

ALA/AASL Standards for Initial Preparation of School Librarians (2010)

Approved by Specialty Areas Studies Board (SASB) of the National Council for Accreditation of Teacher Education (NCATE), October 24, 2010

The *ALA/AASL Standards for Initial Preparation of School Librarians* 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 include, but are not limited to, "school library media specialist," "teacher librarian," "library information specialist," and "media coordinator."

Standard 1: Teaching for Learning

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

Elements

1.1 Knowledge of learners and learning

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school

improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL *Standards for the 21st-Century Learner* and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

Standard 1 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Demonstrate an understanding of learners and learning or of instructional strategies and resources that support the AASL Standards for the 21st-Century Learner;
- Collaborate with other professionals in support of curriculum and/or professional development.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Demonstrate a knowledge of learners and learning by collaborating with other educators to design instruction that supports the learning styles, needs, interests and abilities of all students;
- Deliver instruction and develop assessments that make use of a variety of instructional strategies and information resources to develop and enhance the multiple literacies of P-12 students;
- Gain an awareness of and participate in professional learning activities related to library and information use to ensure all members of the learning community become effective users of ideas and information;
- Integrate emerging technologies into instruction that reinforce the skills, dispositions, responsibilities, and self assessments in AASL Standards for the 21st-Century Learner and state standards that support student achievement.

Target

Multiple assessments provide evidence that candidates are able to:

- Model and promote a

Research in support of Standard 1

Standard 1 focuses on the school librarian candidat

Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading fo

In motivating young people to read, Trelease (2006) emphasized the importance of reading as a pleasurable experience and having materials of interest to readers. This supports the need for having diverse and varied collections to meet the wide variety of interests as well as developmental, cultural, social, and linguistic needs of readers. Lance et al. (2005) found that the currency of reading materials was as important as the size and variety of library collections. Those libraries with more current materials were associated with increased reading levels in students.

The presence of a trained school library professional is a powerful influence in promoting, guiding, and inspiring young readers toward a love of reading and a quest for lifelong learning (Klinger, 2006). AASL (2009) directed school librarians to read aloud to students and provide booktalks as methods of reading promotion as part of their role in reading. The Commission on Reading from the U.S. Department of Education identified “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children,” a practice to be continued throughout all grades (Anderson et al. 1985). Furthermore, research suggests that direct encouragement to read may have an impact on the amount of reading done. Morrow (1982) and Shin (2004) found that encouraging children to read was a positive factor in promoting reading if available reading material is interesting and comprehensible.

As important as direct encouragement, modeling reading both formally and informally sends positive messages to readers. Trelease (2006) identified one factor in motivating readers is having significant others who model reading. Several studies indicated that children read more when they see other people reading (Krashen, 2004). Overall, many students view the school library as helping them with their reading interests, finding stories, improving reading, and helping them enjoy reading more (Todd, 2005).

The school librarian also plays a significant role in developing reading skills and comprehension in students. School libraries are most appropriate for reading and reinforcing the reading process when the school librarian collaborates with classroom teachers and other specialists. Several studies found that students’ reading skills improve when school librarians collaborate with classroom teachers for reading instruction (Lance et al., 1993; Lance et al., 2000; Roscello and Webster, 2002).

References

- American Association of School Librarians (AASL) (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: Author.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a nation of readers: The report of the Commission on Reading, U. S. Department of Education*. Champaign, IL: Center for the Study of Reading, U

Standard 3 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Design services or instruction that supports equitable access to information in an efficient and ethical manner by P-12 students and other members of their school and community.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Implement flexible and equitable access to print and digital information resources by diverse members of the school community by reducing barriers to resources and services;
- Collaborate with other educators to design and deliver instruction that enhances P-12 students' ability to ethically and efficiently access, evaluate and use information;
- Integrate current and emerging technologies into instruction in support of inquiry, learning, creating and communicating information in a digital society;
- Use evidence-based practice methods to collect, interpret and use data from research to improve practice in school libraries.

