AASL standards + Teacher Librarians = Higher Test Scores

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Objectives:

To familiarize stakeholders with the goals and objectives of a school library.

To provide research-based data to support school libraries and their impact on student achievement.

To introduce participants to the national library standards and the Louisiana Library standards.
Participants will:

Incorporate the national library standards and the Louisiana Library standards into their existing school libraries.

Use research-based data to plan for school library programs that impact student achievement.
Rate your library:
https://goo.gl/forms/xcgOlct1j46n29WH3
If you remember only one thing:

Successful student-centered library programs depend on strong administrative support, flexible access, and collaboration with teachers.
What is the goal of the school library?

A goal without a plan is just a dream.  
-dave ramsey

School Library Program Goals:

1. promotes collaboration.
2. promotes reading as a foundational skill.
3. provides instruction on information literacy.
4. promotes critical thinking and problem solving.
5. structured to allow for collaborative assessment of student learning.
School Library Program Goals:

6. strong administrative support.

7. provides students and teachers with access to information.

8. supported by ongoing collection development and evaluation.

9. demonstrates and practices the legal and ethical use of information, resources, and technology.
School Library Program Goals:

10. actively engaged in supporting the school’s curriculum, state academic standards, and school-endorsed educational initiatives.

11. participatory environment with an atmosphere of respect and rapport among students, staff, and community.
School Librarian Goals:

12. engages in community-outreach activities, creating awareness and building support for the school library program.

13. takes a leadership role in ensuring that students and staff appropriately use instructional technologies to access, produce, and communicate ideas and information.
School Librarian Goals:

14. continually assesses the library program based on evidence and best practices to improve learning for students and instructional services for teachers.
School Librarian Goals:

What are you doing already to reach these goals?

What do you plan to do in the future to reach these goals?

Photo Credit:
https://i.pinimg.com/originals/5a/f9/56/5af956aa5bb837c54f002f535737d228.jpg
How do we know that school libraries are benefiting students?
There will be a quiz.

Each slide that contains a Baamboozle icon will have the answer to a quiz question.
KEY TREND 1
WHEN SCHOOL LIBRARIAN STAFFING IS REDUCED, ACHIEVEMENT IN ELA SUFFERS

KEY TREND 2
LIBRARIANS PLAY AN INTEGRAL ROLE IN TEACHING AND SUPPORTING 21ST-CENTURY SKILLS
67% OF CHILDREN AGES 6–17 FIND BOOKS TO READ FOR FUN FROM LIBRARIES.

No other source comes close to this percentage.

The report also found that children from lower-income families (<$35K) are more likely than children from higher-income families to read books for fun in school and far less likely to read books outside of school.

Fourth Grade Reading

WHEN WE COMPARED STATES THAT GAINED OR LOST LIBRARIANS TO EACH OTHER OR TO ALL STATES, THOSE THAT GAINED LIBRARIAN POSITIONS CONSISTENTLY FARED BETTER.
Schools that gained librarians between 2005 and 2011 are significantly more likely to have higher advanced reading scores and higher increases in advanced reading scores (49%) than schools that lost librarians (33%).

Schools that gained endorsed librarians between 2005 and 2011

<table>
<thead>
<tr>
<th></th>
<th>Lower scores, lower increase</th>
<th>Lower scores, higher increase</th>
<th>Higher scores, lower increase</th>
<th>Higher scores, higher increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools that gained endorsed librarians between 2005 and 2011</td>
<td>18%</td>
<td>15%</td>
<td>18%</td>
<td>49%</td>
</tr>
<tr>
<td>Schools that lost endorsed librarians between 2005 and 2011</td>
<td>19%</td>
<td>15%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source for data presented in chart can be found on page 4 in Change in school libraries staffing linked with change in CSAP reading performance, 2005 to 2011.
Libraries impact student achievement

“Like elementary schools, high schools tend to have better test results where teachers reported that they initiate collaboration with the library media specialist on the design and delivery of instruction at least weekly or monthly.”

