

# Topics and Trends for AASL's *National School Library Standards* 2019 VAASL Spring Regionals

## 1. Common Belief #1: The school library is a unique and essential part of a learning community.

- a. Lance, K. C., & Kachel, D. E. (2018). Why school librarians matter: What years of research tell us. *Phi Delta Kappan*. Retrieved from <http://www.kappanonline.org/lance-kachel-school-librarians-matter-years-research/>  
“When schools have high-quality library programs and librarians who share their expertise with the entire school community, student achievement gets a boost.”
- b. Hartzell, G. N. (2017, March/April). Building-level advocacy with library impact research. *School Library Connection*, 5-7.  
“Your principal’s priorities may be centered far from the library, but he or she will pay attention to you if there’s evidence that your library can help achieve other goals.”
- c. Zmuda, A., & Luhtala, M. (2017). Turn up the volume in the library through personalization. *Teacher Librarian*, 45(1), 21-25.  
“The article focuses on the library program suited to support personalized learning of students. Topics discussed include the connection between librarian and students, opportunity for students to know their intellectual passions, and collection development in libraries. Information regarding the control of collection, learning space, and tutorials is also provided.”
- d. Easley, M. (2017). Personalized learning environments and effective school library programs. *Knowledge Quest*, 45(4), 16-23.  
“The article focuses on role of personalized learning to offer ways to school librarians for maximizing learner achievement by meeting students and allowing them to engage in experiences that support their learning. It mentions principles of personalized learning followed in schools of Fulton County, Georgia such as just-in-time direct instruction and mastery-based assessment.”
- e. American Association of School Librarians. (2018). *Jason Reynolds for school libraries*. Retrieved from <https://www.youtube.com/watch?v=ct5DexO-HkM>  
“2018 School Library Month Spokesperson Jason Reynolds speaks about the importance of School Libraries”
- f. American Association of School Librarians. (2016). *AASL 2016 NSLPY Award recipient*. Retrieved from <https://www.youtube.com/watch?v=jt06XQ1MQjU&t=6s>  
“Veterans Memorial Elementary School, located in Naples, Florida, is the American Association of School Librarians’ (AASL) 2016 National School Library Program of the Year (NSLPY) Award recipient. Sponsored by Follett, the NSLPY Award annually recognizes a school library program that meets the needs of the changing school and library environment and is fully integrated into the school's curriculum.”

## 2. Common Belief #2: Qualified school librarians lead effective school libraries.

- a. Lance, K. C., & Hofschire, L. (2011). Something to shout about: New research shows that more librarians mean higher reading scores. *School Library Journal*, 57(9), 28-33.  
“The article presents discussion regarding the importance of librarians in childhood education, particularly literacy rates, in the United States. The authors cite research and professional experience asserting that when an area has more librarians in its service, the region's literacy rates and reading scores are improved. Comments are given explaining the trend and emphasizing the role of librarians in the educational community at large.”

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- b. Petropoulos, M. (2018, January/February). Fostering support for school libraries. *School Library Connection*, 30-33.  
 “The majority of people in the United States have some memory of visiting a school library. These memories, be they positive or negative, are what many people use to define a school library program....I work in a small district in California, and in the past six years, we have been able to change the perception of our library program one step at a time.”
- c. American Association of School Librarians. (2016). *Appropriate staffing for school libraries*. Retrieved from [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AA SL Position%20Statement Appropriate%20Staffing 2016-06-25.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AA%20SL%20Position%20Statement%20Appropriate%20Staffing%202016-06-25.pdf)  
 “The American Association of School Librarians (AASL) supports the position that every student in every school, including independent schools and public charter schools, should have access to an updated school library with a certified school librarian.”

