

Guidelines for Pennsylvania School Library Programs



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Commonwealth of Pennsylvania

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CONTRIBUTORS

Steering Committee

Jennifer Bates – Central Columbia School District – Central Columbia High School Librarian

Cathi Fuhrman – Hempfield School District - District Library Supervisor

Eileen Kern – AASL National School Library Program of the Year *Guidelines* Revision Task Force

Allison Mackley – Derry Township School District – Hershey High School Librarian

Susan Pannebaker – Pennsylvania Department of Education Office of Commonwealth Libraries – Bureau of Library Development Youth Services

Writing and Development Team

Learning Environment

Phil Burrell – Bloomsburg Area School District – Bloomsburg Area High School Librarian

Roseanne Perkins – Kutztown University – Instructor

Beth Shenefiel – Pine Richland School District – Eden Hall Upper Elementary Librarian

Barbara Tiger – Council Rock School District – Holland Middle School Librarian

Teaching and Learning

Dustin Brackbill – State College Area School District – Mount Nittany Elementary Librarian

Kelly Gustafson – Pine-Richland School District – Wexford Elementary School Principal

Corey Hall – Manheim Central School District – Manheim Central Middle School Librarian

Laura Ward – Fox Chapel Area School District – Fox Chapel Area High School Librarian

Administration and Management of the Library Program

Jane Farrell – Dallastown Area School District – Dallastown Area Intermediate School Librarian

Samantha Hull – Ephrata Area School District – Ephrata High School Librarian

D'nis Lynch – University of Pittsburgh – Practicum Supervisor

Review Group

Mary Kay Biagini – University of Pittsburgh – School Library Certification Program Director

Brenda Boyer – Kutztown Area School District – Kutztown Area High School Librarian

Aimee Emerson – Bradford Area School District – Floyd C. Fretz Middle School Librarian

Deb Kachel – Antioch University, Seattle – Adjunct Faculty

Ellen Stolarski – Saint Marys Area School District – Saint Marys Area Middle School Librarian

Susan Yutzey – AASL Senior/ Capstone Project Task Force and Ohio Educational Media Association

Randy Ziegenfuss – Salisbury Township School District – Superintendent

Ken Zimmerman – Lancaster-Lebanon IU 13 – Instructional Technology Specialist

General Editor

Jeffrey Weiss – Bradford Area School District – Bradford Area High School Librarian

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INTRODUCTION TO THE GUIDELINES

Introduction

The *Guidelines for Pennsylvania School Library Programs* begin with eight indicators of an effective school library program, and expand on these to provide goals, guidelines, and resources appropriate to Pennsylvania schools. The *Guidelines* complement the *National School Library Standards for Learners, School Librarians, and School Libraries* published by the American Association of School Librarians (AASL, 2018), providing a model of excellence for Pennsylvania school library programs.

Research studies provide strong evidence that academic achievement is significantly higher in schools where a strong library program exists. According to the American Association of School Librarians (AASL), the best measure of the effectiveness of a school library program is the extent of its impact on learning. Comprehensive school library programs have a positive impact on academic learning when they ...

- INDICATOR 1** Are led by a certified school librarian and appropriate support staff
- INDICATOR 2** Serve as an integral and valued part of the learning community
- INDICATOR 3** Engage learners in instructional opportunities that address multiple literacies and diverse perspectives
- INDICATOR 4** Are fully integrated into a collaborative learning community
- INDICATOR 5** Champion intellectual freedom as every learner's right
- INDICATOR 6** Provide learners with equitable access to a certified librarian and resources at their point of need
- INDICATOR 7** Provide a space that promotes thinking, creating, sharing, and growing
- INDICATOR 8** Actively engage learners in decision-making.

By providing a blueprint for Pennsylvania schools and districts to use in planning and implementing an effective school library program that exemplifies the eight indicators above, the *Guidelines* seek to promote excellence in Pennsylvania school libraries for the benefit of all learners.

Throughout this document, when the term "learner" is related to lifelong learning and interactions with school libraries, it is not limited to K-12 students only, but embraces all the members of a learning community. This community includes students, administrators, faculty, families, members of the community, and others, when they are impacted by school library services.

The *Guidelines for Pennsylvania School Library Programs* provide multiple entry points for various stakeholders. Therefore, the *Guidelines* can be utilized for a variety of purposes depending on the lens from which they are viewed.

The School Librarian's Lens: School librarians can apply the *Guidelines* to

- Establish goals and guidelines to develop or strengthen an effective school library
- Evaluate their own school library program
- Assess and evaluate areas for professional growth
- Facilitate conversations with other stakeholders.

The Administrator's Lens: Through the *Guidelines*, district and school administrators can

- Provide goals and guidelines to support an effective school library
- Recognize the value of an adequately resourced school library and how it enhances the whole-school culture and environment
- Foster professional conversations to promote the role of the school library in the learning community.

The Educator’s Lens: The *Guidelines* can help classroom educator

- Develop or strengthen their understanding of how partnering with the school library improves instruction and academic achievement
- Embrace the role of the school library in the learning community.

The Family’s Lens: The *Guidelines* can provide parents and other family members with

- An understanding of how the school library supports every child’s learning
- Tools to be a voice for learners and to ensure access to a strong school library program.

The Community Member’s Lens: For employers, businesses, and post-secondary educational institutions, the *Guidelines*

- Develop an understanding of the role of the school library in the learning community
- Provide resources for endorsing the vital role that an effective school library plays in ensuring that learners are college and career ready
- Identify ways to partner with school librarians to enhance the learning environment.

The Public Library Staff and Board Lens: Public Library Staff and Boards can apply the *Guidelines* to

- Foster partnerships with school librarians and the school community
- Identify resources in collaboration with the school librarian that support college and career readiness, including workforce development, STEM, and entrepreneurial opportunities
- Design programs in cooperation with the school librarian that support pre-K-12 learners

The University Library Educator’s Lens: Library Science programs can employ the *Guidelines* to

- Ensure that pre-service librarians are prepared to lead learning in Pennsylvania’s K-12 schools
- Provide direction for the continuing growth and effectiveness of their school library programs.

The University Pre-service Librarian’s Lens: The *Guidelines* will help school librarians in training to

- Understand the components of an effective school library program
- Set goals to reach specific competencies to be an effective school librarian
- Assess and evaluate areas for professional growth.

Responsibilities of the School Library and School Librarian

Effective school libraries are led by certified school librarians, provide personalized learning environments, and offer equitable access to resources. They are centers of dynamic and flexible learning in their schools. Effective school library programs ensure a well-rounded educational experience for every learner. The best school libraries embrace a philosophy of collaboration and are permeated by a culture of literacy.

A ready example of the necessity of a culture of literacy can be seen in the realm of information technology. Technology has profoundly impacted the school library, providing access to information that was once available in only the largest academic and research libraries - as well as user-produced information (and misinformation) of varying quality that would never be found in any library or be published otherwise. In such an information-rich environment, being able to read and think critically is vital to effective participation in society. Thus, the Internet, far from making libraries obsolete, reinforces the need for instruction in critical thinking and evaluation of information and media in a variety of formats. These are essential teaching areas for the school library and ensure that our learners are life, career, and college-ready.

In this and many other ways, the school library program, led by a certified librarian, plays an integral role in a learner’s total educational experience.

Organization of the *Guidelines for Pennsylvania School Library Programs*

SECTION 1 – School Library Program Goals

Section 1 expresses each of the eight indicators as a goal leading toward excellence in school library programs.

Guidelines and resources are provided for reaching each indicator and its goal and developing effective school library programs.

SECTION 2 – Appendix, Glossary, and Works Consulted

The Appendix of tools and resources supports the attainment of the indicators and goals, including a crosswalk with AASL's *National School Library Standards* (2018).

Resources

[AASL standards](https://knowledgequest.aasl.org/tag/aaslstandards/) [Archive of blog posts]. (n.d.). *Knowledge Quest*. Retrieved from <https://knowledgequest.aasl.org/tag/aaslstandards/>

American Association of School Librarians. (2017). [Common beliefs](https://standards.aasl.org/beliefs/). *National School Library Standards*. Retrieved from <https://standards.aasl.org/beliefs/>

The American Association of School Librarians has identified six Common Beliefs that provide a clear expression of the qualities of well-prepared learners, effective librarians, and dynamic school libraries. These Common Beliefs are embedded within the goals established in the *Guidelines for Pennsylvania School Library Programs*.

American Association of School Librarians. (2016, June 25). [Definition of an effective school library program](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Effective_SLP_2016-06-25.pdf). Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Effective_SLP_2016-06-25.pdf

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[School libraries work! A compendium of research supporting the effectiveness of school libraries](https://drive.google.com/file/d/1Do0JiEO18ItFMnu7F60izL-nyaAVYDqA/view). (2016). Scholastic Library Publishing. Retrieved from <https://drive.google.com/file/d/1Do0JiEO18ItFMnu7F60izL-nyaAVYDqA/view>
*Pennsylvania infographic: [How school libraries transform schools by contributing to student success](http://www.scholastic.com/slw2016/resources/documents/SLW_Sample_PA.pdf). Direct link: http://www.scholastic.com/slw2016/resources/documents/SLW_Sample_PA.pdf



INDICATOR 1 –

School library programs positively impact learning when they *are led by a certified school librarian and appropriate support staff.*

GOAL:

Ensure that the school library is led by a certified school librarian and provided with support staff.

