

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

INTRODUCTORY MATERIAL

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2. Brief introduction to the program standards for SASB use

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.

“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 library media [i.e., school librarianship] from an educational unit accredited by NCATE is the appropriate first professional degree for school library media specialists [i.e., school librarians]” (ALA policy 54.2.2). With this new set of standards, only institutions offering master's degrees to prepare school librarians will be considered for recognition. However, given that some states have undergraduate and certification programs prior to the master’s level, ALA/AASL will review undergraduate and post-baccalaureate certification programs for

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 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.
2. Candidates promote reading for learning, personal growth, and enjoyment.
3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources.
4. 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.
5. 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.

References for Item 2: Brief introduction to the program standards for SASB use

American Association of School Librarians (AASL) (2007). *Standards for the 21st century learner*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Standards for the 21st century learner in action*. Chicago: Author.

3. Statement on development of the standards

Soliciting and responding to comments

In October 2007, Julie Walker, Executive Director of the American Association of

AASLForum, comprised of AASL members; the AASL Educators of Library Media Specialists Section (ELMSS) discussion list; and the JESSE List from the Association of Library and Information Science Educators (ALISE).

In June 2008, in response to NCATE's invitation for comments on current program standards, the National Center on Disability and Access to Education (NCDAE), Center for Persons with Disabilities, Utah State University, sent comments to Karen O'Brien, Director, ALA Office for Accreditation.

An open meeting of the AASL/NCATE Coordinating Committee was held on Friday, January 23, 2009, at the ALA Midwinter Meeting in Denver with 20 in attendance. Current standards, feedback received in response to the discussion lists postings, as well as the comments received from the NCDAE, were discussed. Suggestions were offered for standards revision. The Coordinating Committee followed with a work session on Saturday, January 24, and members continued work on revisions throughout the spring.

Committee members then met online in early June to finalize the draft of the revised standards. This draft was distributed to the AASLForum, ELMSSList, and the discussion list for the AASL Supervisors Section (SPVSS) for comments. Comments received were addressed at an open hearing on Saturday, July 11, 2009, at the ALA Annual Conference, Chicago. Eighteen were in attendance.

The NCATE Coordinating Committee met on Saturday, July 11, 2009, to develop the next draft of revised standards and worked online throughout August and September to develop rubrics and supporting documentation for the standards. The revised standards, rubrics, and documentation were submitted to the SASB for comment and feedback in September, 2009.

In November, 2009, Laura Dare, Assistant Director, ALA Office for Accreditation, forwarded comments and suggestions received from the SASB to Coordinating Committee members. At the ALA Midwinter Meeting in Boston in January 2010, comments were discussed, and Committee members worked throughout spring 2010 to address items noted by the SASB.

In April 2010, NCATE put the draft of the revised standards out for comment to state education agencies and other SPAs. Comments were received from Dr. Susan Johnsen, Department of Educational Psychology, Baylor University.

Also in April 2010, AASL publicized the standards draft and requested comments via notice on the AASL Web page and postings to the AASLForum, Affiliates, ELMSSList, Independent Schools Section (ISS), and SPVSS listservs. Notices were published in *American Libraries Student Direct*, as well as AASL social media outlets (Facebook, Twitter, and ALA Connect). Comments were collected from 22 respondents via an online survey and discussed by the Committee in July 2010.

Drawing on developments in the school librarianship field

As the AASL NCATE Coordinating Committee worked on revision of the program preparation standards, members examined the National Board of Professional Teaching Standards (NBPTS) for Library Media PreK-12 as well as the National Educational Technology Standards for Teachers (NETS-T) from the International Society for Technology in Education (ISTE). The Committee also drew heavily from the AASL *Standards for the 21st-Century Learner* (2007), *Standards for the 21st-Century Learner in Action* (2009), and *Empowering Learners: Guidelines for School Library Programs* (2009).

Using the knowledge base

As the revised 2010 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. Immediately following each of the standards and its rubric is a narrative summary of research in support of that particular standard, followed by references cited. References are included at the end of each standard, rather than at the end of the entire document, to make them more accessible and useful to educators.

Developing consensus

During the standards revision process, input was gathered from various constituencies, detailed above 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.

