Connecting school libraries, collaboration, and IT. *Library Quarterly*, 86(1), 43-75.
- Easley, M. (2017). Personalized learning environments and effective school library programs. *Knowledge Quest*, 45(4), 16-23.
- Harada, V. H., and Yoshina. J.M. (2010). *Assessing for learning: Librarians and teachers as partners*. Libraries Unlimited.
- Hughes-Hassel, S., & Stivers, J. (2015). Examining youth services librarians’ perceptions of cultural knowledge as an integral part of their professional practice. *School Libraries Worldwide*, 21(1), 121-136.
- Kimmel, S. C. (2012). Collaboration as school reform: Are there patterns in the chaos of planning with teachers? *School Library Research*, 15. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Kuhlthau, C.C. (2010). Guided inquiry: School libraries in the 21st century. *School Libraries Worldwide*, 16(1), 17-28.

- Ladson-Billings, G. (1995) Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.
- Levitov, D. (2016). School libraries, librarians, and inquiry learning. *Teacher Librarian*, 43(3), 28 - 35.
- McKenzie, J. (2009). Connecting the dots. *Knowledge Quest*, 38(1), 32-39.
- Maniotes, L. (2016). Intentional inquiry: Vision, persistence, and relationships. *Teacher Librarian*, 43(5), 8-11.
- Montiel-Overall, P. (2008). Teacher and librarian collaboration: A qualitative study. *Library & Information Science Research*, 30, 145-155.
- Robinson, D. E. (2017). Universal design for learning and school libraries. *Knowledge Quest*, 46(1), 56 -61.
- Stripling, B. K., & Harada, V. H. (2012). Designing learning experiences for deeper understanding. *School Library Monthly*, 29(3), 5-12.
- Thomas, N. P., Crow, S. R., Franklin, L.L. (2011). *Information literacy and information skills instruction: Applying research to practice in the 21st century school library*. Santa Barbara, CA: Libraries Unlimited.

### References for Standard 3

- American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries*. Chicago: ALA Editions, an imprint of the American Library Association, 2018.
- American Library Association. (2015). *Framework for information literacy for higher education*. Chicago: Association of College & Research Libraries.
- American Library Association. (2008). Guidelines for the development and promotion of multilingual collections and services. *References & User Services Quarterly*, 47(2), 198-200.
- Ciampa, K. (2014, February 01). Learning in a mobile age: An investigation of student motivation. *Journal of Computer Assisted Learning*, 30, 1, 82-96. doi: 10.1111/jcal.12036
- Cordell, D. (2016). *Using images to teach critical thinking skills: Visual literacy and digital photography*. Santa Barbara, CA: Libraries Unlimited.
- Crow, S. R. (2015). The information seeking behavior of intrinsically motivated elementary school children of a collectivist culture. *School Library Research*, 18. Retrieved from <http://www.ala.org/aasl/slr/volume18/crow>
- Crow, S. R., & Kastello, L. (2017). A tale of three cities: Fostering intrinsic motivation for information seeking in children of diverse cultures. *International Education Studies*, 10 (5). Retrieved from <http://www.ccsenet.org/journal/index.php/ies/article/view/68009/36901>
- Crow, S. R., & Small, R. V. (2011, February). Developing the motivation within: Using praise and rewards effectively. *School Library Monthly*, 27(5), 5-7.
- Fletcher, J., Grimley, M., Greenwood, J., & Parkhill, F. (2012). Motivating and improving attitudes to reading in the final years of primary schooling in five New Zealand schools. *Literacy*, 46(1), 3-16. doi: 10.1111/j.1741-4369.2011.00589.x