Introduction

The first indicator of an effective school library program is that a certified school librarian is at its helm. If this indicator is not in place, none of the other indicators will fall in line. A certified school librarian is essential to providing learners at every level with the instruction and library services that contribute to increased levels of academic achievement. Certified school librarians have the education and training to serve as educators, leaders, instructional partners, informational specialists, and program administrators. Adding appropriate clerical staff frees the certified school librarian to perform these tasks. Because a certified school librarian is so central to the effectiveness of a school library program, this indicator has been incorporated into the guidelines for all of the other indicators and goals.

Guidelines

A librarian who is appropriately certified as a school librarian in Pennsylvania

- Stays informed and integrates current educational and library trends
- Demonstrates ethical and professional behavior
- Seeks and engages in opportunities for professional learning and leadership
- Participates actively and networks in professional organizations such as the Pennsylvania School Librarians Association and its affiliates
- Assesses the quality of the library program and identifies areas of success and development needs.

An ideal library staff is one that is proportional to the enrollment of the school in which it operates, as defined in the [American Association of School Librarians' position statement on staffing](#). The staff

- Provides optimal services to all members of the learning community
- Includes support staff and volunteers in addition to the certified school librarian

Roles of the School Librarian

The school library program, led by a certified librarian, plays an integral part in the total educational experience. As they empower learners, school librarians exhibit multiple interconnected roles, often simultaneously.

As Educator, the school librarian

- Empowers learners to become critical thinkers, problem-solvers, enthusiastic readers, skillful researchers, and ethical users of information
- Supports learners by guiding them to read, view and listen for understanding, for growth, and for the ability to self-select academic and personal reading material
- Guides learners to build upon prior knowledge and construct new knowledge through academic and personalized learning
- Utilizes data to drive instruction
- Partners with other learners in successful collaborations
- Instructs learners to critically assess their own work and the work of others
- Builds learner agency by valuing learner voice, choice, and responsibility.

As Leader, the school librarian

- Creates a flexible teaching and learning culture centered on innovation, collaboration, communication, exploration, deep thinking, inquiry, and creativity
- Builds relationships with others within the school community to develop an effective school library program
- Embraces professional commitment, a growth mindset, and a thorough knowledge of the opportunities and challenges facing the profession
- Becomes an active member of the local and global learning community
- Cultivates community partnerships
- Serves on decision-making teams and takes an active role in building- and district-wide initiatives.

As Instructional Partner, the school librarian

- Collaborates across the school community to advance learning that addresses the future needs of our global society
- Guides instructional design to establish learning objectives, goals, and assessments
- Uses technological and digital resources to assist in creating authentic learning tasks
- Serves with a unique perspective on the total school curriculum to help identify appropriate resources, strategies, and technologies for instruction.

As Information Specialist, the school librarian

- Curates by identifying, selecting and sharing the most relevant and best quality print, digital and technological resources
- Uses technological and digital resources to connect with the global learning community, to communicate, and to provide equitable access
- Leverages technology to help learners think, create, share and grow
- Demonstrates strategies for finding, assessing, and using information in all its formats
- Applies, mentors, and models the principles of ethical use of information and digital citizenship throughout the learning community.

As Program Administrator, the school librarian

- Manages and operates the library's physical and virtual space, as well as its staff
- Ensures that all members of the learning community have equitable and point-of-need access to resources that meet diverse needs and interests
- Collaborates to develop the program mission, policies, procedures, and budget
- Addresses broader educational issues with stakeholders in the building, at the district level, in the community, and at the professional association level.

AASL National School Library Standards Connections

Because the certified school librarian is central to an effective school library program and connects with every part of it, the guidelines and roles given for this indicator tie in to every standard in AASL's Standards Framework for School Librarians (AASL, 2018, pp. 47-52).

[Crosswalk](#) of Goals to *National School Library Standards for School Libraries*

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 1 School library programs positively impact learning when they are led by a certified school librarian and appropriate support staff	A1	A1	A1	A1	A1	A1
	A2	A2	A2	A2	A2	A2
	B1	A3	A3	A3	A3	A3
	B2	B1	B1	B1	B1	B1
	B3	B2	B2	B2	B2	B2
	C1	B3	C1	B3	B3	B3
	C2	C1	C2	B4	C1	C1
	D1	C2	D1	C1	C2	C2
	D2	D1	D2	C2	C3	D1
	D3	D2	D3	C3	D1	D2
				D1	D2	D3
				D2	D3	
				D3		

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

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- [Possible guiding questions: Conversations between principals and teachers. Role: Librarian](#) (Pennsylvania Department of Education, 2013).

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- AASL Standards Framework for School Librarians (pp. 47-52).
- (2018). [Position statements](http://www.ala.org/aasl/advocacy/resources/statements). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements>
- [Appropriate staffing for school libraries](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Appropriate%20Staffing_2016-06-25.pdf). Direct link: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Appropriate%20Staffing_2016-06-25.pdf
- (2018). [Standards crosswalks \[with the Future Ready Framework and with the ISTE standards for learners and educators\]](https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf>

Additional Resources

- Alliance for Excellent Education. (2018). [Future Ready Librarians: Unleashing the instructional leadership of librarians to foster schools that are Future Ready](https://futureready.org/program-overview/librarians/). Future Ready Schools: Preparing students for success. Retrieved from <https://futureready.org/program-overview/librarians/>
- [Future Ready Librarians: Empowering leadership for school librarians through innovative professional practice](https://1gu04j2l2i9n1b0wor2zmgua-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/Library_flyer_download.pdf) [Infographic]. Direct link: https://1gu04j2l2i9n1b0wor2zmgua-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/Library_flyer_download.pdf
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INDICATOR 2 –

School library programs positively impact learning when they *serve as an integral and valued part of the learning community*.

GOALS:

Become professionally involved as an instructional leader.

Produce value through learning opportunities, services, and programs that lead to learner success and educator effectiveness.

Introduction

In an ongoing effort to meet the academic and social needs of all learners, the school library must be an integral and valued part of the learning community. According to the American Association of School Librarians, “It is essential that school librarians become involved as instructional leaders at all levels (school, district, state, and beyond) and within a variety of stakeholder groups (K-12 learners, families, administrators, colleagues, district and state leaders, and community organizations)” (2018b, p. 1). Data and evidence are major considerations in decision-making. The school library connects to learners by implementing strong professional development, well-developed learning opportunities, diverse services, and programs that result in learner success and educator effectiveness.

Guidelines

A school library that is an integral and valued part of the learning community has a positive impact on learning when it is led by a certified school librarian who

- Serves as an instructional leader
- Facilitates, models and participates in networks of diverse academic and social learners
- Curates, maintains, and demonstrates the use of a diverse and robust collection of resources
- Creates and promotes a culture of learning and inquiry
- Designs and leads learning opportunities to meet the needs of the learning community, at both the professional level and the student level
- Gathers and analyzes quantitative and qualitative evidence to make informed decisions about the effectiveness of resources, teaching, and learning.

AASL National School Library Standards Connections

American Association of School Librarians. (2018). [AASL standards framework for learners](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

[Crosswalk](#) of Goals to the *National School Library Standards for School Libraries*

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 2	C3		C1 C2	B1 C2 D4	C1	C2
School library programs positively impact learning when they serve as an integral and valued part of the learning community.						

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

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Pennsylvania Department of Education. (2018). [Teacher effectiveness](https://www.pdesas.org/Frameworks/TeacherFrameworks/TeacherEffectiveness). Standards Aligned System. Retrieved from <https://www.pdesas.org/Frameworks/TeacherFrameworks/TeacherEffectiveness>

- [Possible examples of how the Framework For Teaching could apply to school librarians](#) (Pennsylvania Department of Education, 2013).
- [Possible guiding questions: Conversations between principals and teachers. Role: Librarian](#) (Pennsylvania Department of Education, 2013).

Pennsylvania School Librarians Association. (2017). [Educator Effectiveness System](https://www.psla.org/educator-effectiveness-system). Retrieved from <https://www.psla.org/educator-effectiveness-system>

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- AASL Standards Framework for School Librarians (pp. 47-52).

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- [The strategic leadership role of school librarians](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Strategic%20Leadership%20Role_2018-06-24.pdf). (2018). Direct link: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Strategic%20Leadership%20Role_2018-06-24.pdf

Blog topics archives. (n.d.). Knowledge Quest: Journal of the American Association of School Librarians. Retrieved from <https://knowledgequest.aasl.org/category/blogs/>

- [Professional development](https://knowledgequest.aasl.org/category/blogs/prof/) Direct link: <https://knowledgequest.aasl.org/category/blogs/prof/>

Additional Resources

["Resource Checklist" on page 41](#)

INDICATOR 3 –

School library programs positively impact learning when they *engage learners in instructional opportunities that address multiple literacies and diverse perspectives.*

GOALS:

Develop authentic instructional opportunities that encompass multiple learning styles.

