

# Topics and Trends for Library Fusion

## 2019 VAASL Fall Conference

### Roanoke, VA November 7-9, 2019

#### 1. AR and VR (Augmented Reality and Virtual Reality)

- a. Northern, S. (2018, July 16). *Explore more with virtual reality*. Retrieved from <https://knowledgequest.aasl.org/explore-more-with-virtual-reality/>  
Integrating VR into the curriculum will boost students' confidence. Students will benefit both socially and emotionally from using VR. Additionally, students will have new opportunities for accessing multimedia content, thinking critically about unique situations, and solving problems with their peers.
  - b. Northern, S. (2018, November 26). *Make learning awesome with augmented reality*. Retrieved from <https://knowledgequest.aasl.org/make-learning-awesome-with-augmented-reality/>  
"As educators, we can captivate our students through the use of AR... This technology is transforming the way people perceive the world as it is and as it could be... The good news is that students' adventures with AR are only beginning. This trendy tech tool will continue to improve."
  - c. Johnson, J. (2019). Jumping into the world of virtual & augmented reality. *Knowledge Quest*, 47(4), 22–27.  
The article explores the deployment of virtual, augmented, and mixed-reality (VR, AR, and MR) in school libraries. Focus is given to the potential of VR/AR/MR to increase engagement and motivation of students, noting the opportunities offered by VR to provide differentiated learning experiences.
  - d. Craddock, I. M., & Moorefield-Lang, H. (2019, July). Technology connections: Using augmented reality in learning. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2214597>  
"Interested in augmented reality? This technology can encompass everything from Pokemon Go to Google Lens and can be used over an equally broad range in the school library and classroom."
  - e. Varnum, K. J. (2019). *Beyond reality: Augmented, virtual, and mixed reality in the library*. Chicago: ALA Editions, An imprint of the American Library Association.  
"The current price of virtual reality headsets may seem out of economic reach for most libraries, but the potential of "assisted reality" tools goes well beyond merely inviting patrons to strap on a pair of goggles. Ranging from enhanced training to using third-party apps to enrich digital collections, there is a kaleidoscope of library uses for augmented, virtual, or mixed reality."
- ✓ **"The school library supports learners' personal curiosity by fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technologies." *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 63. (School Library Standards, EXPLORE, Think, 2)**

#### 2. Beyond CRAAP

- a. Hill, R. (2019, March 12). *An interview with Sarah McGrew, co-director, Civic Online Reasoning Project, Stanford University*. Retrieved from <https://www.oif.ala.org/oif/?p=17040>  
"Often many teachers use checklists to help students evaluate information. These lists, says McGrew, fail to consider just how sophisticated the web has become and how clever those who use it are. So, to

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develop student evaluation strategies, McGrew's group turned to the experts: professional factcheckers. What they found from these professionals was fascinating. Where most students often relied on a search engine like Google to prioritize their search results, then used the first search result on Google's list, professional factcheckers used a process that McGrew called 'lateral reasoning.'"

- b. Warner, J. (2017, October 5). *Teaching without learning: The limits of checklists*.

Retrieved from <https://www.insidehighered.com/blogs/just-visiting/teaching-without-learning-limits-checklists>

"Experienced academics don't actually use the CRAAP test. The CRAAP test is an approximation of a much more sophisticated process rooted in that domain knowledge. Giving it to students as a substitute for knowledge may not be doing them any favors. In fact, many students in the Stanford study applied checklists like the CRAAP test and came up with incorrect assumptions about the reliability of the sources anyway."

- c. Breakstone, J., McGrew, S., Smith, M., Ortega, T., & Wineburg, S. (2018). Why we need a new approach to teaching digital literacy. *Phi Delta Kappan*, 99(6), 27–32. doi: 10.1177/0031721718762419

"The article examines strategies students can use to determine the credibility and trustworthiness of information they find online. It explores shortcomings with a checklist suggested by digital literacy organizations to evaluate websites and instead discusses a method used by fact checkers based on searching for similar information across multiple websites."