- Fontichiaro, K., & Oehrli, J. A. (2016). Why data literacy matters. *Knowledge Quest*, 44 (5), 21-17.
- Francois, C. (2013). Reading in the crawl space: A study of an urban school's literacy-focused community of practice. *Teachers College Record*, 115(5), 1-35.
- Garrison, K., Forest, D., & Kimmel, S. (2014). Curation in translation: Promoting global citizenship through literature. *School Libraries Worldwide*, 20(1), 70-96.
- Hamilton, B. (2016). Citizenship in the digital world. *Library Sparks*, 13(8), 11-14.
- Herrington, J., & Parker, J. (2013). Emerging technologies as cognitive tools for authentic learning. *British Journal of Educational Technology*, 44(4), 607-615. doi:10.1111/bjet.12048
- International Society for Technology Education. (2017). *ISTE standards for educators*. Retrieved from <https://www.iste.org/standards/for-educators>
- International Society for Technology Education. (2016). *ISTE standards for students*. Retrieved from <https://www.iste.org/standards/for-students>
- Ivey, G., & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly*, 48(3), 255-275. doi:10.1002/rrq.46
- Knapp, N. F. (2013). Cougar readers: Piloting a library-based intervention for struggling readers. *School Libraries Worldwide*, 19(1), 72-90.
- Kovalik, C., Yutzey, S., & Piazza, L. (2013). Information literacy and high school seniors: Perceptions of the research process. *School Library Research*, 16, 1-26. Retrieved from [www.ala.org/aasl/slr](http://www.ala.org/aasl/slr)
- Lee, L. (2014). Digital news stories: Building language learners' content knowledge and speaking skills. *Foreign Language Annuals*, 47, 338-356. doi: 10.1111/flan.12084
- McKenna, M. C., Conradi, K., Lawrence, C., Jang, B., & Meyer, J. (2012). Reading attitudes of middle school students: Results of a U.S. survey. *Reading Research Quarterly*, 47(3), 283-306.
- Paganelli, A., & Houston, C. (2014). *School library eBook providers and linguistic equity: An analysis of eBook collections available to school libraries worldwide*. International Association of School Librarians Conference Proceedings 2014, International Association of School Librarians, Bali, Indonesia.
- Preddy, L. (2016). The critical role of the school librarian in digital citizenship education. *Knowledge Quest*, 44(4), 4-5.
- Smith, L. N. (2016). Information literacy as a tool to support political participation. *Library & Information Research*, 40(123), 14-23.
- Smith, N., & Day, B. (2013). Keys to reading among middle school children. *The Educational Forum*, 77(2), 75-91. doi: 10.1080/00131725.2012.761314
- Strittmatter, C., & Bratton, V. K. (2014). Plagiarism awareness among students: Assessing integration of ethics theory into library instruction. *College & Research Libraries*, 75(5), 736-752. doi:10.5860/crl.75.5.736
- Wright, S., Fugett, A., & Caputa, F. (2013). Using e-readers and internet resources to support comprehension. *Educational Technology & Society*, 16(1), 367-379. Retrieved from <http://www.ifets.info/index.php>

## References for Standard 4

- American Association of School Librarians. (2018). AASL standards framework for learners. Retrieved from <https://standards.aasl.org/>
- American Library Association. (2014, July 1). Access to resources and services in the school library. Retrieved from <http://www.ala.org/advocacy/>
- American Library Association. (2006, July 26). Diversity in collection development. Retrieved from <http://www.ala.org/advocacy/>
- Council of Chief State School Officers (2013). InTASC Model core teaching standards and learning progressions for teachers 1.0. Washington, DC: Author.
- Crompton, H. (2017). *ISTE standards for educators: A guide for teachers and other professionals*. Retrieved from <https://ebookcentral.proquest.com>
- Dickinson, G., Gavigan, K., & Pribesh, S. (2008). Open and accessible: The relationship between closures and circulation in school library media centers. *School Library Media Research, 11*, 1-21. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Hughes-Hassell, S., and Stivers, J. (2015). Examining youth services librarians' perceptions of cultural knowledge as an integral part of their professional practice. *School Libraries Worldwide, 21*(1), 121-136.
- Richey, J. (2014). School librarians' experiences with evidence-based library and information practice. *School Library Research, 17*. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Subramaniam, M., Oxley, R., and Kodama, C. (2013). School librarians as ambassadors of inclusive information access for students with disabilities. *School Library Research, 16*. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Todd, R.J. (2015). Evidence-based practice and school libraries: Interconnections of evidence, advocacy, & actions. *Knowledge Quest, 43*(3), 8-15.