Guide learners to apply multiple literacies to empathize with and critically evaluate perspectives that may be different from their own.

Introduction

School libraries play a vital role in maximizing learning and instructional effectiveness. The certified school librarian integrates curricular resources and various teaching strategies in an effort to ensure academic achievement for all learners. Effective school librarians develop and implement instructional opportunities through which learners utilize multiple literacies to achieve academic and social success. The school library environment fosters diverse perspectives, a culture of curiosity, and a lifelong love of reading. Rather than providing these opportunities in isolation, the school library cultivates these traits in all learning environments.

Guidelines

A school library that actively engages learners in instructional opportunities that address multiple literacies and diverse perspectives has an impact on learning when led by a certified school librarian who

- Develops instructional and information-seeking experiences that support state academic standards and the school curricula across grade bands and disciplines
- Integrates model curriculum frameworks into instruction, such as the *Model Curriculum for Pennsylvania School Library Programs* and district frameworks
- Integrates critical thinking, creativity, problem solving, collaboration, learner choice, communication and self-assessment into the learning environment
- Provides and promotes authentic, diverse learning opportunities that
 - differentiate for the individual perspectives and needs of all learners
 - incorporate multiple means of instruction and learning (problem-based, project-based, service-based, case-based, challenge-based, and design-based)
 - include multiple literacies (information, media, digital, visual, technological, transliteracy)
 - use a cross-curricular research model
 - engage learners with diverse perspectives and ideas

- allow for the development of social responsibility
- trigger curiosity and allow learners to explore through their own agency and investigation
- Leads learners in the practice of digital citizenship
- Guides learners in the application of information literacy skills to
 - recognize when information is needed
 - locate information resources effectively and accurately evaluate them
 - apply the needed information skillfully, ethically and responsibly
- Collects evidence to demonstrate that learning has occurred
- Curates and provides access to high-quality resources in varied formats that
 - reflect the diversity of the learning population
 - are appropriate to the learners' needs
 - encourage lifelong reading habits
- Promotes academic and personal reading initiatives

AASL National School Library Standards Connections

American Association of School Librarians. (2018). [AASL standards framework for learners](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

[Crosswalk](#) of Goals to the *National School Library Standards for School Libraries*

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 3	A1	A1	D2	A1	A2	A1
School library programs positively impact learning when they engage learners in instructional opportunities that address multiple literacies and diverse perspectives.	A2	A2		A3	D3	A2
	D2	B1		D1		A3
		B3				
		C2				

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

Resources

Pennsylvania

Pennsylvania Department of Education. (2018). [Standards Aligned System](#). Retrieved from <https://www.pdesas.org/>

Pennsylvania Department of Education, Office of Commonwealth Libraries. (2014, September). [The model curriculum for Pennsylvania school library programs](#) (M. K. Biagini, et al., Authors). Retrieved from Pennsylvania School Librarians Association website: <https://www.psla.org/model-curriculum-for-pa-school-library-programs>

National

American Association of School Librarians. (2018). [Position statements](#). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements>

- (2018). [Standards crosswalks \[with the Future Ready Framework and with the ISTE standards for learners and educators\]](https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf>
 - (2018). [Best apps for teaching and learning](http://www.ala.org/aasl/standards/best/apps). Retrieved from <http://www.ala.org/aasl/standards/best/apps>
 - (2018). [Best websites for teaching and learning](http://www.ala.org/aasl/standards/best/websites). Retrieved from <http://www.ala.org/aasl/standards/best/websites>
- Blog topics archives. (n.d.). Knowledge Quest: Journal of the American Association of School Librarians. Retrieved from <https://knowledgequest.aasl.org/category/blogs/>
- [Student engagement/Teaching models](https://knowledgequest.aasl.org/category/blogs/engage/). Direct link: <https://knowledgequest.aasl.org/category/blogs/engage/>
 - [Collection development](https://knowledgequest.aasl.org/category/blogs/coll_dev/). Direct link: https://knowledgequest.aasl.org/category/blogs/coll_dev/
 - [Makerspaces/Learning Commons](https://knowledgequest.aasl.org/category/blogs/maker/). Direct link: <https://knowledgequest.aasl.org/category/blogs/maker/>
 - [STEM/STEAM](https://knowledgequest.aasl.org/category/blogs/stem/). Direct link: <https://knowledgequest.aasl.org/category/blogs/stem/>
 - [Technology](https://knowledgequest.aasl.org/category/blogs/tech/). Direct link <https://knowledgequest.aasl.org/category/blogs/tech/>

Additional Resources

- Holland, B. (2017, October 26). [Inquiry and the research process: Tips for ensuring that your students' research fosters genuine inquiry](https://www.edutopia.org/article/inquiry-and-research-process). Edutopia. Retrieved from: <https://www.edutopia.org/article/inquiry-and-research-process>
- Keeling, M. (2014). [An exploration of the inquiry process](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/KNOW_43_2_GUESTED_6-7.pdf). Knowledge Quest, 43(2), pp. 6-7. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/KNOW_43_2_GUESTED_6-7.pdf
- Moreillon, J. (2014). [Inquiry learning and reading comprehension strategy instruction: Processes that go hand in hand](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/NovDec14_OE1_Moreillon.pdf). Knowledge Quest, 43(2), pp. E1-E4. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/NovDec14_OE1_Moreillon.pdf

[“Inquiry/Research Models” on page 35](#)

[“Learning Models” on page 35](#)

Local School Board Policy # 109 (Resources and Instructional Materials)

Each Pennsylvania school district keeps a manual of school board policies, which follow a standardized numbering protocol. Policy # 109 addresses resource collection development, including the resources of the school library. Please note that the title of this policy may vary from district to district, for example, “Resources and Collection Development” or “Instructional Materials.”



INDICATOR 4 –

School library programs positively impact learning when they *are fully integrated into a collaborative learning community.*

GOAL:

Integrate the school library curriculum and instruction across content areas by collaborating with other members of the learning community.

Introduction

The school library is the heart of a learning community. Through it, the school librarian connects resources, programs, learning opportunities, and support for academic and personal interests of learners at the point of need. The effective school librarian is an active partner with administrators, faculty, K-12 learners, families, and members of the community in nurturing learners in all aspects of their development. School librarians collaborate with members of the learning community to enhance and measure learner growth and achievement and to support the school curriculum.

Guidelines

Instructional Collaboration

A school library that fully integrates into a collaborative learning community has an impact on learning when led by a certified school librarian who

- Models and promotes collaborative planning, teaching and curriculum development by partnering with members of the learning community to
 - plan resources and instruction to support the curriculum
 - design learning experiences that support state academic standards and the school curriculum and connect them to the library model curriculum frameworks across grade bands and disciplines
 - scaffold learning to deepen understanding
 - participate in leadership and service to the learning community
 - assist in the development of curriculum across grade and district levels
 - lead learners to embrace a growth mindset
 - advise educators on resources that connect to curriculum
- Incorporates a variety of instructional strategies, methods, and resources that address the diverse needs of learners as they master skills and concepts
- Uses formative assessments to monitor learners' progress, keep learners focused on goals, and inform instruction to promote growth
- Uses summative assessments to measure competencies and document the extent of learning
- Provides value through services and resources to other members of the learning community.

Integrated Learning

A school library that fully integrates into a collaborative learning community has an impact on learning when led by a certified school librarian who

- Fosters individual and collaborative inquiry in preparing learners to be critical thinkers and competent problem solvers who contribute productively to a global, technology-rich society and are able to
 - draw conclusions
 - make informed decisions
 - apply knowledge to new situations
 - create new knowledge
 - adhere to the highest ethical and legal standards in the use of resources
- Teaches learners to apply reading, research, and critical thinking skills as they access, organize, and manage information, solve problems, and construct knowledge
- Leads learners in the practice of digital citizenship
- Prepares learners to engage with a larger learning community by modeling and promoting the use of personal and professional learning networks
- Provides opportunities for and engages the learning community in multiple literacies (information, media, digital, visual, technological, transliteracy).