- d. LaGarde, J., & Hudgins, D. (2018). *Fact vs. fiction: Teaching critical thinking skills in the age of fake news*. Portland, OR: International Society for Technology in Education.

"The advent of the 24-hour news cycle, citizen journalism and an increased reliance on social media as a trusted news source have had a profound effect not only on how we get our news, but also on how we evaluate sources of information, share that information and interact with others in online communities. When these issues are coupled with the "fake news" industry that intentionally spreads false stories designed to go viral, educators are left facing a new and challenging landscape. This book will help them address these new realities."

- e. DeAbreu, B. S. (2019). *Teaching media literacy*, 2<sup>nd</sup> ed. Chicago: ALA Neal-Schuman.

"Though media literacy and information literacy are intertwined, there are important differences; and there has never been a more urgent need for an incisive examination of the crucial role librarians and other educators can play in teaching the skills necessary to access, analyze, evaluate, and create media. Media literate youth and adults are better able to understand the complex messages emanating from television, movies, radio, the internet, news outlets, magazines, books, billboards, video games, music, and all other forms of media."

- ✓ **"School librarians promote ethical and legal guidelines for gathering and using information by teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need." *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 52. (School Librarian Standards, ENGAGE, Think, 3)**

### 3. Communicating with Your Administrator

- a. Takeda, J. (2019). Evaluating school library collections at the site and district level as a tool for advocacy. *Knowledge Quest*, 47(3), 14–21.

"What are ways to draw attention to the need for an annual library budget? How can school library leaders advocate for equitable library budgets across a school district? These are questions the library services team of three district librarians researched before taking the first steps toward making transformational change in the Beaverton School District school libraries during the 2017-2018 school

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- year. Using collection and circulation data to inform principals about their libraries is an integral step to advocate for increased library budgets and/or changes in library procedures.”
- b. Maxey, A., & Daria, M. (2018, October 3). *How to speak administrator*. Retrieved from [https://www.slj.com/?detailStory=1810-Speaking-Administrator&utm\\_source=Marketing&utm\\_medium=email&utm\\_campaign=august22ExtraHelping](https://www.slj.com/?detailStory=1810-Speaking-Administrator&utm_source=Marketing&utm_medium=email&utm_campaign=august22ExtraHelping)  
 “Our profession is complicated, and this advice offers no silver bullet. It has been our experience, however, that when teachers and librarians take the time to understand the way we think and translate their concerns and recommendations into ideas and visions that resonate with the way our brains have been (re)wired to think, it is much easier to grasp the weight of what is being communicated.”
  - c. Harland, P. (2018, March). Future forward: Why future ready leaders don’t care about your circulation statistics. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2140889>  
 “Advocacy via close collaboration with your principal is one of your most important jobs. Your principal has no specific context or expertise in knowing what a librarian does or what defines a successful library program. Principals learn what you do, largely from observing your actions and seeing what you put in front of them... Are we impacting student learning or just enforcing policies? Are we collaborating with teachers or doing repetitive administrative tasks? Let’s focus our energy on inquiry, collaboration, exploration, inclusion, curation, and engagement.”
  - d. Ballard, S. D., & Fontichiaro, K. (2019, February). Leadership: Beyond the memes. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2145387>  
 “While our profession pushes school librarians to be aware of pedagogical, technological, and societal shifts, it is in the mastery of the underlying dynamics of power, authority, and school culture that a librarian moves from innovation instigator to someone who is trusted to champion high-impact growth.”
  - e. Evans, S., & Orr, B. (2017, March). Piecing administrators into the collaboration puzzle. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2064066>  
 “Creating and sustaining the conditions for a successful school library program require constant effort. There are many stakeholders who must be informed of the value the library offers to the learning community. School librarians share statistics, promotional materials, and frequent communications with all stakeholders, particularly administrators. Effective teacher librarians have the ability to project a growth mindset and innovation in the school culture. To exemplify this, Stony Evans, high school librarian, offers some best practices used to help stakeholders better understand the library program while Bruce Orr, Assistant Superintendent of Lakeside (AR) School District, provides a district-level perspective.”
- ✓ **“The school library builds empathy and equity within the global learning community by clearly and frequently articulating the school library’s impact when communicating with administration, faculty, staff, learners, parents, and the community.”** *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 60. (School Library Standards, INCLUDE, Grow, 3)