## References for Standard 5

- Abilock, D., Fontichiaro, K., & Harada, V. (Eds.). (2012). *Growing schools: Librarians as professional developers*. Santa Barbara, California: Libraries Unlimited.
- American Library Association. (2019). *Library Bill of Rights*. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill>
- American Library Association. (2014). *Access to resources and services in the school library: An interpretation of the Library Bill of Rights*. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>
- American Library Association (2017). *School librarian-PSEL competencies: Building our expertise from "Libraries Transform: The Expert in the Library"*. Retrieved from <http://researchguides.austincc.edu/c.php?g=554360&p=3891603>
- Baker, S. (2016). From teacher to school librarian leader and instructional partner: a proposed transformation framework for educators of preservice school librarians. *School Libraries Worldwide, 22*(1), 143+.
- Ballard, S. (2016). CORE VALUES AASL at 65: A Reflection on and affirmation of enduring core values that sustain us. *Knowledge Quest, 45*(1), 26–33.

- Burns, E. (2018). Advocating for change in school library perceptions. *Teacher Librarian*, 46(1), 8–14.
- Davenport, A., & Mattson, K. (2018). COLLABORATIVE LEADERSHIP as a CATALYST FOR Change. *Knowledge Quest*, 46(3), 14–21.
- Dawkins, A. M. (2018). The decision by school librarians to self-censor: The impact of perceived administrative discomfort. *Teacher Librarian*, 45(3), 8–12.
- Everhart, N. (2018). Going global: International professional organizations for school librarians. *Knowledge Quest*, 46(5), E1–E5.
- Everhart, N., & Johnston, M. (2016). A proposed theory of school librarian leadership: A meta-ethnographic approach. *School Library Research*, 19, 1–30. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Everhart, N., & Mardis, M. (2014). What do stakeholders know about school library programs? Results of a focus group evaluation. *School Library Research*, 17, 1-14. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Ewbank, A. D. (2011). School librarians' advocacy for the profession: Results of a U.S. national survey. *School Libraries Worldwide*, 17(2), 41-58.
- Farmer, L. (2012). The roles of professional organizations in school library education: Case studies from around the world. *School Libraries Worldwide*, 18(2), 1-11.
- Fiehn, B. (2016). just because you can doesn't mean you should. *Knowledge Quest*, 45(2), 34-40.
- Garner, M. (2015). Ethics Today. *Knowledge Quest*, 44(1), 36-41.
- Gordon, C.A. (2006). A study of a three-dimensional action research training model for school library programs. *School Library Media Research*, 9, 1-48. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Harvey, C. (2013). The librarian's role in schoolwide professional development. *Library Media Connection*, 32(3), 24-25.
- Hughes-Hassell, S., Brasfield, A., & Dupree, D. (2012). Making the most of professional learning communities. *Knowledge Quest*, 41(2), 30-37.
- Johnston, M. (2012). School librarians as technology integration leaders: Enablers and barriers to leadership enactment. *School Library Research*, 15, 1-33. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Johnston, M. (2013) The importance of professional organizations and mentoring in enabling leadership. *Knowledge Quest*, 41(4), 34-39.
- Johnston, M. (2015). Distributed leadership theory for investigating teacher librarian leadership. *School Libraries Worldwide*, 21(2), 39–57. doi: 10.14265.21.2.003
- Kachel, D. (2017). The advocacy continuum. *Teacher Librarian*, 44(3), 50-52
- Kachel, D. (2018). School librarians as equity warriors: Advocating for all students. *Teacher Librarian*, 46(2), 44-46.
- Kimmel, S. (2012). Collaboration as school reform: Are there patterns in the chaos of planning with teachers? *School Library Research*, 15, 1-15. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Mardis, M. & Everhart, N. (2014). Stakeholders as researchers: A multiple case study of using cooperative inquiry to develop and document the formative leadership experiences of new school library professionals. *Library and Information Science Research*, 36(1), 3-15.