- Keith Curry Lance et al
“School libraries help teachers teach and children learn. Children and teachers need library resources - especially books - and the expertise of a librarian to succeed. Books, information technology, and school librarians who are part of the schools’ professional team are basic ingredients for student achievement.”

- Laura Bush
Libraries impact student achievement

“We must understand the fundamental contributions school libraries make to learning outcomes. First, when school librarians collaborate with classroom teachers to enrich curriculum content, they help create more authentic learning experiences.”

- Dr. C. Beth Fitzsimmons
Libraries impact student achievement

“Second, school library collections inform, educate, entertain, and enrich students at all levels...When students are able to explore information that is meaningful to them, they not only learn faster but their literacy skills grow rapidly; they learn how to learn.”

- Dr. C. Beth Fitzsimmons
Power of School Libraries
**DO IT TODAY**

- **Promote the benefits of library media instruction to teachers.**
  Encourage them to collaborate with the school librarian.

- **Let the school librarian know that his/her time is valuable and should be focused on activities that contribute to student achievement.**

- **Avoid assigning tasks and duties that prevent the school librarian from collaborating, teaching, and keeping the library media center open to students.**

- **Keep the library media center facility “open for business” every school day.**
  Make an effort to find other places for testing, voting, picture day, and other activities that limit students’ access to the facility and reduce the school librarian’s opportunity to provide instruction.

- **Ensure that the library media center operates on a flexible schedule and the school librarian has an opportunity to collaborate with teachers.**
PLANNING FOR TOMORROW

Brainstorm ways to maximize the accessibility of the library media center and the school librarian to students and teachers.

Ensure that the library media center has the computers, network connectivity, and other equipment needed to maximize access to information, and provide instruction for how to use them.

Maximize library media staffing. Begin with a full-time, certified library media specialist and add as many more library media specialists and support staff hours as possible, either adding additional staff or paying existing staff to work extended hours.

Maximize funding for library media information resources.
It’s time for a quiz.

Each side of the room will be a team.

Choose a team leader.

The team leader will give the official answers for the team.
Standards in the School Library

Just as with all other content areas, there are standards in the school library.
The Louisiana Department of Education released standards for school librarians in October 2017.

The American Association of School Librarians also released new standards in November 2017.
Where are the Louisiana Library Guidelines?

https://www.louisianabelieves.com/
Classroom Toolbox
Teacher Toolbox
PK-12 Resources by Grade
LA Library Guidebook
https://goo.gl/KK8dGs
The Louisiana Guidelines are divided into two main parts:

1. the guidelines for library programs

2. the guidelines for student learning
Louisiana Guidelines for the library program:

1. Staffed with certified school librarians.

2. The school librarian co-teaches and collaborates with other teachers.

3. Library patrons are able to access up-to-date technology.
Louisiana Guidelines for the library program:

4. The level of library expenditures provides a quality collection of books and electronic information resources.

5. The library collection is expansive, diverse, and easily accessed by library patrons.
Louisiana Guidelines for student learning:
Standard 1. Inquire, think critically, and gain knowledge.

Standard 2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Standard 3. Share knowledge and participate ethically and productively as members of our democratic society.

Standard 4. Pursue personal and aesthetic growth.
Louisiana Guidelines for student learning:

<table>
<thead>
<tr>
<th>Guideline</th>
<th>pre-K</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-10</th>
<th>11-12</th>
<th>Content Alignment</th>
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</thead>
<tbody>
<tr>
<td>Recall information from experiences or gather information from provided</td>
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<td>[Louisiana Student Standards for English Language Arts: W.8]</td>
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<tr>
<td>sources to answer a question or solve a problem.</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<tr>
<td>Interpreting and make inferences from graphic presentations of data</td>
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<td></td>
<td>[Louisiana Student Standards for English Language Arts: RI.4-7, RI.5-7, RI.6-7, RI.7-7, RI.8-7, RI.9-10-7, RI.11-12-7]</td>
</tr>
<tr>
<td>(e.g., charts/graphs, tables, diagrams/maps).</td>
<td>I</td>
<td>R</td>
<td>M</td>
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<td>M</td>
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<tr>
<td>Form opinions on real-world issues based on inquiry-based research.</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td>[Louisiana Student Standards for English Language Arts: W.1]</td>
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<tr>
<td>Synthesizing (i.e., examine, sort, manipulate, organize) and summarize</td>
<td>O</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td></td>
<td>[Louisiana Student Standards for English Language Arts: W.2]</td>
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<tr>
<td>information from different sources with opposing viewpoints to form an</td>
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<tr>
<td>opinion about an issue.</td>
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<td>Selects and uses an appropriate organizational style (e.g., chronological,</td>
<td>O</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td></td>
<td>[Louisiana Student Standards for English Language Arts: W.2]</td>
</tr>
<tr>
<td>argumentative position, order of importance, problem/solution, topical</td>
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<td>outline) to organize, interpret, and report information, appropriate to</td>
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<td>grade level beginning with modeled examples.</td>
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</table>
National Library Standards

The AASL have developed standards for the three main aspects of librarianship:

1. the program
2. the librarian
3. learning standards for the students.
National Library Standards

Each set of standards contains the same six shared foundations:

- Inquire
- Include
- Collaborate
- Curate
- Explore
- Engage
**Inquire**

### LEARNER DOMAINS AND COMPETENCIES

**A. Think**
- Learners display curiosity and initiative by:
  1. Formulating questions about a personal interest or a curricular topic.
  2. Recalling prior and background knowledge as context for new meaning.

**B. Create**
- Learners engage with new knowledge by following a process that includes:
  1. Using evidence to investigate questions.
  2. Devising and implementing a plan to fill knowledge gaps.
  3. Generating products that illustrate learning.

**C. Share**
- Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
  1. Interacting with content presented by others.
  2. Providing constructive feedback.
  3. Acting on feedback to improve.
  4. Sharing products with authentic audiences.

**D. Grow**
- Learners participate in an ongoing inquiry-based process by:
  1. Continually seeking knowledge.
  2. Engaging in sustained inquiry.
  3. Extending new understanding through real-world connections.
  4. Using reflection to guide informed decisions.

### SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES

**A. Think**
- School librarians teach learners to display curiosity and initiative when seeking information by:
  1. Encouraging learners to formulate questions about a personal interest or a curricular topic.
  2. Activating learners’ prior and background knowledge as context for constructing new meaning.

**B. Create**
- School librarians promote new knowledge generation by:
  1. Ensuring that learners progress to possible answers to questions.
  2. Devising and implementing a plan to fill knowledge gaps.
  3. Facilitating the development of products that illustrate learning.

**C. Share**
- School librarians guide learners to maintain focus throughout the inquiry process by:
  1. Assisting in assessing the inquiry-based research process.
  2. Providing opportunities for learners to share learning products and reflect on the learning process with others.

**D. Grow**
- School librarians implement and model an inquiry-based process by:
  1. Leading learners and staff through the research process.
  2. Constructing tasks focused on learners’ individual areas of interest.
  3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.

### SCHOOL LIBRARY DOMAINS AND ALIGNMENTS

**A. Think**
- The school library enables curiosity and initiative by:
  1. Embedding the inquiry process within grade bands and within disciplines.
  2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curricular.

**B. Create**
- The school library enables generation of new knowledge by:
  1. Providing experiences that broaden access to resources, information, ideas, and technology for all learners in the school community.
  2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.

**C. Share**
- The school library provides learners opportunities to maintain focus throughout the inquiry process by:
  1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning.
  2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments.
  3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.