AASL National School Library Standards Connections

American Association of School Librarians. (2018). [AASL standards framework for learners](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

[Crosswalk](#) of Goals to the *National School Library Standards for School Libraries*

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 4			A1	B2	C1	A1
School library programs positively impact learning when they are fully integrated into a collaborative learning community			A2		D1	A3
			B2			

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

Resources

Pennsylvania

Pennsylvania Department of Education. (2018). [Standards Aligned System](https://www.pdesas.org/). Retrieved from <https://www.pdesas.org/>

- [Curriculum Framework](http://www.pdesas.org/CMap/CFramework). Direct link: <http://www.pdesas.org/CMap/CFramework>
 - Big Ideas
 - Concepts
 - Competencies
 - Essential Questions
 - Academic Standards

Pennsylvania Department of Education, Office of Commonwealth Libraries. (2014, September). [The model curriculum for Pennsylvania school library programs](#) (M. K. Biagini, et al., Authors). Retrieved from Pennsylvania School Librarians Association website: <https://www.psla.org/model-curriculum-for-pa-school-library-programs>

National

American Association of School Librarians. (2018). [AASL standards framework for learners](#). Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

----- (2018). [Position statements](#). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements>

----- (2018). [Standards crosswalks \[with the Future Ready Framework and with the ISTE standards for learners and educators\]](#). Retrieved from <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf>

Blog topics archives. (n.d.). Knowledge Quest: Journal of the American Association of School Librarians. Retrieved from <https://knowledgequest.aasl.org/category/blogs/>

- [Community/Teacher collaboration](#). Direct link: <https://knowledgequest.aasl.org/category/blogs/collab/>
- [Student engagement/Teaching models](#). Direct link: <https://knowledgequest.aasl.org/category/blogs/engage/>
- [Collection development](#). Direct link: https://knowledgequest.aasl.org/category/blogs/coll_dev/
- [Makerspaces/Learning Commons](#). Direct link: <https://knowledgequest.aasl.org/category/blogs/maker/>
- [STEM/STEAM](#). Direct link: <https://knowledgequest.aasl.org/category/blogs/stem/>
- [Technology](#). Direct link: <https://knowledgequest.aasl.org/category/blogs/tech/>

Additional Resources

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.

[“Strategies for Measuring Learner Growth” on page 34](#)

[“Collaborative Planning and Teaching” on page 34](#)



INDICATOR 5 –

School library programs positively impact learning when they *champion intellectual freedom as every learner’s right*.

GOALS:

Ensure that every learner understands the principles of intellectual freedom.

Model and practice the principles, and lead learners to do the same.

Introduction

Intellectual freedom, the freedom to receive and share information, is a cornerstone of our democratic society. Access to information and ideas enhances the learner’s understanding of diverse perspectives. According to the American Association of School Librarians Common Belief Statement, “Learners should have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information.” The school library provides a point of equitable access to resources that allow learners to think critically and form their own opinions.

Guidelines

A school library that recognizes the learner’s right of intellectual freedom has a positive impact on learning when led by a certified school librarian who

- Encourages, fosters, and develops the learner’s freedom to access and exchange ideas.
- Builds a culture of critical thinking and inquiry for all learners
- Selects resources that reflect the diversity of the learning population
- Provides perspectives from outside of the learning community
- Encourages learner participation in an open exchange of information and ideas
- Supports learner access to resources without imposing barriers related to free and open access to information
- Accommodates the needs of learners for whom English is a second language
- Selects resources in accordance with an approved collection development policy
- Does not allow personal, political, social, or religious views to dictate either the school library program or another learner’s right to intellectual freedom.

AASL National School Library Standards Connections

American Association of School Librarians. (2018). [AASL standards framework for learners](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

[Crosswalk](#) of Goals to the *National School Library Standards for School Libraries*

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 5 School library programs positively impact learning when they champion intellectual freedom as every learner's right.	C1 D1	C3	D1		B3	

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

Resources

National

American Association of School Librarians. (n.d.). [Common beliefs](https://standards.aasl.org/beliefs/). National School Library Standards. Retrieved from: <https://standards.aasl.org/beliefs/>

----- (2018). [Banned Website Awareness Day](http://www.ala.org/aasl/advocacy/bwad). Retrieved from <http://www.ala.org/aasl/advocacy/bwad>

----- (2018). [Position statements](http://www.ala.org/aasl/advocacy/resources/statements). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements>

----- (2018). [Standards crosswalks \[with the Future Ready Framework and with the ISTE standards for learners and educators\]](https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf>

American Library Association. (n.d.). [Access to resources and services in the school library](http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources). Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>

----- (n.d.). [Interpretations of the Library Bill of Rights](http://www.ala.org/advocacy/intfreedom/librarybill/interpretations). Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>

----- (2017). [Intellectual freedom: Issues and resources](http://www.ala.org/advocacy/intfreedom). Retrieved from <http://www.ala.org/advocacy/intfreedom>

Blog topics archives. (n.d.). Knowledge Quest: Journal of the American Association of School Librarians. Retrieved from <https://knowledgequest.aasl.org/category/blogs/>

- [Intellectual freedom](https://knowledgequest.aasl.org/category/blogs/if/). Direct link: <https://knowledgequest.aasl.org/category/blogs/if/>

Additional Resources

[Freedom to Read Foundation](https://www.ftrf.org/). (n.d.). Retrieved from <https://www.ftrf.org/>

Local School Board Policy (Resources and Instructional Materials)

Each Pennsylvania school district keeps a manual of school board policies, which follow a standardized numbering protocol. Policy # 109 addresses resource collection development, including the resources of the school library. Please note that the title of this policy may vary from district to district, for example, "Resources and Collection Development" or "Instructional Materials."

INDICATOR 6 –

School library programs positively impact learning when they *provide learners with equitable access to a certified librarian and resources at their point of need.*

GOAL:

Identify and remove any barriers to learners' access to library staff, services, or resources.

Introduction

A learner's access to a certified school librarian, library staff, resources, services, technology, and tools at the point of need is essential to academic success. The schedule, policies, procedures, and virtual presence facilitate this opportunity for all learners.

Guidelines

Access to Library Staff and Facilities

A school library program that ensures that learners have equitable access to library staff and facilities at their point of need has a positive impact on learning when led by a certified school librarian who

- Provides all learners in the learning community with opportunities to utilize resources, information, ideas, and technology
- Utilizes technological tools to expand access during school hours and beyond
- Supports hours of operation driven by learners' needs including
 - continuous access throughout the school day
 - additional access beyond the school day
- Manages a schedule that is responsive to learners' needs through access to library staff at the point of need
- Enables equitable physical, social, cultural, linguistic, and intellectual access to services by addressing barriers to access - including the organization of the facility - and implementing solutions
- Collaborates with public libraries, university libraries, school libraries, and community organizations to facilitate research projects, after-school activities, and summer programs

Access to Resources

A school library program that ensures that learners have equitable access to resources at their point of need has a positive impact on learning when led by a certified school librarian who

- Develops and maintains collections in multiple formats and at appropriate reading levels
- Develops and maintains a diverse and comprehensive collection of sufficient size for the learner population
- Ensures that the resource collection is supported by a robust technological infrastructure

- Provides access to local and global resources, including people and organizations
- Ensures that all learners have consistent and reliable access to technology
- Develops a technology plan that delineates hardware and digital tools sufficient to accommodate the learning community
- Identifies and implements solutions to physical, social, cultural, linguistic, and intellectual barriers to the use of resources
- Partners with specialists and other staff (e.g., technology, media, instructional, ESL, counselors, etc.)
- Collaborates with public, university, and school libraries to expand collections (e.g., AccessPA, interlibrary loan, open educational resources).

AASL National School Library Standards Connections

American Association of School Librarians. (2018). [AASL standards framework for learners](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

[Crosswalk](#) of Goals to the *National School Library Standards for School Libraries*

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 6	B1	C1		D3	B1	D2
School library programs positively impact learning when they provide learners with equitable access to a certified librarian and resources at their point of need.	B2 C2	D2				

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

Resources

Pennsylvania

[Books, movies, and more in a PA library \[Access PA\]](#). POWER Library. Retrieved from <https://www.powerlibrary.org/catalog/>

Pennsylvania Department of Education, Office of Commonwealth Libraries. (2014, September). [The model curriculum for Pennsylvania school library programs](#) (M. K. Biagini, et al., Authors). Retrieved from Pennsylvania School Librarians Association website: <https://www.psla.org/model-curriculum-for-pa-school-library-programs>

National

American Association of School Librarians. (2018). [Best apps for teaching and learning](#). Retrieved from <http://www.ala.org/aasl/standards/best/apps>

----- (2018). [Best websites for teaching and learning](#). Retrieved from <http://www.ala.org/aasl/standards/best/websites>

----- (2018). [Position statements](#). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements>

----- (2018). [Standards crosswalks \[with the Future Ready Framework and with the ISTE standards for learners and educators\]](https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf>

Blog topics archives. (n.d.). Knowledge Quest: Journal of the American Association of School Librarians. Retrieved from <https://knowledgequest.aasl.org/category/blogs/>

- [Collection Development](https://knowledgequest.aasl.org/category/blogs/coll_dev/). Direct link: https://knowledgequest.aasl.org/category/blogs/coll_dev/

Additional Resources

Institute for the Study of Knowledge Management in Education [ISKME]. (n.d.). [Open Educational Resources Commons](https://www.oercommons.org/). Retrieved from <https://www.oercommons.org/>

Lance, K.C. & Kachel, D.E. (2018). [Why school librarians matter: What years of research tell us](http://www.kappanonline.org/lance-kachel-school-librarians-matter-years-research/). Phi Delta Kappan, 99 (7), 15-20. Retrieved from <http://www.kappanonline.org/lance-kachel-school-librarians-matter-years-research/>

[“Resource Checklist” on page 41](#)

Local School Board Policy (Resources and Instructional Materials)

Each Pennsylvania school district keeps a manual of school board policies, which follow a standardized numbering protocol. Policy # 109 addresses resource collection development, including the resources of the school library. Please note that the title of this policy may vary from district to district, for example, “Resources and Collection Development” or “Instructional Materials.”