### 3. Common Belief #3: Learners should be prepared for college, career, and life.

- a. Saunders, L., Severyn, J., & Caron, J. (2017). Don't they teach that in high school? Examining the high school to college information literacy gap. *Library & Information Science Research*, 39(4), 276-283.  
 “College librarians express concern over incoming students' information literacy skills and lack of skills preparing them for college-level research. However, it is unclear whether information literacy skills are not being taught at the high school level, whether they are not being retained or transferred as students move on to college, or whether there is a disconnect between the skills taught in high school and those expected of incoming college students. This study explores these questions through a set of parallel surveys sent to a national sample of high school and college librarians. Findings suggest that high school and college librarians agree on the importance of most skills though they vary in their emphasis on their importance, and that information literacy skills are being taught in high school but do not seem to transfer to college. The paper concludes with suggestions for increased communication and collaboration to bridge the high school to college transition.”
- b. Rodgers, L. (2018). Partnership prepares students for college. *School Library Journal*, 64(2), 17.  
 “The article reports on the move of health teacher Leah Meredith at Perry Hall High School in Baltimore to partner with library media specialist Colleen Adams to teach a couple of units of her health class using presentations. It highlights the importance of the initiative since it teaches students to create presentations that were more technologically savvy. It also mentions the advantage of the initiative since it helps the students to prepare for college projects.”
- c. Crockett, L. W. (2018). Librarians lead the growth on information literacy and global digital citizens. *Knowledge Quest*, 46(4), 28-33.  
 “Librarians are leaders in growing global digital citizens....[They], especially school librarians, create opportunities for learning like never before in history.”

### 4. Common Belief #4: Reading is the core of personal and academic competency.

- a. Schwanenflugel, P. J., & Knapp, N. F. (2017, February 28). *Three myths about “reading levels” and why you shouldn’t fall for them...* Retrieved from <https://www.psychologytoday.com/us/blog/reading-minds/201702/three-myths-about-reading-levels>  
 The authors unpack three reading level myths and offer helpful take-aways.

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- b. Deichman, J. (2018, January/February). Driving away summer slide. *School Library Connection*, 18-20.  
 “There are massive amounts of research indicating the effect of the ‘summer slide’ on the reading skills of our students. I know that my middle school students need to read all summer to keep their literacy skills fresh. A summer bookmobile is the solution to all these woes and here’s how I was able to start one.”
- c. Kordeliski, A. (2017). Establishing a community of readers in a secondary library. *Knowledge Quest*, 46(2), 8-14.  
 “The author describes her experiences as a librarian of establishing a community of readers in a secondary library. She describes the challenge of working with tweens and teens who are at times difficult to engage and very hard to reach. She also cites several important factors that must be considered when building a reading culture, including a school librarian who reads young adult books and access to books loved by teens and tweens.”
- d. Stigge, A. (2018). How I doubled circulation. *School Library Journal*, 64(2), 12-13.  
 “The author offers ideas on how to facilitate student choice to help boost motivate in reading. It highlights the author's experience as a librarian at Shawnee Northwest High School in which she had the chance to participate in a collaborate effort to boost the reading culture at the school. The author shares the concept of the Reading Empathy Initiative which has provided an astounding turnaround in circulation statistics and enthusiasm for reading.”
- e. Jorgenson, A. (2018). Implementing a one book one school program. *Teacher Librarian*, 45(3), 53-55.  
 “The article focuses on the One Book One School program, an all-school reading program in which parents, staff, and students can choose to participate, at Schoo Middle School. The program promotes a love of reading and a sense of community. The goals of the program include the need to increase the amount of personal reading students do, to use books to teach empathy, and promote a sense of reading community with both student and staff.”
- f. LaGarde, J. (2017, August 21). *When adults don’t read, kids lose*. Retrieved from <http://www.librarygirl.net/2017/08/when-adults-dont-read-kids-lose.html>  
 “Helping students create and grow authentic reading lives, is one of our most important jobs as educators. The research on this topic is very clear: Children between the ages of 10 and 16 who read for pleasure make more progress in vocabulary, spelling, and math than those who rarely read.”

## 5. Common Belief #5: Intellectual freedom is every learner’s right.

- a. Magi, T. & Garnar, M. (Eds.). (2015). *Intellectual freedom manual* (9<sup>th</sup> ed). Chicago, IL: American Library Association.  
 “The new edition of the *Intellectual Freedom Manual* is more than just an invaluable compendium of guiding principles and policies. It's also an indispensable resource for day-to-day guidance on maintaining free and equal access to information for all people.”
- b. Intellectual freedom 101: Principles for school librarians. (2018, March/April.) *School Library Connection*, 82.  
 Eight key principles of intellectual freedom presented on this Use This Page.
- c. American Library Association. (2018). *Selection & reconsideration policy toolkit for public, school, & academic libraries*. Retrieved from <http://www.ala.org/tools/challengesupport/selectionpolicytoolkit>  
 From “Why Do I Need a Policy?” to “Basic Components of a Selection Policy” and “Reconsideration Procedure” concluding with an “Appendix” of standard intellectual freedom documents.
- d. American Library Association. (2018). Office for Intellectual Freedom. Retrieved from <http://www.ala.org/aboutala/offices/oif>

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“The Office for Intellectual Freedom is charged with implementing ALA policies concerning the concept of intellectual freedom as embodied in the Library Bill of Rights, the Association’s basic policy on free access to libraries and library materials. The goal of the office is to educate librarians and the general public about the nature and importance of intellectual freedom in libraries.”