**D. Grow**
- The school library ensures an inquiry-based process for learners by:
  1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners.
  2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and instructional effectiveness.
# Shared Foundation II

## Include

### Learner Domains and Competencies

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learner Domains and Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Think</td>
<td>Learners contribute a balanced perspective when participating in a learning community by:</td>
</tr>
<tr>
<td></td>
<td>1. Articulating an awareness of the contributions of a range of learners.</td>
</tr>
<tr>
<td></td>
<td>2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</td>
</tr>
<tr>
<td></td>
<td>3. Describing their understanding of cultural relevance and placement within the global learning community.</td>
</tr>
<tr>
<td>B. Create</td>
<td>Learners adjust their awareness of the global learning community by:</td>
</tr>
<tr>
<td></td>
<td>1. Interacting with learners who reflect a range of perspectives.</td>
</tr>
<tr>
<td></td>
<td>2. Evaluating a variety of perspectives during learning activities.</td>
</tr>
<tr>
<td></td>
<td>3. Representing diverse perspectives during learning activities.</td>
</tr>
<tr>
<td>C. Share</td>
<td>Learners exhibit empathy and understand the relevance of diverse ideas by:</td>
</tr>
<tr>
<td></td>
<td>1. Engaging in informed conversation and active debate.</td>
</tr>
<tr>
<td></td>
<td>2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</td>
</tr>
<tr>
<td>D. Grow</td>
<td>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</td>
</tr>
<tr>
<td></td>
<td>1. Seeking interactions with a range of learners.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrating interest in other perspectives during learning activities.</td>
</tr>
<tr>
<td></td>
<td>3. Reflecting on their own place within the global learning community.</td>
</tr>
</tbody>
</table>

### School Librarian Domains and Competencies

<table>
<thead>
<tr>
<th>Domain</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Think</td>
<td>School librarians direct learners to contribute a balanced perspective when participating in a learning community by:</td>
</tr>
<tr>
<td></td>
<td>1. Engaging learners to articulate an awareness of the contributions of a range of learners.</td>
</tr>
<tr>
<td></td>
<td>2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.</td>
</tr>
<tr>
<td></td>
<td>3. Differentiating instruction to support learners' understanding of cultural relevance and placement within the global learning community.</td>
</tr>
<tr>
<td>B. Create</td>
<td>School librarians establish opportunities for learners to adjust their awareness of the global learning community by:</td>
</tr>
<tr>
<td></td>
<td>1. Providing opportunities for learners to interact with others who reflect a range of perspectives.</td>
</tr>
<tr>
<td></td>
<td>2. Designing learning activities that require learners to evaluate a variety of perspectives.</td>
</tr>
<tr>
<td></td>
<td>3. Designing opportunities that help learners to illustrate diverse viewpoints.</td>
</tr>
<tr>
<td>C. Share</td>
<td>School librarians facilitate experiences in which learners exhibit empathy and understand the relevance of diverse ideas by:</td>
</tr>
<tr>
<td></td>
<td>1. Giving learners opportunities to engage in informed conversation and active debate.</td>
</tr>
<tr>
<td></td>
<td>2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.</td>
</tr>
<tr>
<td>D. Grow</td>
<td>School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by:</td>
</tr>
<tr>
<td></td>
<td>1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated.</td>
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<tr>
<td></td>
<td>2. Identifying opportunities that allow learners to demonstrate interest in other perspectives.</td>
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<td></td>
<td>3. Showcasing learners' reflections on their place within the global learning community.</td>
</tr>
</tbody>
</table>

### School Library Domain Alignments

- A. Think
- B. Create
- C. Share
- D. Grow

The school library facilitates balanced perspectives through resources and learning opportunities by:

1. Providing challenging and authentic opportunities that address the needs of the broad range of learners.
2. Offering diverse learning experiences that allow for individual differences in learners.
3. Providing a comprehensive variety of resources.

The school library supports all members and their place in a global learning community by:

1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.
3. Facilitating learning opportunities that include diverse viewpoints.

The school library facilitates opportunities to experience diverse ideas by:

1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to access to resources and services.
2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse cultural, social, and linguistic needs of all learners and their communities.
3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.