#### 4. EDI (Equity, Diversity, and Inclusion)

- a. Meyer, L. (2017, May). How fair is your maker space? *School Library Journal*, 63(5), 34-36.  
 “The article discusses how to offer student-driven learning and foster the development of 21st-century skills. It is said that not all maker spaces and activities are created equal as some feature high-tech

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- equipment and some may cater certain children's interests but not others. Makers can use donated equipment, recycled and upcycled materials, low-technology and no-tech options.”
- b. Dillon, S. & Laughlin, A. (2017, May). Lessons in equity. *School Library Journal*, 63(5), 42-44.  
 “The article highlights several sources and tools for starting and extending conversations on social justice and equity. The blog "Carrots Are Orange," offers program ideas to impart basic awareness and knowledge of tolerance, fairness, bias and cultural diversity. The Anti-Defamation League offers comprehensive lesson plans for elementary, middle and high schoolers.”
  - c. American Association of School Librarians. (2019). *Developing inclusive learners and citizens activity guide*. Retrieved from [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/advocacy/tools/docs/InclusiveLearners\\_ActivityGuide\\_190719.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/advocacy/tools/docs/InclusiveLearners_ActivityGuide_190719.pdf)  
 “To aid school librarians in nurturing inclusive learning communities, AASL tasked a 2019 ALA Emerging Leaders team with developing a guide of reflection activities and resources based on the Include Shared Foundation in the *National School Library Standards*. Using the scenarios, activities, and resources in this guide, learners and school librarians alike can seek balanced perspectives, global learning, empathy, tolerance, and equity to support inclusive environments within and beyond the four walls of the school library. An infographic and applied framework further support application of these materials in professional development and instructional settings.”
- ✓ **“Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.” Shared Foundation INCLUDE. *National School Library Standards for Learners, School Librarians, and School Libraries*.**
  - ✓ **“The school library builds empathy and equity within the global learning community.” *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 60. (School Library Standards, INCLUDE, Grow)**

## 5. Leading Beyond the Library

- a. Alliance for Excellent Education. (2018, June). *Collaborative leadership: Leads beyond the library*. Retrieved from [https://futureready.org/wp-content/uploads/2017/01/Library\\_flyer\\_download.pdf](https://futureready.org/wp-content/uploads/2017/01/Library_flyer_download.pdf)  
 “Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.”
- b. Gangwish, K. (2019, February). Future forward. Leading into the future. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2187777>  
 “Good leaders empower others not only to be successful, but to become leaders themselves. Think about your leadership role in your school/district, state, and beyond, and consider not only how you can become a leader, but also how you can empower others in these three arenas.”
- c. Sullivan, M. (2018, August 7). *The importance of advocacy at the state level*. Retrieved from <https://knowledgequest.aasl.org/the-importance-of-advocacy-at-the-state-level/>  
 While the federal government passes laws like the Every Student Succeeds Act (ESSA) that affect public education, state legislatures are where the most impactful decisions are made. As school librarians, we would all like to see laws that require a certified librarian in every school and healthy budgets for every school library because those are two necessary components of a strong school library program. Unfortunately, political reality in most states dictates such legislation unrealistic. So, MASL and other AASL affiliate organizations lobby state officials in an attempt to strengthen school library programs through incremental steps.”