- Moreillon, J. (2013). Educating for school library leadership: Developing the instructional partnership role. *Journal of Education for Library & Information Science*, 54(1), 55-66.
- Moreillon, J. (2016). Building your PERSONAL LEARNING NETWORK (PLN): 21st-century school librarians seek self-regulated professional development online. *Knowledge Quest*, 44(3), 64-69.
- Oltmann, S. (2018). Ethics, values, and intellectual freedom in school libraries. *School Libraries Worldwide*, 24(1), 71-86. doi: 10.14265.24.1.005
- Panter, S. L. (2015). To protect and serve. *Knowledge Quest*, 44(1), 68-71.
- Rawson, C. H., Anderson, J., & Hughes-Hassell, S. (2015). Preparing pre-service school librarians for science-focused collaboration with pre-service elementary teachers: The design and impact of a cross-class assignment. *School Library Research*, 18, 1-26. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Seroff, J. (2015). Developing a curriculum in intellectual freedom. *Knowledge Quest*, 44(1), 20-24.
- Smith, D. (2010). Making the case for the leadership role of school librarians in technology integration. *Library Hi Tech*, 28(4), 617-631. doi: 10.1108/07378831011096277
- Smith, D. (2011). Educating pre-service school librarians to lead: A study of self-perceived transformational leadership behaviors. *School Library Media Research*, 14. Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Smith, D. (2014). Improving the leadership skills of pre-service school librarians through leadership pre-assessment. *Journal of Education for Library and Information Science*, 55(1), 55-68.
- Smith, D., & Shea, M., & Wu, W. (2014). Collaborative resource sharing between public and school libraries. *Interlending & Document Supply*, 42(4), 159-164
- Stripling, B. (2015). CREATING A Culture OF INTELLECTUAL Freedom THROUGH LEADERSHIP AND ADVOCACY. *Knowledge Quest*, 44(1), 14-19.
- Stroud, Jeanne. (2016). *The Reality of Providing Professional Development in the Work Responsibilities of School Librarians*. UNC Chapel Hill Theses, 1.
- Wine, L. (2016). School librarians as technology leaders: An evolution in practice. *Journal of Education for Library & Information Science*, 57(2), 207-220.

#### 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 Committee 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
--	---

**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.

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><b>Standard 1 – The Learner and Learning:</b> 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><b>Standard 1 – Learner:</b> 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><b>Standard 5 – Designer:</b> Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p>
<p><b>Standard 2 – Planning for Instruction:</b> 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><b>Standard 1 – Learner:</b> 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><b>Standard 4 – Collaborator:</b> Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</p> <p><b>Standard 5 – Designer:</b> Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p> <p><b>Standard 7 – Analyst:</b> Educators understand and use data to drive their instruction and support students in achieving their learning goals.</p>
<p><b>Standard 3 – Knowledge and Application of Content:</b> 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-</p>	<p><b>Standard 1 – Learner:</b> Educators continually improve their practice by learning from and with others and exploring proven and promising</p>

<p>thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.</p>	<p>practices that leverage technology to improve student learning.</p> <p><b>Standard 3 – Citizen:</b> Educators inspire students to positively contribute to and responsibly participate in the digital world.</p> <p><b>Standard 5 – Designer:</b> Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p> <p><b>Standard 6 – Facilitator:</b> Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.</p>
<p><b>Standard 4 – Organization and Access:</b> 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><b>Standard 3 – Citizen:</b> Educators inspire students to positively contribute to and responsibly participate in the digital world.</p> <p><b>Standard 5 – Designer:</b> Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p> <p><b>Standard 7 – Analyst:</b> Educators understand and use data to drive their instruction and support students in achieving their learning goals.</p>
<p><b>Standard 5 – Leadership, Advocacy, and Professional Responsibility:</b> 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><b>Standard 1 – Learner:</b> 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><b>Standard 2 – Leader:</b> Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.</p>