INDICATOR 7 –

School library programs positively impact learning when they *provide a space that promotes thinking, creating, sharing and growing.*

GOALS:

Organize physical and virtual spaces to create an active, flexible learning environment based on the learners' needs.

Select furniture, resources and technology to create barrier-free access.

Introduction

A well-designed and managed school library provides a flexible learning environment based upon learners' needs. A school library is an active space where learning is visible and collaborations are fostered. These experiences extend beyond the four walls into spaces that are virtual and extend beyond the limits of the school day. The effective selection and utilization of space, furniture, and technologies allow the school library to be adaptable to the needs of the learning community.

Guidelines

A school library that provides a space that promotes thinking, creating, sharing, and growing has a positive impact on learning when led by a certified school librarian who

- Creates an atmosphere that
 - is conducive to learning
 - enables learners to wonder, explore, innovate, question, teach and create
 - fosters a learning environment where learners feel safe and welcome
- Generates an engaging learning environment that
 - facilitates learners' inquiry and creative problem-solving through collaboration and creation
 - promotes the innovative and ethical use of information and information technologies
 - fosters the contribution and exchange of information within and among learning communities
 - nurtures personal curiosity and creation of knowledge with hands-on, authentic learning experiences (e.g., Makerspaces, FabLabs, Hackerspaces, Innovation Studios, STEM/STEAM spaces, etc.)
- Adapts the learning environment in accordance with evidence-based best practices
- Creates a virtual library presence (web pages, social media, etc.) that
 - provides spaces for the sharing of ideas and information
 - accommodates the accessibility needs of all learners (i.e., is ADA compliant, implements Universal Design for Learning, etc.)
 - promotes opportunities available in the school library

- Arranges the physical library space to
 - provide adequate and flexible spaces to meet the learners’ needs:
 - » spaces for sharing ideas and information
 - » areas for collaborative work
 - » instructional space
 - » display areas that are available for learners to share and to promote literacy
 - protect learner privacy
 - allow for efficient workflow
 - create barrier-free access to resources
 - accommodate the accessibility needs of all learners
 - include areas for circulation of materials and work areas for library staff

AASL National School Library Standards Connections

American Association of School Librarians. (2018). [AASL standards framework for learners](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

[Crosswalk](#) of Goals to the *National School Library Standards for School Libraries*

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 7		A3		B5	A1	C1
School library programs positively impact learning when they provide a space that promotes thinking, creating, sharing, and growing.		B2		C1	A3	
		D1		D2	B2	
					D2	

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

Resources

National

American Association of School Librarians. (2018). [Position statements](http://www.ala.org/aasl/advocacy/resources/statements). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements>

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Blog topics archives. (n.d.). Knowledge Quest: Journal of the American Association of School Librarians. Retrieved from <https://knowledgequest.aasl.org/category/blogs/>

- [Makerspaces/Learning Commons](https://knowledgequest.aasl.org/category/blogs/maker/). Direct link: <https://knowledgequest.aasl.org/category/blogs/maker/>
- [STEM/STEAM](https://knowledgequest.aasl.org/category/blogs/stem/). Direct link: <https://knowledgequest.aasl.org/category/blogs/stem/>
- [Technology](https://knowledgequest.aasl.org/category/blogs/tech/). Direct link: <https://knowledgequest.aasl.org/category/blogs/tech/>

Additional Resources

CAST. (2018). [Universal Design for Learning guidelines](http://udlguidelines.cast.org) version 2.2. Retrieved from <http://udlguidelines.cast.org>

United States Department of Justice, Civil Rights Division. (n.d.). [Information and technical assistance on the Americans with Disabilities Act](https://www.ada.gov/index.html). Retrieved from <https://www.ada.gov/index.html>

[“Facility Checklist” on page 37](#)

INDICATOR 8 –

School library programs positively impact learning when they *actively engage learners in decision-making*.

GOAL:

Seek input from learners and stakeholder groups to influence decisions about the school library’s design, programs, materials, policies, and procedures.

Introduction

The active engagement of learners in decision-making is conducive to an effective school library. When learners and stakeholders are included in the decision-making process, they gain a sense of ownership and a vested interest in the library and its activities. Their diverse input results in a shared vision for the library. Open communication between stakeholders and the school librarian fosters transparency and opportunities for the library to become a resource that truly meets the individual needs of every learner.

Guidelines

Communication

A school library that actively engages learners in decision-making has an impact on learning when led by a certified school librarian who

- Fosters strong relationships with all learners, as well as stakeholder groups such as
 - school organizations and clubs
 - department/grade level/administrative meetings
 - school-wide committees
 - school board meetings
 - parent/teacher organizations
 - community organizations
- Initiates timely, professional, open communication pathways between the school library and its stakeholders
- Forms a school library advisory group consisting of various stakeholders
- Values personalized learning and allow learners to participate in its design
- Invites families and other members of the learning community into the library
- Plans and publicizes special events
- Markets services and resources to all learners
- Serves on school and district-wide committees
- Participates in community and professional activities

Policies and Procedures

A school library that actively engages learners in decision-making has an impact on learning when led by a certified school librarian who

- Invests in learner success by developing a budget and acquiring quality resources
- Includes the learning community in the decision-making process to develop effective school library policies and procedures
- Establishes and maintains policies and procedures that
 - promote effective acquisition, cataloging, classifying, circulation and sharing
 - establish a collection that addresses the needs of the learning community
 - support diverse viewpoints
 - guarantee continuous, equitable access to resources
 - ensure confidentiality
 - create an environment where learners can inquire, include, collaborate, create, curate, engage and explore
 - advocate for the ethical use of information
 - uphold intellectual property and copyright laws
- Develops, directs, and promotes resources, services, and programming that align with current standards, ethical codes, model frameworks, and the school district’s mission.

AASL National School Library Standards Connections

American Association of School Librarians. (2018). [AASL standards framework for learners](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

[Crosswalk](#) of Goals to the *National School Library Standards for School Libraries*

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 8		D3	B1	A2	C2	B1
School library programs positively impact learning when they actively engage learners in decision-making.			B3	B3	C3	B2
			C3	B4		D1
				C3		
				C4		

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

Resources

Pennsylvania

Pennsylvania Department of Education. (2018). [Standards Aligned System](https://www.pdesas.org/). Retrieved from <https://www.pdesas.org/>

Pennsylvania Department of Education, Office of Commonwealth Libraries. (2014, September). [The model curriculum for Pennsylvania school library programs](https://www.psla.org/model-curriculum-for-pa-school-library-programs) (M. K. Biagini, et al., Authors). Retrieved from Pennsylvania School Librarians Association website: <https://www.psla.org/model-curriculum-for-pa-school-library-programs>

National

American Association of School Librarians. (2018). [Position statements](http://www.ala.org/aasl/advocacy/resources/statements). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements>

----. (2018). [Standards crosswalks \[with the Future Ready Framework and with the ISTE standards for learners and educators\]](https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf). Retrieved from <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-iste.pdf>

American Library Association. (n.d.). [Professional ethics](http://www.ala.org/tools/ethics). Retrieved from <http://www.ala.org/tools/ethics>

- [Code of ethics of the American Library Association](http://www.ala.org/advocacy/sites/ala.org/advocacy/files/content/proethics/codeofethics/Code%20of%20Ethics%20of%20the%20American%20Library%20Association.pdf) (2008). Direct link: <http://www.ala.org/advocacy/sites/ala.org/advocacy/files/content/proethics/codeofethics/Code%20of%20Ethics%20of%20the%20American%20Library%20Association.pdf>

Additional Resources

Local School Board Policy (Resources and Instructional Materials)

Each Pennsylvania school district keeps a manual of school board policies, which follow a standardized numbering protocol. Policy # 109 addresses resource collection development, including the resources of the school library. Please note that the title of this policy may vary from district to district, for example, “Resources and Collection Development” or “Instructional Materials.”

[“Potential Stakeholders For Library Advisory Group” on page 36](#)

[“Recommended Policies and Procedures Checklist” on page 39](#)



APPENDIX OF RESOURCES

American Association of School Librarians Position Papers

- [Appropriate Staffing for School Libraries](#) (2016)
- [Definition of an Effective School Library Program](#) (2016)
- [Instructional Role of the School Librarian](#) (2016)
- [Preparation of School Librarians](#) (2016)
- [Role of the School Library Program](#) (2016)
- [The Strategic Leadership Role of School Librarians](#) (2018)

American Library Association

ALA/AASL Books and Products available at the [ALA Store](https://www.alastore.ala.org/) (<https://www.alastore.ala.org/>).

