



Standards for the Preparation of School Librarians

SBE PRESENTATION DRAFT

Standard 1: The Learner and Learning

Well-prepared school librarians are effective educators who demonstrate an awareness of learners' development. They promote cultural competence and respect for inclusiveness. Further, they integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment. Well-prepared school librarians impact student learning so that all learners are prepared for college, career, and life.

Components

1.1 Learner Development. Well-prepared school librarians demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. They engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the National School Library Standards.

1.2 Learner Diversity. Well-prepared school librarians articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.

1.3 Learning Differences. Well-prepared school librarians cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.

1.4 Learning Environments. Well-prepared school librarians create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

Standard 2: Planning for Instruction

Well-prepared school librarians collaborate with the learning community to strategically plan, deliver, and assess instruction. They design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Additionally, they guide learners to reflect on their learning growth and their ethical use of information. Well-prepared school librarians use data and information to reflect on and revise the effectiveness of their instruction.

Components

2.1 Planning for Instruction. Well-prepared school librarians collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.

2.2 Instructional Strategies. Well-prepared school librarians use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.

2.3 Integrating Ethical Use of Information into Instructional Practice. Well-prepared school librarians teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.

2.4 Assessment. Well-prepared school librarians use multiple methods of assessment to engage learners in their own growth. In collaboration with instructional partners, they revise their instruction to address areas in which learners need to develop understanding.

Standard 3: Knowledge and Application of Content

Well-prepared school librarians are knowledgeable in literature, digital and information literacies, and current instructional technologies. They use their pedagogical skills to actively engage learners in the critical thinking and inquiry process. Further, well-prepared school librarians use a variety of strategies to foster the development of ethical digital citizens and motivated readers.

Components

3.1 Reading Engagement. Well-prepared school librarians demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Well-prepared school librarians use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.

3.2 Information Literacy. Well-prepared school librarians know when and why information is needed, where to find it, and how to evaluate, use, and communicate it in an ethical manner. They model, promote, and teach critical thinking and the inquiry process by using multiple literacies.

3.3 Technology-Enabled Learning. Well-prepared school librarians use digital tools, resources, and emerging technologies to design and adapt learning experiences. They engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Well-prepared school librarians articulate, communicate, model, and teach digital citizenship.

Standard 4: Organization and Access

Well-prepared school librarians model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. They demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert

their commitment to the diverse needs and interests of the global society. Well-prepared school librarians make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.

Components

4.1 Access. Well-prepared school librarians facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. They design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.

4.2 Information Resources. Well-prepared school librarians use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. They evaluate and select information resources in a variety of formats.

4.3 Evidence-Based Decision Making. Well-prepared school librarians make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.

Standard 5: Leadership, Advocacy, and Professional Responsibility

Well-prepared school librarians are actively engaged in leadership, collaboration, advocacy, and professional networking. They participate in and lead ongoing professional learning. Further, they advocate for effective school libraries to benefit all learners. Well-prepared school librarians conduct themselves according to the ethical principles of the library and information profession.

Components

5.1 Professional Learning. Well-prepared school librarians engage in ongoing professional learning. They deliver professional development designed to meet the diverse needs of all members of the learning community.

5.2 Leadership and Collaboration. Well-prepared school librarians lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.

5.3 Advocacy. Well-prepared school librarians advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.

5.4 Ethical Practice. Well-prepared school librarians model and promote the ethical practices of librarianship, as expressed in the foundational

documents of the library profession, including the American Library Association Code of Ethics and the Library Bill of Rights.



Participants in the Development of Standards for
the Preparation of School Librarians

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