	<p><b>Standard 4 – Collaborator:</b> Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</p>
--	--

**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
<p><b>Standard 1 – The Learner and Learning:</b> 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><b>Standard 4 – Diversity and Equity:</b> 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.</p>
<p><b>Standard 2 – Planning for Instruction:</b> 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><b>Standard 5 – Learners and the Literacy Environment:</b> 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.</p>
<p><b>Standard 3 – Knowledge and Application of Content:</b> 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><b>Standard 5 – Learners and the Literacy Environment:</b> 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.</p>
<p><b>Standard 4 – Organization and Access:</b> Candidates in school librarian preparation programs model,</p>	<p><b>Standard 4 – Diversity and Equity:</b> Candidates demonstrate knowledge of</p>

<p>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>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.</p> <p><b>Standard 5 – Learners and the Literacy Environment:</b> 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.</p>
<p><b>Standard 5 – Leadership, Advocacy, and Professional Responsibility:</b> 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><b>Standard 6 – Professional Learning and Leadership:</b> Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.</p>

### C.2.6 CAEP Cross-Cutting Theme: Diversity

Diversity is a strong cross-cutting theme in the ALA/AASL/CAEP School Librarian Preparation 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/CAEP 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*.

\*\*AASL. (2018) *National School Library Standards for Learners, School Librarians, and Libraries*. Chicago, ALA Editions.

### How the 2019 ALA/AASL/CAEP 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/CAEP Standards and Components
<p><b>Standard 1: Teaching for Learning</b> 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><b>1.1 Knowledge of learners and learning.</b> 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><b>1.2 Effective and knowledgeable teacher.</b> 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><b>1.3 Instructional partner.</b> 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><b>1.4 Integration of twenty-first century skills and learning standards.</b> 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</p>	<p><b>Standard 1: The Learner and Learning</b> 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><b>1.1 Learner Development.</b> 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><b>1.2 Learner Diversity.</b> Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.</p> <p><b>1.3 Learning Differences.</b> 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><b>1.4 Learning Environments.</b> 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>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><b>Standard 2: Literacy and Reading</b> 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><b>2.1 Literature.</b> 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><b>2.2 Reading promotion.</b> 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><b>2.3 Respect for diversity.</b> 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><b>2.4 Literacy strategies.</b> 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><b>Standard 2: Planning for Instruction</b> 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><b>2.1 Planning for Instruction.</b> 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><b>2.2 Instructional Strategies.</b> 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><b>2.3 Integrating Ethical Use of Information into Instructional Practice.</b> 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><b>2.4 Assessment.</b> 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><b>Standard 3: Information and Knowledge</b> 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><b>3.1 Efficient and ethical information-seeking behavior.</b> 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><b>3.2 Access to information.</b> 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><b>3.3 Information technology.</b> 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, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.</p> <p><b>3.4 Research and knowledge creation.</b> Candidates use evidence-based, action research to collect data. Candidates</p>	<p><b>Standard 3: Knowledge and Application of Content</b> 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><b>3.1 Reading Engagement.</b> 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><b>3.2 Information Literacy.</b> 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><b>3.3 Technology-Enabled Learning.</b> 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>interpret and use data to create and share new knowledge to improve practice in school libraries.</p>	
<p><b>Standard 4: Advocacy and Leadership</b> 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><b>4.1. Networking with the library community.</b> 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><b>4.2 Professional development.</b> 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><b>4.3 Leadership.</b> 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><b>4.4 Advocacy.</b> 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><b>Standard 4: Organization and Access</b> 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><b>4.1 Access.</b> 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><b>4.2 Information Resources.</b> 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><b>4.3 Evidence-Based Decision Making.</b> 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><b>Standard 5: Program Management and Administration</b> 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><b>5.1 Collections.</b> 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><b>5.2 Professional Ethics.</b> 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><b>5.3 Personnel, Funding, and Facilities.</b> 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 and procedures that support teaching and learning in school libraries.</p> <p><b>5.4 Strategic Planning and Assessment.</b> Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the</p>	<p><b>Standard 5: Leadership, Advocacy, and Professional Responsibility</b> 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><b>5.1 Professional Learning.</b> 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><b>5.2 Leadership and Collaboration.</b> 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><b>5.3 Advocacy.</b> 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><b>5.4 Ethical Practice.</b> 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>