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- d. Ewbank, A. D. (2019, April). *Political advocacy: Extending your leadership. School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2181818>  
“School librarians are in an incredible position to leverage their inside knowledge of effective library programs in order to civically engage in the political process...you have the knowledge and expertise that can be shared with policymakers as they consider issues and make decisions that impact school library programs.”
  - e. Ewbank, A. D. (2019). *Political advocacy for school librarians: Leveraging your influence*. Santa Barbara, CA: Libraries Unlimited, an imprint of ABC-CLIO, LLC.  
“Education and information policy has a direct impact on school libraries and is shaped by decisions at the local, state, and federal levels. School librarians are positioned uniquely to leverage their inside knowledge of effective school library programs to make a difference in education through civic engagement; however, a thorough understanding of both the explicit and ‘hidden’ rules of government is necessary to be an effective advocate.”
- ✓ **“The school library prepares learners to engage with a larger learning community by building and advocating for strong relationships with stakeholders who recognize and support an effective school library.” *National School Library Standards for Learners, School Librarian, and School Libraries*, p. 63. (School Library Standards, EXPLORE, Share, 3)**

## 6. PLNs (Personal Learning Networks)

- a. Donovan, L. (2018, February). Management matters. Developing and maintaining an online professional learning network. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2137083>  
“Sometimes being a librarian can be a lonely prospect, but developing an online PLN is a way to create ongoing professional connections and life-long learning.”
- b. *Building Your PLN*. (2018, August 20). Retrieved from <https://teacherchallenge.edublogs.org/creating-a-pln/>  
“Many teachers would agree that becoming a ‘connected educator’ and developing a PLN (Personal/Professional/Personalized Learning Network) is the most powerful thing you can do to improve your teaching and provide better outcomes for your students. This free self-paced course guides you through the process of building your PLN.”
- c. Gray, K. (2019, May 15). *Leveraging social media to build a digital PLN*. Retrieved from <https://www.edutopia.org/article/leveraging-social-media-build-digital-pln>  
“Tips for building a professional learning community online, whether you seek personal relationships or just want to follow other teachers....As teachers, we have traditionally found professional learning networks (PLNs) in our buildings, but in the digital age there are no boundaries: PLNs can exist on any social media platform, which creates endless possibilities for sharing, mentorship, and growth as teachers.”
- d. Watanabe-Crockett, L. (2018, September 14). *The best tools for nurturing your personal learning network*. Retrieved from <https://www.wabisablearning.com/blog/8-tools-personal-learning-network>  
“Developing your own personal learning network gives you flexibility to get information on your own terms. You're no longer only limited to just the professional opportunities that your school provides. Social media and other online tools have broken down the barriers to learning; this is just as true for teachers as it is students. You have much more control in your own professional development nowadays. So, what are some of the best tools that can help you?”

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- ✓ “**Effective school librarians actively engage in professional learning.**” (Dimensions of Professional Activity, INQUIRE) *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 148.
- ✓ “**Seeking out other educators and discussing ideas and information with them serves as an exemplar of collaboration that elevates all members of the faculty.**” (Dimensions of Professional Activity, COLLABORATE) *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 148-149.
- ✓ “**Curating as an endeavor to personalize professional learning is at the root of a thriving and effective school library.**” (Dimensions of Professional Activity, CURATE) *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 149.

## 7. Reading Choice

- a. *Position statement on labeling books with reading levels.* (2011, August 2). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements/labeling>  
 “It is the responsibility of school librarians to promote free access for students and not to aid in restricting their library materials. School librarians should resist labeling and advocate for development of district policies regarding leveled reading programs that rely on library staff compliance with library book labeling and non-standard shelving requirements. These policies should address the concerns of privacy, student First Amendment Rights, behavior modification in both browsing and motivational reading attitudes, and related issues.”
- b. Miller, D. (2017, October 15). *On the level by Donalyn Miller.* Retrieved from <https://nerdybookclub.wordpress.com/2017/10/15/on-the-level-by-donalyn-miller/>  
 “Restricting children’s reading choices to books that fit within their reading level warps children’s positive reading identity development and their perceptions of what reading is. Requiring students to read books “at their level” at all times limits children’s reading choices and derails intrinsic motivation to read, which is driven by interest, choice, and reader’s purpose—not reading level.”
- c. Ripp, P. (2017, August 29). *When we make a child a level.* Retrieved from <https://pernillesripp.com/2017/08/28/when-we-make-a-child-a-level/>  
 “When we make a child a level we diminish the entire child. Levels tell a child that they are not worth us getting to know them. That we don’t have time to take the time we need to help them better. That their entire reading identity is the same as every other child that is at that level.”
- d. Ness, M. K. (2019). Lose the levels: Organizing libraries by reading level can be more hindrance than help. *Principal*, 98(3), 48–50.  
 “The article discusses how organizing libraries according to reading level in elementary schools can be a challenge. Topics discussed include the common organizational structure for books, as opposed to genre, content, author, or theme; efforts to match readers to texts that best met their reading levels; and leveling systems’ effects on children reading habits.”
- e. Rumberger, A. (2018). Levels in the library. *Phi Delta Kappan*, 99(8), 57-61.  
<https://doi.org/10.1177/0031721718775681>  
 “Leveled reading, in which student’s select “just right” books based on their assessed reading level, has become a significant part of elementary reading instruction. However, libraries remain places where students can select books to read outside their reading levels. Based on observations of 1st-grade students, the author describes how the idea of reading levels has affected students’ perceptions of themselves as readers and what they should be reading. She argues for the preservation of spaces, like libraries, where students choose what, when, and how they read, without regard for reading levels.”