Target

Multiple assessments provide evidence that candidates are able to:

- Ensure open and equitable access to information by collaborating with all members of the school community to develop solutions to physical, social and intellectual barriers to resources and services in school libraries;
- Model and promote efficient and ethical information seeking behaviors through the design and delivery of authentic and relevant learning experiences for P-12 students, teachers and administrators in professional learning communities;
- Enhance access to information for P-12 students and other members of their schools and communities through the use of current and emerging technologies that support the access, interpretation and communication of information;
- Use a variety of research strategies to create new knowledge and improve practice in school libraries.

Simpson, C. (2003). *Ethics in school librarianship*. Worthington, OH: Linworth Press.

Scott, T. J. & O'Sullivan, M. K., (2005). Analyzing student search strategies: Making a case for integrating information literacy skills into the curriculum. *Teacher Librarian*, 33(1), 21-5.

Todd, R. J. (2003). Irrefutable evidence: How to prove you boost student achievement. *School Library Journal*, 49(4), 52-54.

Standard 4: Advocacy and Leadership

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.

Elements

4.1. Networking with the library community

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development

Candidates model a strong commitment to the profession by participating in

Candidates identify stakeholders within and outside

Logan, D. (2008). What can teacher-librarians do to promote their work and the school library media program? Think and then do...for kids! *Teacher Librarian*, 36(2), 20-1.

Morris, B. J. (2004). *Administering the school library media center*. Westport, CT: Libraries Unlimited.

Standard 5: Program Management and Administration

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.

Elements

5.1 Collections

Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional Ethics

Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.

5.3 Personnel, Funding, and Facilities

Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic Planning and Assessment

Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

Standard 5 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Manage resources, services and programming in support of the diverse needs of P-12 students;
- Acknowledge and understand the ethical principles and standards of their profession.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Evaluate, manage and organize school library print, non-print and digital collections to support the school's mission of teaching and learning;
- Base professional and program decisions on current standards and the ethical codes and principles of education and information professions;
- Develop, manage and organize library collections, policies and procedures to ensure open access to school library resources and services;
- Use data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities.

Target

Multiple assessments provide evidence that candidates are able to:

- Design, direct, and promote strong school library programs with resources, services, policies, procedures, and programming that are clearly aligned with the school's mission and that supports the ethical principles and current standards of their profession;
- Articulate and model the responsibilities of digital citizenship regarding intellectual freedom, intellectual property, and the right to privacy;
- Provide access to print, non-print and digital collections that support and enhance instruction and reflect the needs and interests of their diverse P-12 students, school and community;
- Manage, organize and evaluate school library physical resources (facilities), fiscal

Research in support of Standard 5

In *Empowering learners: Guidelines for school library programs*, the American Association of School Librarians (2009) produced a set of guidelines based on the belief that the "school library media program must focus on building a flexible learning environment" as well as "empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information" (p. 5). Standard 5 focuses on the candidate skills to build the learning environment while utilizing leadership and management skills in an organizational setting.

Teaching and modeling ethical behavior for students involves research and continuing interaction with faculty, as noted in Lincoln (2009). Electronic access to information has resulted in many concerns among the education community. School librarians lead the way in promoting intellectual property rights among information users.

In building the physical learning environment, the school librarian develops policies and procedures related to planning, budgeting, and evaluating human, information and physical resources. Rosenfeld and Loertscher (2007) suggested that "the school library exists beyond its four walls and provides real and virtual access to appropriate, high-quality resources on a 24 hours-per-day/7 days a week basis" (p. vii). Johnson (2003) noted that the library must be both "high-tech" and "high-touch" so that users find the information they need in an environment that is welcoming (p. 387). Woolls (2004) espoused the belief that school librarians need not be satisfied with just any space they are given, but they need to know that "assessing library media facilities in order to improve them" is an important part of the learning environment (p. 117).

This leads to strategic planning and assessment. Neelameghan (2007) looked at the impact of a quality library program and student achievement considering the management of the library resources. Through planning and assessment of the library program, student learning can be facilitated.

References

- American Association of School Librarians (AASL) (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: Author.
- Johnson, D. (2003). Are libraries (and librarians) heading toward extinction? *Teacher Librarian* 31(2), 24-27.
- Lincoln, M. (2009). Ethical behavior in the information age. *Knowledge Quest*, 37(5), 34-37.
- Neelameghan, A. (2007). Knowledge management in schools and the role of the school library media center. *Information Studies*, 1(1), 5-22.