Please see the following topics:

- Acquisitions/ Collection Development
- Deselection of Materials/Weeding
- Equipment and Facilities
- Funding
- Information Technology
- Intellectual Freedom and Copyright
- Leading the Library
- Learning Spaces
- Planning and Assessment

American Library Association. (2004, June 29). [Core values of librarianship](http://www.ala.org/advocacy/intfreedom/corevalues). Retrieved from <http://www.ala.org/advocacy/intfreedom/corevalues>



[American Library Association Store](https://www.alastore.ala.org/)

AASL National School Library Standards for School Librarians Crosswalk to Indicator 1

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 1 School library programs positively impact learning when they are led by a certified school librarian and appropriate support staff.	A1	A1	A1	A1	A1	A1
	A2	A2	A2	A2	A2	A2
	B1	A3	A3	A3	A3	A3
	B2	B1	B1	B1	B1	B1
	B3	B2	B2	B2	B2	B2
	C1	B3	C1	B3	B3	B3
	C2	C1	C2	B4	C1	C1
	D1	C2	D1	C1	C2	C2
	D2	D1	D2	C2	C3	D1
	D3	D2		C3	D1	D2
		D3		D1	D2	D3
				D2	D3	
				D3		

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.



[American Association of School Librarians Standards Page](#)

AASL National School Library Standards for School Libraries Crosswalk to Indicators 2-8

SHARED FOUNDATIONS						
	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
Indicator 2 School library programs positively impact learning when they serve as an integral and valued part of the learning community.	C3		C1 C2	B1 C2 D4	C1	C2
Indicator 3 School library programs positively impact learning when they engage learners in instructional opportunities that address multiple literacies and diverse perspectives.	A1 A2 D2	A1 A2 B1 B3 C2	D2	A1 A3 D1	A2 D3	A1 A2 A3
Indicator 4 School library programs positively impact learning when they are fully integrated into a collaborative learning community.			A1 A2 B2	B2	C1 D1	A1 A3
Indicator 5 School library programs positively impact learning when they champion intellectual freedom as every learners' right.	C1 D1	C3	D1		B3	
Indicator 6 School library programs positively impact learning when they provide learners with equitable access to a certified librarian and resources at their point of need.	B1 B2 C2	C1 D2		D3	B1	D2
Indicator 7 School library programs positively impact learning when they provide a space that promotes thinking, creating, sharing, and growing.		A3 B2 D1		B5 C1 D2	A1 A3 B2 D2	C1
Indicator 8 School library programs positively impact learning when they actively engage learners in decision-making.		D3	B1 B3 C3	A2 B3 B4 C3 C4	C2 C3	B1 B2 D1

Domains: (A) Think (B) Create (C) Share (D) Grow

American Association of School Librarians. (2018). Introduction to the School Librarian Standards. In *National School Library Standards For Learners, School Librarians, and School Libraries* (pp. 41-52). Chicago: ALA Editions.

Strategies for Measuring Learner Growth

According to the American Association of School Librarians National School Library Standards (2018), “Knowing whether learners are ready for the next stage of learning requires effective assessment. Assessment should be a meaningful and positive learning experience for learners. To facilitate long-term retention and transfer of learning across disciplines, competency-based assessments measure the application of skills in authentic settings” (p. 130).

School librarians have the expertise to design developmentally appropriate assessments that measure mastery of learning. Formal and informal assessments can vary in format and complexity based on factors such as the grade level and needs of the K-12 learners, the instructional goals of the teacher, prior learning, and the time allocated.

There are a variety of methods for assessing learning, and choosing the best option requires a clear understanding of the purpose of the assessment. In addition, the accuracy of a school librarian’s evaluation of learner progress and mastery depends on quality assessment design in combination with a thorough knowledge and understanding of learning theory. Types of assessment may include the following:

Authentic assessment requires learners to originate a response to a task or question, using knowledge in real-world ways, with genuine purposes, audiences and situational variables. The assessment may include demonstrations, exhibits, portfolios and presentations, or essays (AASL, National ... Standards, p. 273).

Diagnostic assessment uses formal or informal measurement tools to assess an individual’s areas of strengths and needs. Its purpose is to identify appropriate learning modifications or adaptations.

Formative assessment is ongoing and provides information about what learners are learning and how that learning is taking place. It gives learners feedback on their progress and provides educators with feedback on the effectiveness of their instruction.

Prior learning assessment determines what knowledge, skills, and abilities have already been gained outside of the immediate learning event. This knowledge may have been gained in a variety of settings and through both formal and informal means, including independent study, civic activities, volunteer service, and extracurricular activities.

Summative assessment occurs at the end of the learning process and is intended to evaluate learners’ performance. It provides feedback that can be used to redesign learning experiences for future use.

Collaborative Planning and Teaching

The partnership between the librarian and other members of the learning community is developed to design, implement, and evaluate an inquiry-based learning process that is essential to the curricular goals of the school. According to David V. Loertscher (Taxonomies of the school library media program, 2000), these partnerships may take the form of cooperation, coordination, or collaboration.

Cooperation exists between the teacher and school librarian in an endeavor to support one another’s instruction while meeting their individual curricula. Planning and instruction happen in isolation, but the objectives and content of the teacher and the librarian are related and moderately integrated. Cooperation is categorized by low levels of interaction, informal relationships, independent accomplishment of work tasks, and basic alignment of schedules and activities.

Coordination is the result of the teacher and school librarian working together to ensure that instruction, objectives, and activities are uniformly integrated. Goals and objectives are still developed independently. Coordination is characterized by more communication and a division of tasks between the school librarian and teacher, who share an understanding of the goals and objectives to be reached, the resources to be used, and the instruction to be delivered. Coordination may or may not involve co-teaching.

Collaboration occurs when the teacher and school librarian work in unison to plan, develop, and provide instruction as equal partners to achieve common goals. Collaboration is characterized by joint development of objectives, instruction, activities, and assessments; ongoing communication; co-teaching; and the belief that collaboration results in better learning opportunities.

Copyright and Fair Use Guidelines

Bays, T., Carchidi, D., Carter-Galvan, S., Chambers, P., Fons, G., Gooding, I., . . . Weeramuni, L. (2009, October). [Code of best practices in Fair Use for OpenCourseWare](#). Center for Media & Social Impact, American University. Retrieved from <http://cmsimpact.org/wp-content/uploads/2016/01/10-305-OCW-Oct29.pdf>

[Copyright Clearance Center](#). (n.d.). Retrieved from <http://www.copyright.com>

Stanford University Libraries. (2018). [Copyright & Fair Use](#). Retrieved from <https://fairuse.stanford.edu>

United States Copyright Office. (n.d.). [Copyright.gov](#). Retrieved from <https://www.copyright.gov>

- [Copyright law of the United States](#), 17 U.S.C. (2016, December). Retrieved from <https://www.copyright.gov/title17/>
- [More information on Fair Use](#). (2018, July). Retrieved from <https://www.copyright.gov/fair-use/more-info.html>
- [U.S. Copyright Office Fair Use index](#). (2018, July). Retrieved from <https://copyright.gov/fair-use/index.html>

Inquiry/Research Models

The Big6 and Super3

Eisenberg, M. & Berkowitz, R.E. (2018). [The Big6.org](#). Retrieved from <https://thebig6.org>

Michael Eisenberg and Bob Berkowitz originally published their research model, The [Big6](#), in 1987, and its derivative, the [Super3](#), in 1990. Both may be found on their website.

Guided Inquiry Design

Kuhlthau, C.C., Maniotes, L., & Caspari, A. (2012). *Guided Inquiry Design: A framework for inquiry in your school*. Libraries Unlimited, ABC/CLIO. ISBN: 978-1-61069-410-0.

Maniotes, L., Kuhlthau, C.C., & Caspari, A. (2018). [Guided Inquiry Design](#). Retrieved from <https://guidedinquirydesign.com/gid/>

Design Thinking

Doorley, S., Holcomb, S., Klebahn, P., Segovia, K., & Utley, J. (2018). [Design Thinking bootleg](#). Retrieved from <https://dschool.stanford.edu/resources/design-thinking-bootleg>

Sell, R. (2018). [Design Thinking: A beginner's guide to the history, terminologies and methodologies](#). Retrieved from <https://blog.prototypr.io/design-thinking-a-beginners-guide-to-the-history-terminologies-and-methodologies-e527f7afdcd1>

Stripling Model of Inquiry - REACTS

Stripling, B. & Pitts, J. (1988). *Brainstorms and blueprints: Teaching research as a thinking process*. Englewood, CO: Libraries Unlimited. ISBN: 978-0872876385.

Learning Models

Although there are a variety of learning models, the following list may inspire diversity in the learning environments and experiences available to learners.

- Case-based/Scenario-based learning requires students to use authentic contexts to solve problems in a social simulation or situation.
- Challenge-based learning supports the use of the academic classroom as a “think tank” to solve authentic problems.
- Design-based learning (Design Thinking) supports learning through a cognitive process from which design concepts for products emerge. See <https://dschool.stanford.edu/resources/getting-started-with-design-thinking>
- Game-based learning focuses on learning through physical or digital play.