## **6. Common Belief #6: Information technologies must be appropriately integrated and equitably available.**

- a. Stogdill, C., & Kleinmeyer, L. (2017, January/February). Raising creators, not consumers. *School Library Connection*, 28-30.  
“Technology should not drive learning but instead provide a means to enhance learning experiences and increase rigor....Taking learning to higher levels of understanding through leveled questioning and exploring increases the rigor of learning experiences and ultimately leads to higher achievement.”
- b. Lechtenberg, K., & Phillips, J. (2018). Speaking up for equity takes courage—but the standards have your back. *Knowledge Quest*, 46(5), 56-63.  
“School libraries can be equity hubs. Scholars recognize equity as an interdisciplinary, system-wide goal, and school librarians are well place to be equity leaders because of our connections to all learners”
- c. Throgmorton, K. (2017). Open educational resources: Redefining the role of school librarians. *American Libraries*, 48(9/10), 16-17.  
“The article discusses the role of school librarians as more schools in the U.S. adopt open educational resources (OERs). Topics include the expansion of school librarians’ roles as digital content curators, the use of OERs to facilitate educational equity among students, and the use of OERs to have conversations with teachers regarding licensing and copyright infractions, bias, and diverse perspectives.”
- d. American Library Association. (2018). Washington Office. Retrieved from <http://www.ala.org/aboutala/offices/wo>  
“The ALA Washington Office is charged with tracking and influencing policy issues, legislation, and regulations of importance to the library field and the public.”

## **7. Shared Foundation #1: INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**

- a. American Association of School Librarians. (2018). *Shared foundations: Inquire*. Retrieved from [https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations\\_Inquire\\_2017.pdf](https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations_Inquire_2017.pdf)  
Infographic explaining the Shared Foundation: Inquire starting with curiosity
- b. American Association of School Librarians. (2017). *Learners interpret the standards: Inquire*. Retrieved from [https://www.youtube.com/watch?time\\_continue=2&v=QIGLPyAFqVc](https://www.youtube.com/watch?time_continue=2&v=QIGLPyAFqVc)  
Video in which “learners describe the steps they take to answer a question and what they do when the answer to their question reveals a new question”
- c. Pentland, C. (2017, November/December). Inquiry every day in every classroom. *School Library Connection*, 30-33.  
“No matter what inquiry model or framework you use in your school or district, it is essential that your students are able to practice inquiry skills throughout curricular areas and grade levels. Inquiry instruction should not just be the responsibility of the school librarian; classroom teachers need to be aware of the inquiry framework and how to use it as well.”

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- d. Barker, K., & Holden. P. (2017). Let it go: The power of student-generated questioning in inquiry learning. *Knowledge Quest*, 46(2), 36-41.  
“Using student-generated questions does not have to mean losing control of student learning. By thoughtfully designing the culture, resources, and language around questioning and inquiry learning, the teaching team can be empowered to loosen their hold and guide learners to create high-level inquiry questions that spark the excitement of students and teachers alike.”
- e. Lewis, K. R., Simmons, S., & Maniotes, L. K. (2018). Building a culture for learner voice and choice through inquiry. *Teacher Librarian*, 45(4), 24-27.  
“The article discusses the impact of student learning if everyone has a computer. Topics discussed include focus on teacher-led technology in each of the school district's 1,100-plus classrooms, widespread change in educational technology through leadership, professional learning and perseverance through disequilibrium, and role of the school librarian in transforming learning and teaching in classroom teaching.”