Samples of requests for input and the survey used are found at the following links:

- Draft of the form used
 - <http://www.unomaha.edu/libraryed/aasl/aasl-lms-standards.html>
- Survey:
 - <http://spreadsheets.google.com/viewform?formkey=dHM4TFhCV0JJY0ktWFpRV0gzdGtKQkE6MA>
- Requests for input:
 - <http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/schooll>

Respondents included higher education faculty in school librarianship as well as other fields, district school library coordinators, directors of school library systems, department of education/state government officials, and school librarians. Responses to the draft revised standards were, as a whole, extremely positive, supporting the emphasis of the teaching role of the school librarian, the new standard for literacy and reading, and additional emphasis on advocacy and leadership.

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 final draft of standards submitted to SASB. The AASL Board of Directors approved the draft 2010 standards at its June 2010 meeting.

References for Item 3: Statement on development of the standards

American Association of School Librarians (AASL) (2007). *Standards for the 21st century learner*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Standards for the 21st century learner in action*. Chicago: Author.

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4. Addressing potential duplication and/or overlaps in standards

The revised 2010 ALA/AASL *Standards for Initial Preparation of School Librarians* L536(a)3.1578439/R7 12 Tf 0.431(o

While school librarians often serve a leadership role in the use and development of digital information resources, their first and most important role is that of master teacher. This role demands a holistic approach to learning and instruction that acknowledges the needs of all learners and requires school librarians to develop collections and instructional strategies that include both digital and print resources in support of the diverse learning styles and multiple literacies of their students and communities.

5. Analysis of differences from current standards

The current program standards, the *ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation*, were approved by NCATE March 5, 2003. They consist of four standards and a total of 13 elements:

Standard 1: Use of information and ideas

- Efficient and ethical information-seeking behavior
- Literacy and reading
- Access to information
- Stimulating learning environment

Standard 2: Teaching and learning

- Knowledge of learners and learning
- Effective and knowledgeable teacher
- Information literacy curriculum

Standard 3: Collaboration and leadership

- Connection with the library community
- Instructional partner
- Educational leader

Standard 4: Program administration and management

- Managing information resources: selecting, organizing, using
- Managing program resources: human, financial, physical
- Comprehensive and collaborative strategic planning and assessment

The 2003 program standards are based heavily on standards and guidelines published in *Information Power: Building Partnerships for Learning* (1998) for their organizational structure and in the concepts, vocabulary, and terminology used.

The revised 2010 program standards reflect newly published standards and guidelines in the field: *AASL Standards for the 21st-Century Learner* (2007), *Standards for the 21st-Century Learner in Action* (2009), and *Empowering Learners: Guidelines for School Library Programs* (2009).

The 2010 program standards also reflect a title change for the profession from “school library media specialist” and “school library media center” to “school librarian” and “school library.” This change follows action from AASL that officially adopted “school librarian” as the professional title in January 2010. Although the professional title has changed, the scope of the standards has not. The *ALA/AASL Standards for Initial Preparation of School Librarians* apply to all master’s programs that prepare candidates

STANDARDS – including principles, formatting, proposed waivers and programmatic standards

6. Approach to implementation of the SASB *Policy on Guidelines*

Throughout the development of the standards, the ALA/AASL NCATE Coordinating Committee reviewed the various drafts of the *SASB Policy on Guidelines* and consulted with NCATE staff on possible interpretations.

The resulting standards address the most critical topics necessary to prepare entry-level school librarians for the work that they do in schools and to provide a foundation for continued excellence throughout their careers. The revised 2010 ALA/AASL standards are concise, strong, and achievable, rather than a checklist of items to be covered. Each standard covers a topic that is crucial to the development of the skills and knowledge of school librarianship, pursuant to the SASB policy that the reviewer decisions “will be based on a preponderance of evidence at the standard level, not that every element is met” (2010 SASB Policy, p. 10). Reading encouragement and literature appreciation, for example, was an element in the previous set of standards under Information Access and Delivery. It was evident from our discussions, however, that this area is deemed to be crucial to the development of school librarians and needed to be raised to the standard level. In this way, the SASB policies guided our thinking so that the areas deemed most crucial to preparation would be at the standard level.

