AASL Standards Framework for School Librarians

SHARES FOUNDATIONS AND KEY COMMITMENTS

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

II. INCLUDE
School librarians direct learners to contribute a balanced perspective when participating in a learning community by:
1. Engaging learners to articulate an awareness of the contributions of a range of learners.
2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.
3. Differentiating instruction to support learners’ understandings, cultural relevance, and placement within the global learning community.

III. COLLABORATE
School librarians facilitate collaborative opportunities by:
1. Challenging learners to work with others to broaden and deepen understandings.
2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group.
3. Organizing learner groups for decision making and problem solving.

IV. CURATE
School librarians challenge learners to act on an information need by:
1. Modeling the response to a need to gather and organize information.
2. Designing opportunities for learners to explore possible information sources.
3. Guiding learners to make critical choices about information sources to use.

V. EXPLORE
School librarians foster learners’ personal curiosity by:
1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes.
2. Challenging learners to reflect and question assumptions and possible misconceptions.
3. Enabling learners by helping them develop inquiry-based processes for personal growth.

VI. ENGAGE
School librarians promote ethical and legal guidelines for gathering and using information by:
1. Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use.
2. Modeling the understanding of ethical use of information, technology, and media.
3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.

A. THINK
School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by:
1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated.
2. Initiating opportunities that allow learners to demonstrate knowledge and make real-world connections for lifelong learning.

B. CREATE
School librarians promote new knowledge and perspectives by:
1. Ensuring that learners probe perspectives to questions.
2. Devising and implementing a plan to fill knowledge gaps.
3. Facilitating the development of products that illustrate learning.

C. SHARE
School librarians provide learning by:
2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded.
3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.

D. GROW
School librarians demonstrate the importance of personal, social, and intellectual networks by:
1. Modeling the use of a variety of communication tools and resources.
2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.

II. INCLUDE
School librarians establish opportunities for learners to interact with others who reflect a range of perspectives.
2. Devising learning activities that require learners to evaluate a variety of perspectives.
3. Designing opportunities that help learners to illustrate diverse viewpoints.

III. COLLABORATE
School librarians advocate for collaborative opportunities by:
1. Guiding the dissemination of new knowledge.
2. Challenging learners to reflect and question assumptions.
3. Enabling learners by helping them develop inquiry-based processes for personal growth.

IV. CURATE
School librarians contribute to and guide information resource exchange within and beyond the school learning community by:
1. Facilitating opportunities to access and evaluate collaboratively constructed information resources.
2. Designing pathways for learners to contribute to collaboratively constructed information sites.
3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.

V. EXPLORE
School librarians promote learners to engage with the learning community by:
1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.
2. Assisting learners to co-construct innovative means of investigation.
3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.

VI. ENGAGE
School librarians act as a resource for using validated information and making conclusions to make ethical decisions in the creation of knowledge by:
1. Showing a variety of strategies to ethically use and reproduce others’ work, and modeling this ethical use.
2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others.
3. Promoting the inclusion of elements in personal knowledge products that allow others to credit content appropriately.

Domains and Competencies