## 8. Shared Foundation #2 INCLUDE: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community

- a. American Association of School Librarians. (2018). *Shared foundations: Include*. Retrieved from [https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations\\_Include\\_2017.pdf](https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations_Include_2017.pdf)  
Infographic explaining the Shared Foundation Include starting with equity
- b. American Association of School Librarians. (2017). *Learners interpret the standards: Include*. Retrieved from [https://www.youtube.com/watch?time\\_continue=1&v=b3az12LSunw](https://www.youtube.com/watch?time_continue=1&v=b3az12LSunw)  
Video in which “learners reflect on what it means to *Include* different points of view in your work and how considering different ideas enriches your learning”
- c. Ford, A., (2017). Finding friends, learning leadership. *American Libraries*, 48(11/12), 26-27. Retrieved from <https://americanlibrariesmagazine.org/2017/10/18/finding-friends-learning-leadership-bullying/>  
“The article reports on the work of junior high school librarian April Leshner at Highland Junior High School in Mesa, Arizona to make her library a place to develop friendships. It mentions the programs she has developed to foster friendship and promote leadership among the students through the use of games.”
- d. Paradis, J. (2017, November/December). Supporting ELL families through the school library. *School Library Connection*, 9-12.  
“As the school’s cultural and educational hub, the library is in a unique position to accommodate ELL families and help create a schoolwide culture of support.”
- e. Naidoo, J. C. (2017, May/June). Serving rainbow families in school libraries. *School Library Connection*, 5-8.  
“As shifting demographics in the United States testify to a rising number of children and families from diverse backgrounds, it is essential for school librarians to create inclusive collections, environments, and curricula that take into account various forms of diversity, including children or caregivers who identify as lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ).”
- f. Bunner, T. (2017). When we listen: Using student voices to design culturally responsive and just schools. *Knowledge Quest*, 45(3), 38-45.  
Bunner explains the Student Six program and how it applies to our libraries.

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## 9. Shared Foundation #3: COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals

- a. American Association of School Librarians. (2018). *Shared foundations: Collaborate*. Retrieved from [https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations\\_Collaborate\\_2017.pdf](https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations_Collaborate_2017.pdf)  
Infographic explaining the Shared Foundation Collaborate starting with community
- b. American Association of School Librarians. (2017). *Learners interpret the standards: Collaborate*. Retrieved from [https://www.youtube.com/watch?time\\_continue=2&v=W\\_uo96Fhy7M](https://www.youtube.com/watch?time_continue=2&v=W_uo96Fhy7M)  
Video in which “learners discuss why they like to *Collaborate*, including how working within groups helps them solve problems”
- c. McNair, E. (2018). *An invitation to collaborate—Part 1*. Retrieved from <https://knowledgequest.aasl.org/an-invitation-to-collaborate-part-1/> *An invitation to collaborate—Part 2*. Retrieved from <https://knowledgequest.aasl.org/an-invitation-to-collaborate-part-2/>  
McNair unpacks and explores strategies for implementing collaboration with learners, educators, our communities, and through global connections.
- d. Copeland, A., & Jacobs, L. (2017). The power of collaboration between school librarian and classroom teacher. *Teacher Librarian*, 45(2), 22-27.  
“The article focuses on the important role of a school librarian which is to collaborate with classroom teachers to integrate information literacy skills with content learning standards. The ultimate goal of librarians and teachers which is to assist students develop 21-st century skills and grow as empathic global citizens is cited.”
- e. Loertscher, D. V. (2014). Collaboration and co-teaching. *Teacher Librarian*, 42(2), 8-19.  
“The article discusses the findings of research concerning the educational impact of collaboration and co-teaching for teacher librarians. Topics covered include improvement in student performance, challenges in partnering with the teacher librarian in the school, the successful implementation of the system in several schools in the U.S., and possible replication in other school districts.”

## 10. Shared Foundation #4: CURATE: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

- a. American Association of School Librarians. (2018). *Shared foundations: Curate*. Retrieved from [https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations\\_Curate\\_2017.pdf](https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations_Curate_2017.pdf)  
Infographic explaining the Shared Foundation Curate starting with relevance
- b. American Association of School Librarians. (2017). *Learners interpret the standards: Curate*. Retrieved from [https://www.youtube.com/watch?time\\_continue=14&v=lz08RtTUZdI](https://www.youtube.com/watch?time_continue=14&v=lz08RtTUZdI)  
Video in which “learners talk about why and how they *Curate* information, and why using different sources is important”
- 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.  
“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

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organizations to evaluate websites and instead discusses a method used by fact checkers based on searching for similar information across multiple websites.”

- d. Valenza, J. K., Boyer, B. L., & Curtis, D. (2014). Chapter 4: Curation in school libraries. *Library Technology Reports*, 50(7), 27-35.  
“The authors present interviews with school librarians who describe how digital curation supports learning, serves as a learning activity for students, and contributes to the larger community.”
- e. Valenza, J. (2017). Tips on digital curation. *School Library Journal*, 63(8), 20.  
“The article offers information on the use of digital curation by the librarians of U.S for managing library. Topics discussed include engagement of open educational resources (OER) in the traditional library catalogs; its role in promoting reading or organizing text sets; and need of professional development in the region.”