school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.	
---	--

## 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 Preparation 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; provides guidance to programs and program reviewers on evaluating and interpreting assessment evidence; and provides 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
<b>1.1 Learner Development</b>	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
<b>1.2 Learner Diversity</b>	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.
--	--	--	---

**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
<b>1.3 Learning Differences</b>	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
<b>1.4 Learning Environments</b>	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.
<b>1.4 Learning Environments</b>	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
<b>2.1 Planning for Instruction</b>	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
<b>2.2 Instructional Strategies</b>	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.

<b>2.2 Instructional Strategies</b>	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.
---	--	---	---

**Rubric for Standard 2.3** – How do candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context and provide opportunities for learners to demonstrate ethical use of information and technology in the creation of new knowledge?

<b>Component</b>	<b>Level 1 Unacceptable</b>	<b>Level 2 Acceptable</b>	<b>Level 3 Target</b>
<b>2.3 Integrating Ethical Use of Information into Instructional Practice</b>	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?

<b>Component</b>	<b>Level 1 Unacceptable</b>	<b>Level 2 Acceptable</b>	<b>Level 3 Target</b>
<b>2.4 Assessment</b>	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.
<b>2.4 Assessment</b>	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
<b>3.1 Reading Engagement</b>	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.
<b>3.1 Reading Engagement</b>	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
<b>3.2 Information Literacy</b>	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.
<b>3.2 Information Literacy</b>	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
<b>3.3 Technology-Enabled Learning</b>	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.



<b>3.3 Technology- Enabled Learning</b>	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.
<b>3.3 Technology- Enabled Learning</b>	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
<b>4.1 Access</b>	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.
<b>4.1 Access</b>	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
<b>4.2 Information Resources</b>	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
<b>4.3 Evidence-based Decision Making</b>	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?

<b>Component</b>	<b>Level 1 Unacceptable</b>	<b>Level 2 Acceptable</b>	<b>Level 3 Target</b>
<b>5.1 Professional Learning</b>	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.
<b>5.1 Professional Learning</b>	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?

<b>Component</b>	<b>Level 1 Unacceptable</b>	<b>Level 2 Acceptable</b>	<b>Level 3 Target</b>
<b>5.2 Leadership and Collaboration</b>	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.	Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth.  Candidates strengthen the role of the school library by embedding the school library services and resources in curriculum and teaching.

**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?

<b>Component</b>	<b>Level 1 Unacceptable</b>	<b>Level 2 Acceptable</b>	<b>Level 3 Target</b>
<b>5.3 Advocacy</b>	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.	Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.  Candidates assess the effectiveness of advocacy efforts and identify ways to strengthen advocacy.

**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?

<b>Component</b>	<b>Level 1 Unacceptable</b>	<b>Level 2 Acceptable</b>	<b>Level 3 Target</b>
<b>5.4 Ethical Practice</b>	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
<p><b>Standard 1.1 – Learner Development.</b> 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>	<ul style="list-style-type: none"> <li>• Design an inquiry-based learning project that allows multiple ways to present information.</li> <li>• Allow learners to choose topics that are relevant and of interest to them.</li> <li>• Build instruction that includes <i>National School Library Standards</i> in the design.</li> </ul>
<p><b>Standard 1.2 Learner Diversity.</b> Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.</p>	<ul style="list-style-type: none"> <li>• Conduct a needs analysis of diverse curricular and personal needs of the learning community.</li> <li>• Develop a network within the community that represents diversity.</li> <li>• Invite representatives of various cultures to come and speak with learners.</li> <li>• Adapt instruction so that both individual and group work is included.</li> <li>• Assign groups that will allow for diverse perspectives.</li> <li>• Discuss a variety of literature that encompasses diverse perspectives.</li> <li>• Maintain a reflective journal that demonstrates understanding of the concepts within cultural competence and how it applies to their own learning environment</li> </ul>
<p><b>Standard 1.3 Learning Differences.</b> Candidates cultivate the educational and personal development of all members of a learning</p>	<ul style="list-style-type: none"> <li>• Conduct a needs analysis of diverse curricular and personal needs of the learning community.</li> </ul>