- Inquiry-based learning develops learner agency, through which learners have the power to act on their own behalf through questioning, discovery, evidence interpretation, problem solving, solution development, and presentation.
- Project-based learning is organized around projects that extend over a period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. See https://www.bie.org/about/what_pbl
- Problem-Based Learning (PBL) supports engagement in complex, authentic, meaningful, and personalized problems, which provide a framework for learning experiences as learners seek solutions.
- Question-based learning, a strategy developed by Terry Heick, encourages learners to form, reframe, and improve questions as they gather information, and to adjust their thinking in response. See <https://www.teachthought.com/learning-models-dictionary-for-21st-century-teachers/>
- Service-based learning occurs as learners perform public service, field work or community work in conjunction with regular coursework.

Potential Stakeholders For Library Advisory Group

Creating a library advisory group will gain support for the school library by involving stakeholders who in turn feel ownership and realize that a certified school librarian's expertise impacts the school community. Potential stakeholders may include the following:

K-12 Learners: When these learners advocate, key decision makers are more likely to listen. When students are given the voice to provide input into the culture, services, and environment of the library, the library will flourish as a strong center of learning.

Educators: Classroom teachers and specialists have essential knowledge of both curricular and K-12 learners' needs. This group may serve as an important voice for the school library with other stakeholders.

Technology Team: Forming a strong partnership to deliver digital and technological literacy opportunities, members of the technology team can provide a unique perspective. Their expertise is critical in providing library services.

Administrators: Building and district level administrators act as key decision makers in their respective roles, and they are the key to the connection between the school library's mission and the district's mission.

School Board Members: School board members create and implement policy and act as the bridge between the district and the community. This group makes final decisions about staffing and budget that may directly impact the library and its mission. Including members of the school board thus ensures that the advisory group is also working toward the district's goals.

Families: Passionate about meeting the needs of their K-12 learners, these stakeholders can contribute valuable input to your advisory group and gather resources to benefit the school library. Families are often the most vocal and influential advocates with key decision makers.

Community Members: Community members who understand the evolution and function of today's school libraries and their impact on learning are better able to support the mission and vision of the school library.

Facility Checklist

An effective school library is a dynamic, agile environment that incorporates various learning methodologies, technologies, and resources. To facilitate such an environment, it is vital to integrate the essential design elements of flexibility, collaboration, exploration, and comfort.

- **Flexibility** – A flexible space can be adapted to meet the needs of learners from both the school community and the outside community.
- **Collaboration** – A collaborative environment allows learners to work together to explore and create.
- **Exploration** – In an exploratory environment, learners can experiment and fuse critical thinking skills with creativity and problem solving.
- **Comfort** – A safe and physically accessible environment allows learners to pursue all types of learning without unnecessary concern.

The school library offers spaces to enhance all types of learning and to meet the needs of all learners. The placement of each area is based on workflow requirements and on the types of activities to be conducted within the space. Activities that require tailored space in an effective school library include the following:

- Entry and Exit** – This space is welcoming and inviting. Upon entering, it is obvious that the school library is a dynamic learning center. The entrance area should be spacious, to allow for the flow of classes entering and exiting. Display areas allow for marketing of events, highlighting examples of learning, and promoting literacy.
- Collaboration** – The space affords learners the opportunity to meet, brainstorm, exchange ideas and work with others on projects and presentations. The arrangement allows learners access to technological tools that support the creation of projects and presentations. The acoustics allow for discussions and recordings.
- Creation and Problem Solving** – The space supports learner-directed, problem-based, and project-based learning. Tools and supplies for experimenting, tinkering, and creating – both high- and low-tech – are available for learners working individually or collaboratively within the space. Additionally, access to a sink and storage space is advisable.
- Instruction and Presentation** – The space, flexible in arrangement, allows for individual, small group, or large group instruction or presentations. Access to various technological tools is important. This area should accommodate several classes and drop-in small groups simultaneously.
- Study and Research** – The space provides access to resources in various formats. The learner has an opportunity to study and research in a quiet learning environment.
- Leisure or Informal Reading** – The space allows the learner to read in a relaxed atmosphere with seating that is comfortable and allows for various postures. Displays in this area promote quality literature.
- Specialty Areas** – The age level and the needs of the learners dictate the types of specialty areas to be included. In an elementary school, a dedicated area for storytelling is ideal. Other specialty areas may include but are not limited to gaming, video production, and broadcasting.
- Circulation** – The circulation area is visible upon entering the library and is easily accessible from all parts of the room. Close proximity to the administrative support area is essential, so support staff and volunteers can assist learners. The circulation area serves as the information/technology help center. From the location of the circulation area, the school librarian should be able to maintain visual supervision of the entire library. An integral part of the circulation area is the circulation desk. The design and size of the circulation desk are age-appropriate and provide dedicated space for learners to check materials in and out.
- Administrative Support** – Space is needed for managing and coordinating the school library. Included in this area is space for collaborative planning and meeting with educators. It also serves as a central location for ordering, receiving, and processing resources. Ample workspace for support staff and volunteers (both K-12 learners and adults) is essential. Access to a sink and running water is important.



The arrangement of the school library is barrier-free and in compliance with the Americans with Disabilities Act.

To facilitate efficiency, flexibility, and ease of use, it is also important to have the following:

- ❑ Effective signage that allows the learner to navigate and locate resources.
- ❑ Furniture that is mobile and permits the library to be used for learning
 - by individuals, small groups and large groups
 - in both formal and informal settings
 - within and beyond the school day.
- ❑ A variety of seating styles appropriate to the age of the learners.
- ❑ Shelving height that is appropriate for the age of the learners. The type of shelving (wall mount, free standing, window, mobile) reflects the learners' needs and allows for flexible arrangement of the learning environment.
- ❑ Lighting that reflects the purpose of the designated area. Lighting is adjustable and allows for glare-free viewing of technological tools.
- ❑ Access to charging stations and electrical outlets, ensuring uninterrupted use of digital devices in all areas.



*Americans With
Disabilities Act (ADA)*

Recommended Policies and Procedures Checklist

An effective school library has policies and procedures that support the mission of the school library. School librarians must advocate for policies that support the rights and needs of all learners. A policy is a guiding principle, which has board or administrative approval, used to set direction in an organization. Librarians develop and implement procedures with appropriate stakeholder input as a consistent approach to library administration and management.

Acceptable Use of Technology

- Are procedures in accordance with the district's Acceptable Use of Technology Policy?

Acquisitions/Procurement

- Are procedures in place that address
 - vendor selection based on criteria such as comparative pricing, durability, availability, and processing options?
 - an ordering process that utilizes district procedures related to purchase requisitions and purchase orders?
 - processing specifications?
 - accurate record keeping of encumbrances, purchases, and invoices?
 - systematic process of accounting?

Budgeting

- Are procedures in place that address
 - development of the budget for resources, programming, facilities, and equipment?
 - gathering input regarding relevant and meaningful resources, programming, facilities, and equipment?
 - obtaining quotes from vendors?

Circulation

- Are procedures in places that address
 - lending?
 - barrier-free and global access to materials?
 - due dates of materials?
 - privacy and confidentiality?

Collection Development

- Is there a dynamic collection policy that includes selection and retention criteria for all materials within the collection?
- Are procedures in place that address
 - use of local and external data to inform ongoing adjustments to the scope of the resource collection and its audiences, formats, and applications?
 - access to digital resources within the collection that are accessible 24/7 to users?
 - maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies?
 - obtaining input on collection priorities from stakeholders?

Deselection Procedure and Guidelines

- Are procedures in place that address
 - criteria for weeding such as content, appearance, duplication, usage, age, format, etc.?
 - a process for removing access to physical and digital materials?
 - a process for disposal of books/equipment?

Ethics

- Are procedures in place that address the concepts of
 - American Library Association's Code of Ethics
 - Education Code (24 PA.C.S) - Public Library Code

Gifts and Unsolicited Materials

- Are procedures in place that address
 - acceptance/non-acceptance of materials?
 - criteria stated in local school board policy that relate to donations?

Intellectual Freedom and Equitable Access

- Are procedures in place that address
 - physical limitations?
 - intellectual differences?
 - cultural/social differences?
- Are procedures in place that address the intent of the *Defending Intellectual Freedom LGBTQ+Materials in School Libraries*, AASL, 2018 <https://standards.aasl.org/project/lgbtq/>

Inventory Procedure

- Are procedures in place that address conducting an inventory?

Privacy and Confidentiality

- Is there a district policy for privacy and confidentiality?
- Are procedures in place that address
 - privacy and confidentiality of library users?
 - the intent of FERPA?

Receipt of Money

- Are procedures in place that address how to handle receipt of money?

Reconsideration of Challenged Materials

- Is there a board or administrative approved policy or guideline that clearly addresses procedures for handling material challenges?

Working with Staff, K-12 Learners, and Volunteers

- Are procedures in place that address the training and directing of library staff, K-12 learner volunteers, and adult volunteers?



Resource Checklist

- Are the library's resources available in a variety of formats?
 - Auditory
 - Digital (e-resources, websites, apps)
 - Print
- Are literary and informational materials of high-quality and high-interest?
- Do literary and informational materials address
 - Developmental needs of learners
 - Cultural backgrounds of learners and their community
 - Social needs of learners and their community
 - Linguistic needs of learners and their community
- Do materials reflect diverse cultural, social, intellectual, and moral perspectives?
- Are the library's resources of sufficient breadth and currency to meet the needs of the school's program of studies?
- Are materials up to date?