## 11. Shared Foundation #5 EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection

- a. American Association of School Librarians. (2018). *Shared foundations: Explore*. Retrieved from [https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations\\_Explore\\_2017.pdf](https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations_Explore_2017.pdf)  
Infographic explaining the Shared Foundation Explore starting with wonder
- b. American Association of School Librarians. (2017). *Learners interpret the standards: Explore*. Retrieved from [https://www.youtube.com/watch?time\\_continue=1&v=MufTzXXJyQ4](https://www.youtube.com/watch?time_continue=1&v=MufTzXXJyQ4)  
Video in which “learners reflect on what it means to *Explore* in the school library, and what they do when their first try solving a problem doesn’t work”
- c. Dweck, C. S. (2009). Mindsets: How praise is harming youth and what can be done about it. *School Library Media Activities Monthly*, 24(5), 55-58.  
“The article focuses on mindsets and the effect of praise on youth development. Studies reveal two student mindsets--children with fixed mindsets believe that intelligence is fixed, and those with growth mindsets believe that intelligence can be developed. Those with growth mindsets are more motivated to learn and capable of overcoming challenges. Also, the praise adults give on intelligence or talent alone result to fixed mindsets. Adults should praise the child’s effort and practice process-focused criticism to foster growth mindset in the young.”
- d. Seymour, G. (2018, May/June). Makers making a difference: Community service in the makerspace. *School Library Connection*, 45-47.  
“Our school library makerspaces are unique environments where creative and diverse learning takes place. ...While supporting the curriculum and student interests, we also empower our youth to provide service to their community.”
- e. Ouvrard-Prettol, E., & Linden, A. (2018). Breakout experiences in school libraries. *Teacher Librarian*, 45(3), 20-23.  
“The authors share concepts for implementing highly interactive, count-down, mystery-solving experiences that librarians can implement in their libraries to engage students. An active and immersive problem-solving experience called an escape room, also known as a breakout, where a group of students is tasked to solve a number of physical and/or technology-based puzzles to open locks to break into a box or escape the room within a given time limit.”

## 12. Shared Foundation #6 ENGAGE: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world

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- a. American Association of School Librarians. (2018). *Shared foundations: Engage*. Retrieved from [https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations\\_Engage\\_2017.pdf](https://standards.aasl.org/wp-content/uploads/2017/11/SharedFoundations_Engage_2017.pdf)  
Infographic explaining the Shared Foundation Engage starting with responsibility
- b. American Association of School Librarians. (2017). *Learners interpret the standards: Engage*. Retrieved from [https://www.youtube.com/watch?time\\_continue=1&v=KG5qpqAInfk](https://www.youtube.com/watch?time_continue=1&v=KG5qpqAInfk)  
Video in which “learners explain what it means to *Engage* with information in an honest way, and why it is important to give credit to other people in your work”
- c. Moorefield-Lang, H. (2017, August/September). Cite it right: Citation tools to avert misinformation. *School Library Connection*, 37.  
“As librarians and educators in information literacy, one of our jobs is training our students and our peer educators in using information in an ethical manner....It’s important to be aware of online citation tools and keep up on the new ones coming out.”
- d. Williams, C. (2018, May/June). From school to community: Inspiring student activism. *School Library Connection*, 28-31.  
“For students, things that hinder their learning and social, emotional, and physical well-being are all opportunities for developing activism. All grade levels and content areas are ripe for personal projects, in-class activities, and identifying issues of interest and importance to students.”
- e. *The global goals for sustainable development: The 17 goals*. (2018). Retrieved from <https://www.globalgoals.org/>  
“In 2015, world leaders agreed to 17 goals for a better world by 2030. These goals have the power to end poverty, fight inequality and stop climate change. Guided by the goals, it is now up to all of us, governments, businesses, civil society and the general public to work together to build a better future for everyone.”
- f. Valenza, J. (2018, May 15). *A big list of options for connecting globally*. Retrieved from <http://blogs.slj.com/neverendingsearch/2018/05/15/a-big-list-of-options-for-connecting-globally/>  
“Highlights of the opportunities that range from simply sparking a degree of global awareness to fully emerging in meaningful projects and connections with potential for both personal and global impact”

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*“An effective school library plays an important role in preparing learners for life in an information-rich society....Under the direction of a qualified school librarian, school libraries are instrumental in fostering literacy and teaching inquiry skills to support lifelong learning”* (p. 54).

**American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: American Library Association.**

*The American Association of School Librarians empowers leaders to transform teaching and learning.*

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