<p>community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.</p>	<ul style="list-style-type: none"> <li>• Create a plan for the library that addresses spaces for diverse intellectual abilities, learning modalities, and physical variabilities.</li> <li>• Create activities to address learner characteristics and provide opportunities for all learners to be engaged and learn from each other.</li> <li>• Provide resources in a variety of formats and with multiple perspectives.</li> </ul>
<p><b>Standard 1.4 Learning Environments.</b> 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>	<ul style="list-style-type: none"> <li>• Create a strong virtual presence by using websites and social media.</li> <li>• Construct a school library facility that includes spaces for individual and group work and allows for virtual activities.</li> <li>• Encourage book discussion groups, learner’s advisory groups.</li> <li>• Build relationships with learners that demonstrate compassion and caring.</li> <li>• Compare and contrast various types of libraries and other organizations to foster lifelong learning.</li> <li>• Construct thought-provoking strategies to create a positive learning environment.</li> <li>• Develop policies and plans that facilitate technology rich learning environments.</li> </ul>
<p><b>Standard 2.1 Planning for Instruction.</b> 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>	<ul style="list-style-type: none"> <li>• Conduct a comprehensive environmental and curriculum scan of a school community to determine instructional priorities and learner needs.</li> <li>• Identify barriers to collaboration with instructional partners and propose solutions that address them.</li> <li>• Collaborate with teachers in a planning/teaching experience that integrates <i>National School Library Standards for Learners</i> with content area standards.</li> <li>• Design an instructional activity that employs the principles of Universal Design for Learning (UDL).</li> </ul>
<p><b>Standard 2.2 Instructional Strategies.</b> 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>	<ul style="list-style-type: none"> <li>• Implement instructional strategies that provide the opportunity for learners to inquire, include, collaborate, curate, explore, and engage.</li> </ul>



	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology in the design of a coherent, scaffolded learning opportunity integrated into a key content area.</li> <li>• Create an instructional plan that integrates technology-enabled instruction in a variety of student learning opportunities.</li> </ul>
<p><b>Standard 2.3 Integrating Ethical Use of Information into Instructional Practice.</b> 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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop instructional activities that encourage learners to defend their choice of resources based on their understanding of accuracy, bias, validity, relevance, and cultural context.</li> <li>• Design a lesson that guides students to evaluate their own digital footprint and privacy concerns.</li> <li>• Develop a parent information session that teaches parents about student privacy rights.</li> </ul>
<p><b>Standard 2.4 Assessment.</b> 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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop an action research proposal that identifies an instructional issue, research questions, and methodology related to assessment.</li> <li>• Outline a systematic process for analysis of assessment which includes self-reflection for candidates, learners, and instructional partners.</li> <li>• Maintain a reflection journal of assessments and plans for improvement.</li> </ul>
<p><b>Standard 3.1 Reading Engagement.</b> Candidates demonstrate a knowledge of children’s and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p>learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.</p>	<ul style="list-style-type: none"> <li>• Create a multimedia presentation which promotes children’s and young adult fiction and non-fiction literature, identifying the developmental, cultural, social, and linguistic emphasis.</li> <li>• 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.</li> </ul>
<p><b>Standard 3.2 Information Literacy.</b> 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>	<ul style="list-style-type: none"> <li>• Create an inquiry-based learning project using an information search process.</li> <li>• Create an online blog, journal, or webpage to support a student research project using information literacy skills.</li> <li>• Analyze a news article, news broadcast, or other news source for authoritative elements.</li> </ul>
<p><b>Standard 3.3 Technology-Enabled Learning.</b> 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>	<ul style="list-style-type: none"> <li>• Create a differentiated lesson plan or other learning activity in which technology is a major component.</li> <li>• Design a “virtual library” splash page that embeds inquiry tools that address the needs of all learners.</li> <li>• Create a flipped classroom activity that includes providing an at home assignment featuring an audio or video recorded component with interactive elements.</li> <li>• 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.</li> <li>• Create an interactive project in which students “assemble” an appropriate digital citizen.</li> </ul>
<p><b>Standard 4.1 Access.</b> 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>	<ul style="list-style-type: none"> <li>• Evaluate and develop school library policies with a focus on equitable access.</li> <li>• Evaluate and develop school library facilities addressing barriers to equitable access.</li> <li>• Develop advocacy statements with a focus on equitable access.</li> <li>• Develop an evidence-based strategic plan for open and equitable access to resources and services.</li> </ul>