The school library builds empathy and equity within the global learning community by:

1. Ensuring all learners are met through access to information and ideas located in a diverse collection of resources for the learner population and supported by reliable software and hardware.
2. Providing equitable access to learning opportunities and academic and social support, and other resources necessary for learner success.
3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.
<table>
<thead>
<tr>
<th>Domain</th>
<th>LEARNER DOMAINS AND COMPETENCIES</th>
<th>SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES</th>
<th>SCHOOL LIBRARY DOMAINS AND ALIGNMENTS</th>
</tr>
</thead>
</table>
| A. Think | Learners identify collaborative opportunities by:  
1. Demonstrating their desire to broaden and deepen understandings.  
2. Developing new understandings through engagement in learning groups.  
3. Deciding to solve problems informed by group interaction. | School librarians facilitate collaborative opportunities by:  
1. Challenging learners to work with others to broaden and deepen understandings.  
2. Scaffolding engagement in learning groups to ensure the development of new understandings within a group.  
3. Organizing learner groups for decision making and problem solving. | The school library facilitates opportunities to integrate collaborative and shared learning by:  
1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.  
2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community. |
| B. Create | Learners participate in personal, social, and intellectual networks by:  
1. Using a variety of communication tools and resources.  
2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. | School librarians demonstrate the importance of personal, social, and intellectual networks by:  
1. Moldign the use of a variety of communication tools and resources.  
2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge. | The school library's policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarians by:  
1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission.  
2. Participating in district, building, and department grade-level curriculum development and assessment on a regular basis.  
3. Including the school community in the development of school library policies and procedures. |
| C. Share | Learners work productively with others to solve problems by:  
1. Soliciting and responding to feedback from others.  
2. Involving diverse perspectives in their own inquiry processes. | School librarians promote working productively with others to solve problems by:  
1. Demonstrating how to solicit and respond to feedback from others.  
2. Acknowledging and modeling respect for diverse perspectives to guide the inquiry process. | The school library provides opportunities for school librarians to connect and work with the learning community by:  
1. Facilitating diverse social and intellectual learner networks.  
2. Designing and leading professional development opportunities that reinforce the impact of the school library's resources, services, and programs on learners' academic success and educators' effectiveness.  
3. Promoting and modeling the importance of information use skills by publishing to learners, staff, and the community available services and resources on school and district-wide websites; and engaging in community and professional activities. |
| D. Grow | Learners actively participate with others in learning situations by:  
1. Actively contributing to group discussions.  
2. Recognizing learning as a social responsibility. | School librarians foster active participation in learning situations by:  
1. Stimulating learners to actively contribute to group discussions.  
2. Creating a learning environment in which learners understand that learning is a social responsibility. | The school library supports active learner participation by:  
1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community.  
2. Demonstrating and reinforcing the idea that information is a shared resource. |
Explore

LEARNER DOMAINS AND COMPETENCIES

A. Think
- Learners develop and satisfy personal curiosity by:
  1. Reading widely and deeply in multiple formats and with and without a variety of purposes.
  2. Reflecting and questioning assumptions and possible misinterpretations.

B. Create
- Learners construct new knowledge by:
  1. Problem-solving through cycles of design, implementation, and reflection.
  2. Persisting through self-directed pursuits by tinkering and making.

C. Share
- Learners engage with the learning community by:
  1. Expressing curiosity about a topic of personal interest or curricular relevance.
  2. Constructing innovative means of investigation.
  3. Collaboratively identifying innovative solutions to a challenge or problem.

D. Grow
- Learners develop through experience and reflection by:
  1. Actively responding to challenges.
  2. Recognizing capabilities and skills that can be developed, improved, and expanded.
  3. Open-mindedly accepting feedback for positive and constructive growth.

SCHOOL LIBRARIAN COMPETENCIES

- School libraries foster learners’ personal curiosity by:
  1. Encouraging learners to read widely and deeply in multiple formats and with and without a variety of purposes.
  2. Challenging learners to reflect and question assumptions and possible misinterpretations.
  3. Enabling learners by helping them develop inquiry-based processes for personal growth.

- School libraries stimulate learners to construct new knowledge by:
  1. Teaching problem-solving through cycles of design, implementation, and reflection.
  2. Providing opportunities for tinkering and making.
  3. Modeling persistence through self-directed tinkering and making.

- School libraries prepare learners to engage with the learning community by:
  1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.
  2. Assisting learners in constructively identifying innovative solutions to a challenge or problem.
  3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.