Focus on Student Learning

Each standard is based on the knowledge and skills needed by school librarians to develop a student-centered school library program. School librarian candidates base their teaching on knowledge of learners and develop their teaching to engage student interest and motivation. Candidates work to encourage the habit of reading in students through their knowledge of literature in all formats and the desire to instill a love of reading and

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 SASB Principles are included in each standard.

SASB Principles	Placement within AASL Standards (listed by Element)
Content Knowledge	1.4 Integration of twenty-first century skills and learning standards 2.1 Literature 3.1 Efficient and ethical information-seeking behavior 5.1 Collections
Content Pedagogy	1.1 Knowledge of learners and learning 1.2 Effective and knowledgeable teacher 2.2 Reading promotion 3.3 Information technology
Learning Environments	2.3 Respect for diversity 3.2 Access to information 5.2 Professional ethics

National Board for Professional Teaching Standards (2003). *NBPTS library media standards*. Retrieved from: <http://www.nbpts.org/>.

Partnership for 21st Century Skills. (2009). *Framework for 21st century learning*. Retrieved from: <http://www.p21.org>.

7. Decisions on waivers

No waivers are requested for these standards. School library preparation programs, although categorized as Other School Personnel, train school librarian candidates to be teachers as a substantive part of their jobs. Decisions on clinical or field experiences for school librarian candidates are determined by the interpretation of state guidelines at the unit level. ALA/AASL has no field or clinical programmatic standards.

8. A copy of the SPA standards

ALA/AASL Standards for Initial Preparation of School Librarians

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

improvement processes, and of offering professional

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 knowledge of learners and learning by designing and delivering inquiry-based information literacy instruction that enhances the information, media, visual and technical literacies of P-12 students;
- Integrate emerging technologies into a variety of instructional strategies to support the diverse learning styles, interests, and ability of all students to inquire, think critically, and gain and create knowledge;
- Collaborate with educators and other stakeholders in professional development activities involving curriculum development and school improvement processes in support of student achievement.

Research in support of Standard 1

Standard 1 focuses on the school librarian candidate's ability to promote inquiry-based

References

- American Association of School Librarians (AASL) (2007). *Standards for the 21st century learner*. Chicago: Author.
- Bell, M., & Kuon, T. (2009). Home alone! Still collaborating. *Knowledge Quest*, 37(4), 52-55.
- Chu, K. (2009). Inquiry project-based learning with a partnership of three types of teachers and the school librarian. *Journal of the American Society for Information Science and Technology*, 60(8), 1671.
- Hoover, C. (2006). Research based instructional strategies. *School Library Media Activities Monthly*, 22(8), 26-28.
- Kachka, A. (2009). Differentiating instruction in the library media center. *School Library Media Activities Monthly*, 25(5), 20-21.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2007). *Guided inquiry: Learning in the 21st century school*. Westport, CT: Libraries Unlimited.
- Lamb, A., & Johnson, L. (2008). School library media specialist 2.0: A dynamic collaborator, teacher, and technologist. *Teacher Librarian*, 36(2), 74-78, 84.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mestre, L. (2009). Culturally responsive instruction for teacher-librarians. *Teacher Librarian*, 36(3), 8-12.
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Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements

2.1 Literature

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

Krashen, S. D. (2004). *The power of reading: Insights from the research*. Westport, CT: Libraries Unlimited.

Klinger, D. (2006). *School libraries and student achievement in Ontario (Canada)*.

Standard 3: Information and Knowledge

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

Elements

3.1 Efficient and ethical information-seeking behavior

Candidates identify and provide support for diverse student information needs.

Candidates model multiple

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Research in support of Standard 3

Standard 3 focuses on the school librarian candidate's ability to promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Boelens (2007) believed that the school librarian must be able to "...manage a place in the school with facilities (traditional, virtual and digital) that provide teachers and pupils with access to new kinds of information..." (p. 67). Thus, for school librarians, the importance of meeting the challenge of promoting traditional resources as well as modeling and promoting new methods of information delivery is paramount.

information gained. Armed with these skills, our students will have the information literacy skills to compete in the twenty-first century.