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- f. Miller, D., & Sharp, C. (2018). *Game changer!: Book access for all kids*. New York, NY: Scholastic Inc.

“Through research and testimonials from voices in the field and their own classroom experiences, Miller and Sharp provide practical and resourceful information on a range of topics, including examples of successful school and classroom libraries, the power of book ownership, the importance of access to culturally diverse books, and meaningful family-community reading engagement.”

- ✓ **“School librarians foster learners’ personal curiosity by encouraging learners to read widely and deeply in multiple formats.” *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 51. (School Librarian Standards, EXPLORE, Think, 1)**

## 8. SEL (Social and Emotional Learning)

- a. Himmelstein, D. (2019). Teaching with heart. *School Library Journal*, 65(3), 26–33.  
“The article discusses the benefits of social-emotional learning (SEL) for young students and the concept of mindfulness as being taught in several U.S. public schools. It also discusses the development of the organization the Collaborative for Academic, Social, and Emotional Learning (CASEL).”
- b. Chen, D. R. (2018, May). Safe and self-actualized: Addressing student needs. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2147965>  
“Is your library a safe space? Should it be? The terms "safe place" and "safe space" have appeared in many articles that describe school libraries being safe, quiet, places for students to study and not be bullied. However, safety is more than the absence of harm and danger. A safe space gives students an environment to risk new thoughts, learning processes, and products. These may involve reading choices, creating presentations and art, exploring new ideas, debating and discussing potentially emotionally charged topics, developing new friendships or connections, acquiring communication tools, and asking questions.”
- c. Newman, J., & Moroney, D. (2019). Reading between the lines of social and emotional learning: Discover what SEL is all about and why it’s important to consider when designing and implementing teen services. *Young Adult Library Services*, 17(2), 16–21.  
“The article offers information on the social and emotional learning (SEL) for youth development. Topics discussed include information on the elevation of student engagement and child development with the concept using SEL; discussions on the role of the SEL in raising self-awareness, self-management and the social awareness; and the information on the effective benefits of the SEL.”
- d. Farber, M. (2019, August 15). *Using digital tools to promote social and emotional learning*. Retrieved from <https://www.edutopia.org/article/using-digital-tools-promote-social-and-emotional-learning>  
Educators can take advantage of digital tools that students want to use to enhance social and emotional learning efforts. Educators need not carve out class time to explicitly teach empathy or collaboration; instead, opportunities should exist for students to practice those competencies in authentic and meaningful ways.