- School libraries help learners develop through experience and reflection by:
  2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded.
  3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.

SCHOOL LIBRARY DOMAINS AND ALIGNMENTS

- The school library supports learners’ personal curiosity by:
  1. Providing resources and strategies for inquiry-based processes.
  2. Facilitating opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technologies.

- The school library facilitates construction of new knowledge by:
  1. Implementing technology as a tool or resource for learning.
  2. Ensuring that multiple learning activities occur in both physical and virtual spaces.
  3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving.

- The school library prepares learners to engage with a larger learning community by:
  1. Modeling and promoting the use of professional and personal learning networks.
  2. Encouraging families and other members of the community to participate in school library activities.
  3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.

- The school library assists in the growth and development of learners by:
  1. Leading other educators and learners to embrace a growth mindset through lifelong learning.
  2. Anticipating learners’ needs and adapting the learning environment in accordance with evidence-based best practices.
  3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.
# Engage

## LEARNER DOMAINS AND COMPETENCIES

**A. Think**
- Learners follow ethical and legal guidelines for gathering and using information by:
  1. Directing search to responsibly use information, technology, and media for learning, and modeling the responsible use.
  2. Making the understanding of ethical use of information, technology, and media.
  3. Teaching learners how and why to evaluate information for accuracy, validity, and intellectual context, and appropriateness for need.

**B. Create**
- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
  1. Ethically using and reproducing others' work.
  2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
  3. Incorporating elements of personal, knowledge products that allow others to credit content appropriately.

**C. Share**
- Learners responsibly, ethically, and legally share new information with a global community by:
  1. Sharing information resources in accordance with modification, reuse, and remix policies.
  2. Disseminating new knowledge through means appropriate for the intended audience.

**D. Grow**
- Learners engage with information to extend personal learning by:
  1. Personalizing their use of information and information technologies.
  2. Reflecting on the process of ethical generation of knowledge.
  3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

## SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES

**A. Think**
- School librarians promote ethical and legal guidelines for gathering and using information by:
  1. Directing search to responsibly use information, technology, and media for learning, and modeling the responsible use.
  2. Making the understanding of ethical use of information, technology, and media.
  3. Teaching learners how and why to evaluate information for accuracy, validity, and intellectual context, and appropriateness for need.

**B. Create**
- School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
  1. Showcasing a variety of strategies to ethically use and reproduce others' work, and modeling the ethical use.
  2. Requiring complete attribution to acknowledge authorship and demonstrating respect for the intellectual property of others.
  3. Promoting the inclusion of elements in personal, knowledge products that allow others to credit content appropriately.

**C. Share**
- School librarians promote the responsible, ethical, and legal sharing of new information with a global community by:
  1. Imparting strategies for sharing information resources in accordance with modification, reuse, and remix policies.
  2. Guiding the dissemination of new knowledge through means appropriate for the intended audience.

**D. Grow**
- School librarians support learners' engagement with information to extend personal learning by:
  1. Structuring a learning environment for innovative use of information and information technologies.
  2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process.
  3. Championing and modeling safe, responsible, ethical, and legal information behaviors.

## SCHOOL LIBRARY DOMAINS AND ALIGNMENTS

**A. Think**
- The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by:
  1. Educating the school community on the ethical use of information and the intellectual property of others.
  2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community.
  3. Embedding legal, ethical, and social responsibility concepts into the inquiry and information-seeking processes.

**B. Create**
- The school library supports ethical processes for information seeking and use by:
  1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly stated use policies to guide acceptable and ethical use of information, technology, and media.
  2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual property policies developed by the school library in collaboration with all members of the school community.

**C. Share**
- The school library encourages participation in a diverse learning community to create and share information by:
  1. Providing both online and physical spaces for the sharing and dissemination of ideas and information.
  2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.

**D. Grow**
- The school library supports individual responsibility for information use by:
  1. Providing an environment in which the school librarian can effectively develop, direct, and promote resources, services, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions.
  2. Providing an engaging learning environment that supports innovative and ethical use of information and information technologies.
Plan of Action:

Pair and Share!