[American Association of School Librarians Best Websites for Teaching and Learning](#)



[American Association of School Librarians Best Apps for Teaching and Learning](#)

GLOSSARY

Academic Standards – Pennsylvania Academic Standards (also known as PA Core Standards) describe what students should know and be able to do at specific points in time. The standards increase in complexity and sophistication as students progress through school. The academic standards serve as a framework on which districts develop their specific curriculum. The PA Core Standards are available from <https://www.pdesas.org/Page?pagelid=11>

Access – The ability and freedom to obtain and use resources and services without unnecessary limitations.

Access PA – A project of the Pennsylvania Department of Education and the Office of Commonwealth Libraries started in 1985 as a way to provide a union catalog across the State of Pennsylvania. It was the first, and remains the largest, statewide union catalog that includes the holdings of all types of libraries. The Access PA catalog is now known as “Books, Movies, and More”. Web address: <https://www.powerlibrary.org/catalog/#.W75ATdNKhPY>

Americans with Disabilities Act (ADA) Compliant – Schools that provide learners with disabilities equal opportunities “to obtain the same result, to gain the same benefit, or to reach the same level of achievement” as students without disabilities. The two acts that pertain to schools are the ADA (Americans with Disabilities Act), which became law in 1990 and prohibits discrimination against individuals with disabilities in all situations, and IDEA (Individuals with Disabilities Education Act or Public Law 94–142), first passed in 1975 and originally known as the Education of Handicapped Children Act.

Assessment – See Authentic Assessment, Diagnostic Assessment, Formative Assessment, Prior Learning Assessment, Summative Assessment

Authentic Assessment – Measurement of learning that requires learners to originate a response to a task or question, using knowledge in real-world ways, with genuine purposes, audiences and situational variables, and that may include demonstrations, exhibits, portfolios, presentations, and/or essays.

Authentic Learning – Instructional techniques that engage learners in investigation, discussion and problem-solving, using the contexts of real-world problems and projects that are relevant to the learners.

Best Practices – Practical techniques or strategies proven either from experience or research to be effective elements of a program of instruction for meeting specific needs.

Big Ideas – Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to providing focus on specific content required for all students.

Collection Development – Activities related to building, maintaining, evaluating, and expanding library collections to meet the needs of the learners and the curriculum of the school. The systematic analysis of the quality of a library collection used to determine the extent to which it meets the library’s goals and objectives and the information needs of its learners.

Competencies – Grade-level-specific descriptions of what K-12 learners should be able to do (key skills) as a result of particular instruction.

Copyright – A form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright affects both published and unpublished works.

Curriculum – A written plan articulated among professionals which ensures that knowledge, skills, attitudes, and behaviors are taught in a systematic, cumulative manner.

Concepts – Grade-level-specific descriptions of what K-12 learners should know (key knowledge) as a result of particular instruction.

Diagnostic Assessment – The use of formal or informal measurement tools to assess an individual’s area of strengths and needs, for the purpose of identifying appropriate learning modifications or adaptations.

Digital Citizenship – Appropriate and responsible behavior with regard to digital access, digital commerce, digital communications, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security.

Digital Literacy – The ability, requiring both cognitive and technical skills, to use information and communication technologies to find, evaluate, create, and communicate information.

Dispositions – Ongoing beliefs and attitudes that guide thinking and intellectual behavior. Often they are referred to as habits of mind or tendencies to respond to situations in a certain way.

Essential Questions – Questions that frame learner inquiry, promote critical thinking, and assist in learning transfer.

Equitable Access – Access and connectivity for all learners, regardless of socioeconomic status or ability, to current and emerging technologies and digital resources. – Provision of instruction that enhances learning and creates quality learning experiences for all learners.

Evidence-Based Practice – A commitment to the collection of data and/or documentation used to inform decisions and demonstrate program effectiveness.

Fair Use – The ability to use copyrighted material when considering the balance between the four factors protecting a copyrighted work: (1) the purpose of the use, (2) the nature of the work, (3) the amount and portion used in relationship to the whole and (4) effect of use upon the market value of the work.

Flexible Learning Environment – A learning environment that supports personalization within and outside of the classroom. Comfort, choices, and learner ownership of space are key to developing effective flexible learning environments. Reconfigurable seating options and technologies support this environment.

Formative assessment – Measurement of learning that is ongoing and provides information about what learners are learning and how that learning is taking place. It gives the learners feedback on their progress and provides educators with feedback on the effectiveness of their instruction.

Information Literacy – The skill set needed to find, retrieve, analyze, synthesize, evaluate, and utilize data, facts, or knowledge from a variety of resources.

Information Technologies – Modern information, computer, and communication products, services, or tools, including the Internet, computer devices and other hardware, software applications, data sources, personal digital devices, and other digital and multimedia content and data storage.

Intellectual Freedom – The absence of external coercion, censorship, or other forms of restrictive interference in the expression of thought and acquisition of ideas.

Inquiry – A process whereby the learner explores deeply and beyond the obvious information about a specific topic. The learner constructs new meaning based on the investigation.

Intellectual Property – Creations of the mind, including inventions, literary and artistic works, symbols, names, images, and designs.

Interlibrary Loan (ILL) – A system in which a library borrows materials from another library for use by an individual.

Learner – A member of the learning community. Regarding school libraries, a learner is anyone who interacts on an educational level with the school library, its programs, and the school librarian. Learners include, but are not limited to, administrators, faculty, K-12 students, families, and members of the community.

Learning Community – A community of K-12 learners, educators, administrators and other stakeholders who share common goals, beliefs, and attitudes.

Learning Models – See “Learning Models” in the Appendix (p. 35) for Case-based/Scenario-based, Challenge-based, Design-based (Design Thinking), Game-based, Inquiry-based, Project-based, Problem-based, Question-based, and Service-based learning.

Media Literacy – The ability to access, analyze, evaluate, and create messages in a variety of formats, from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as the essential skills of inquiry and self-expression necessary for citizens of a democracy.

Multiple Literacies – See Digital Literacy, Information Literacy, Media Literacy, Technological Literacy, Textual Literacy, Transliteracy, and Visual Literacy.

Open Educational Resources (OER) – Learning materials that can be used for teaching, learning, and assessment without cost. These resources can be modified and redistributed without violating copyright laws.

Pennsylvania Curriculum Frameworks – A structure for organizing and understanding curricular requirements, including Big Ideas, Concepts, Competencies, and Essential Questions, all of which are aligned to Standards and Assessment Anchors, and where appropriate, to Eligible Content.

Point of Need – A point at which a learner needs help, support, or guidance in order to continue his or her learning.

POWER Library – Pennsylvania Online World of Electronic Resources – a service to Pennsylvania’s public libraries and school libraries provided through the Office of Commonwealth Libraries. The POWER Library allows access to full-text digital resources for all ages.

Prior Learning Assessment – The determination of what knowledge, skills, and abilities have already been gained outside of the immediate learning event. This knowledge may have been gained in a variety of settings and through formal and informal means, including independent study, civic activities, volunteer service, and extracurricular activities.

Professional Learning Network – A group of individuals with whom an educator has connected and built a reciprocal sharing and learning relationship. Networks reflect educator’s values, passions, and areas of expertise.

Program Assessment – Quantitative and qualitative measurement of the degree to which a library’s collections, services, and programs meet the needs of its users, usually undertaken with the aim of improving performance.

Scheduling (Flexible, Fixed, and Blended/Hybrid) – Scheduling of classes and use of the school library. A flexible schedule allows groups or classes to use the library as needed and allows the librarian to be accessible at the point of need. A fixed schedule establishes a set time for groups or classes to come to the library on an established rotation. A blended/hybrid schedule is a combination of flexible and fixed scheduling.

Stakeholder – A person who is personally affected by a decision or action related to an issue.

Standards Aligned System (SAS) – A collaborative product of research and good practice that identifies six distinct elements which align curriculum to the Pennsylvania Academic Standards: Standards, Assessments, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools.

STEM/STEAM – An acronym (Science, Technology, Engineering, Arts, and Math) that connects separate disciplines/fields that are needed to solve real-world problems that will prepare learners for post secondary education and careers.

Summative Assessment – Measurement of learning that occurs at the end of the learning process and is intended to evaluate learners’ performance. It provides feedback that can be used to redesign learning experiences for future use.

Support Staff – Staff who assist in the organization and operation of the school library program and are directed by the certified school librarian. Support staff may include library aides, library assistants, library paraprofessionals, library clerks, library secretaries, technology assistants, media aides, or media technicians.

Technological Literacy – The ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, and create information for the purposes of improving learning in all subject areas and acquiring lifelong knowledge and skills.

Textual Literacy – The ability to read, write, analyze, and evaluate textual works of literature and nonfiction as well as personal and professional documents.

Transliteracy – The ability to read, write, and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, and digital social networks.

Universal Design for Learning (UDL) – a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.

Visual Literacy – The ability to understand and use images, including the ability to think, learn, and express oneself in terms of images.

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