Additionally, school librarians must work to gather evidence in order to improve practice and increase the effectiveness of their programs. According to Todd (2003), school librarians must document how their programs and services impact student learning. Todd asserts that "...gathered evidence highlights how the librarian plays a crucial role in boosting student achievement, in shaping important attitudes and values, in contributing to the development of self-esteem, and in creating a more effective learning environment" (p. 54). Geitgey and Tepe (2007) emphasize the importance of collecting and presenting data, noting that, by developing evidence-based practice, school librarians can work toward "continuous improvement in library services" (p. 10).

References

Boelens, H. (2007). Knowledge management in secondary schools and the role of the school librarian. *School Libraries Worldwide*, 13(2), 63-72.

Butler, R. P. (2007). Borrowing media from around the world: School libraries and

Simpson, C. (2003). *Ethics in school librarianship*

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* 3.1517 12 Tf 101.474 0 Td 89(r)-1.7465(i)-2.53.956417(r)y95

SUPPORTING MATERIAL—including state partnership responsibilities, training for faculty and states, training for reviewers, optional supplementary document

9. SPA Responsibilities under NCATE State Partnerships

At the request of a state, ALA/AASL will review state school librarian preparation standards for alignment with national SPA program standards. When a state submits a State Partnership application to NCATE, NCATE forwards the appropriate information and documentation to the ALA/AASL NCATE Program Coordinator (Assistant Director, ALA Office for Accreditation).

The ALA/AASL NCATE Program Coordinator forwards this information and documentation to a team of experienced program reviewers for analysis.

The team of program reviewers compares the state standards with the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians* and indicates that (a) there is alignment, noting any state standards that exceed the SPA program standards, or (b) there is not sufficient alignment with the SPA program standards, noting which of the standards are not sufficiently aligned and explaining why alignment is not achieved.

The team of program reviewers uses the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians* as the basis for conducting the alignment review. (ALA/AASL has not created any additional guidance criteria, interpretations, principles, or identification of significant topics or features.) The team completes the SPA Standards Alignment Review Template for the NCATE State Partnership Board. The ALA/AASL NCATE Program Coordinator then forwards the team's determination to the NCATE State Partnership Board.

A state may select the NCATE Program Standards Framework or the State Program Standards Framework. If a state chooses the NCATE option, then ALA/AASL standards and NCATE review processes apply. Programs from institutions in the state undergo the NCATE program review process, and ALA/AASL makes decisions for each program as to whether or not standards are met and whether or not the program merits National Recognition.

If a state chooses the State option, it either (a) expresses that it has no interest in granting National Recognition, and any institution in the state that seeks National Recognition must do so through submission to NCATE, in the same way required under the NCATE option; or (b) expresses that it does wish the authority to grant National Recognition status to programs and applies to the SASB for this authority. ALA/AASL will abide by the SASB decision regarding how National Recognition decisions are made in this situation.

10. Training for faculty and states

Training and assistance is available to institutions and states and is coordinated by the ALA/AASL NCATE Program Coordinator and the Chair of the AASL/NCATE Coordinating Committee. Requests for such training and assistance should be made to the ALA Office of Accreditation.

Although training sessions at ALA/AASL conferences are primarily for reviewers,

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practitioners. AASL works closely with NCATE 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/NCATE 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;
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- Training topics include the NCATE program review process, current school library program SPA standards, appropriate assessments, decision-making criteria, writing reports, and other topics selected by NCATE 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 NCATE Program Coordinator of training resources for program reviewers available on the NCATE 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'

Conditions, states the conditions to which the institution must respond to receive National Recognition.

Audit Team for National Recognition Reports

A three-person audit team is identified by the ALA/AASL NCATE Program Coordinator in conjunction with Chair of the AASL/NCATE Coordinating Committee for purposes of program report review. All program recognition reports are audited for purposes of verification, clarification and consistency before being sent to the institution. The decision of the audit team is the final determination of national recognition status.

ALA/AASL NCATE Program Coordinator's Responsibilities

The ALA/AASL NCATE Program Coordinator ensures that an adequate pool of reviewers is selected and trained, review teams are