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- e. Schlosser, M. (2019, April 15). *Compelling resources to support social and emotional learning (SEL) in the library*. Retrieved from <https://knowledgequest.aasl.org/compelling-resources-to-support-social-and-emotional-learning-sel-in-the-library/>  
 “Social and emotional learning (SEL) is the practice of noticing and working with feelings. Learners develop skills to manage emotions, build empathy, communicate, persevere, and solve problems. Citizens need these skills to contribute to society. SEL skills are important enough to practice every day in all learning situations.” The *AASL Standards Framework for Learners* provide opportunities for SEL.
- f. Luhtala, M. (2019, February 27). *Social-emotional learning in the library*. Retrieved from <https://home.edweb.net/webinar/emergingtech20190227/>  
 “Integrating social-emotional learning into the learner experience is becoming a priority among school districts but competing initiatives vie for professional development and instructional time. The library program can serve as a vehicle to incorporate emotional wellness into each student’s day. In this edWebinar, Michelle Luhtala, Library Department Chair at New Canaan High School, CT, explores the many ways in which school librarians can support their learning communities through co-teaching, making, reading, and more.”
- ✓ **“School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building with the global learning community by creating an atmosphere in which learners feel empowered and interactions are learner-initiated.” *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 48. (School Librarian Standards, INCLUDE, Grow, 1)**

## 9. UDL (Universal Design for Learning)

- a. CAST. (2019). *About universal design for learning*. Retrieved from <http://www.cast.org/our-work/about-udl.html>  
 Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. See how the UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.
- b. Robinson, D. E. (2017). Universal design for learning and school libraries. *Knowledge Quest*, 46(1), 56–61.  
 “The article focuses on partnership between Universal Design for Learning (UDL) and school libraries .... Topics discussed include [how] UDL helps to improve and optimize teaching and learning; student demonstration of knowledge to develop meta-skills; and roles of the school librarian for modeling and infusing UDL principles and strategies.”
- c. Murawski, W. W., & Scott, K. L. (2019). *What really works with Universal Design for Learning*. Corwin.  
 “*What Really Works with Universal Design for Learning* is the how-to guide for implementing aspects of Universal Design Learning (UDL) to help every student be successful. UDL is the design and delivery of curriculum and instruction to meet the needs of all learners by providing them with choices for what and why they are learning and how they will share what they have learned.”

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- d. Bugaj, C. R. (2018). *The new assistive tech: Make learning awesome for all*. Portland, OR: International Society for Technology in Education.
- “School districts often struggle to develop consistent practices for meeting the assistive needs of special education students. This playful yet professional book will help public school educators select, acquire and implement technology to help all students, but especially those with special needs. The New Assistive Tech is a catalyst for breaking down walls between special education and general education and will help all educators realize they have tech knowledge (and can build upon that knowledge) that can be used to support students with disabilities.”
- ✓ **“The school library provides learners opportunities to maintain focus throughout the inquiry process by enabling equitable physical and intellectual access by providing barrier free, universally designed environments.”** *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 59. (School Library Standards, INQUIRE, Share, 2)

## 10. *National School Library Standards for Learners, School Librarians, and School Libraries* (free resources)

- a. *Common Beliefs*. Retrieved from <https://standards.aasl.org/beliefs/>  
“How do we define the qualities of well-prepared learners, effective school librarians, and dynamic school libraries?” Six common beliefs identified as central to the profession.
- b. *AASL Standards Framework for Learners*. Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>  
This brochure provides the Common Beliefs and full text of the Learner Standards in addition to basic information about the Shared Foundations and Key Commitments.
- c. *Standards Crosswalks*. Retrieved from <https://standards.aasl.org/project/crosswalks/>  
Crosswalks for the ISTE Standards for Learners and Educators, Future Ready framework, and Next Generation Science Standards are available as downloadable pdfs.
- d. *Shared Foundations Infographics*. Retrieved from <https://standards.aasl.org/project/foundations/>  
Colorful infographics unpack each of the six Shared Foundations.
- e. *One Pagers for Stakeholders*. Retrieved from <https://standards.aasl.org/project/stakeholders/>  
One page overviews of the National School Library Standards for administrators, educators and classroom teachers, and parents and guardians.
- f. *Evaluation Checklist*. Retrieved from <https://standards.aasl.org/project/evaluation/>  
School library evaluation checklist, organized by Shared Foundation, for both building-level and district-level.

American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries*. Chicago: ALA.

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