<p><b>Standard 4.2 Information Resources.</b> 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"> <li>• Create selection policy that includes evaluation criteria and selection tools for collection development.</li> <li>• Select information resources in a variety of formats based on needs analysis of learning community.</li> <li>• Develop a collaborative plan to determine the resource needs of their learning community.</li> <li>• Conduct a diversity audit of the library’s resources.</li> </ul>
<p><b>Standard 4.3 Evidence-Based Decision Making.</b> 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"> <li>• Conduct needs analysis of diverse curricular and personal needs of the learning community.</li> <li>• Use data and information to assess impact of current practice and policy on student learning/learning community.</li> <li>• Develop evidence-based practices and policies that impact student learning/learning community.</li> <li>• Compare school library policies to analyze their strengths and weaknesses.</li> </ul>
<p><b>Standard 5.1 Professional Learning.</b> 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"> <li>• Develop professional learning plan based on identified needs (both personal and of their educational community).</li> <li>• Establish goals and priorities to ensure growth as a professional.</li> <li>• 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.</li> <li>• Participate in professional organizations and learning communities to improve their own practices as well as the practices of their educational community.</li> </ul>
<p><b>Standard 5.2 Leadership and Collaboration.</b> 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"> <li>• Serve as a member of committees at the school and district level that impact student learning and teaching effectiveness.</li> <li>• Plan with and co-teach with teachers to integrate library resources, information literacy, and inquiry skills with classroom curriculum.</li> <li>• Develop a plan outlining ways to initiate collaboration with teachers to share data for collection development, instruction, or school improvement.</li> </ul>

<p><b>Standard 5.3 Advocacy.</b> 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"> <li>• Develop and implement an advocacy plan designed to integrate the school library and its resources into the educational community.</li> <li>• Review and disseminate policies and procedures that promote equitable access.</li> <li>• Develop a form of communication to share resources, including those materials available from organizations outside the school.</li> </ul>
<p><b>Standard 5.4 Ethical Practice.</b> 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"> <li>• Review and share policies that ensure students understand their rights to information, privacy, and equitable access.</li> <li>• Develop a plan of action to handle challenges to materials, communicate selection and reconsideration policy and procedures with administration.</li> <li>• Design and deliver professional development for educational community on copyright and fair use.</li> <li>• Promote intellectual freedom through observing events such as Banned Books Week, Banned Websites Awareness Day, and Choose Privacy Week.</li> </ul>

## 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 Preparation 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 auditors 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. For example, if a standard contains four components, the expectation is that at least three will be met; if a standard contains three components, the expectation is that at least two will be met. 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 Preparation 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 Preparation 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 Preparation 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 Preparation Standards.

Assessments of candidate performance on the School Librarian Preparation 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 Preparation 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 Preparation 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 librarian 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 EPP level. ALA/AASL has no field or clinical programmatic standards.

#### C.2.10 – Procedures Related to the Implementation of the School Librarian Preparation 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 for 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 components. 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%