



AASL Standards Framework for School Librarians

SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
A. THINK	<p>School librarians teach learners to display curiosity and initiative when seeking information by:</p> <ol style="list-style-type: none"> Encouraging learners to formulate questions about a personal interest or a curricular topic. Activating learners' prior and background knowledge as context for constructing new meaning. 	<p>School librarians direct learners to contribute a balanced perspective when participating in a learning community by:</p> <ol style="list-style-type: none"> Engaging learners to articulate an awareness of the contributions of a range of learners. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community. 	<p>School librarians facilitate collaborative opportunities by:</p> <ol style="list-style-type: none"> Challenging learners to work with others to broaden and deepen understandings. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. Organizing learner groups for decision making and problem solving. 	<p>School librarians challenge learners to act on an information need by:</p> <ol style="list-style-type: none"> Modeling the response to a need to gather and organize information. Designing opportunities for learners to explore possible information sources. Guiding learners to make critical choices about information sources to use. 	<p>School librarians foster learners' personal curiosity by:</p> <ol style="list-style-type: none"> Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes. Challenging learners to reflect and question assumptions and possible misconceptions. Enabling learners by helping them develop inquiry-based processes for personal growth. 	<p>School librarians promote ethical and legal guidelines for gathering and using information by:</p> <ol style="list-style-type: none"> Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use. Modeling the understanding of ethical use of information, technology, and media. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	<p>School librarians promote new knowledge generation by:</p> <ol style="list-style-type: none"> Ensuring that learners probe possible answers to questions. Devising and implementing a plan to fill knowledge gaps. Facilitating the development of products that illustrate learning. 	<p>School librarians establish opportunities for learners to adjust their awareness of the global learning community by:</p> <ol style="list-style-type: none"> Providing opportunities for learners to interact with others who reflect a range of perspectives. Devising learning activities that require learners to evaluate a variety of perspectives. Designing opportunities that help learners to illustrate diverse viewpoints. 	<p>School librarians demonstrate the importance of personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> Modeling the use of a variety of communication tools and resources. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge. 	<p>School librarians promote information gathering appropriate to the task by:</p> <ol style="list-style-type: none"> Sharing a variety of sources. Encouraging the use of information representing diverse perspectives. Fostering the questioning and assessing of validity and accuracy of information. Providing tools and strategies to organize information by priority, topic, or other systematic scheme. 	<p>School librarians stimulate learners to construct new knowledge by:</p> <ol style="list-style-type: none"> Teaching problem solving through cycles of design, implementation, and reflection. Providing opportunities for tinkering and making. Modeling persistence through self-directed tinkering and making. 	<p>School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <ol style="list-style-type: none"> Showing a variety of strategies to ethically use and reproduce others' work, and modeling this ethical use. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. Promoting the inclusion of elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	<p>School librarians guide learners to maintain focus throughout the inquiry process by:</p> <ol style="list-style-type: none"> Assisting in assessing the inquiry-based research process. Providing opportunities for learners to share learning products and reflect on the learning process with others 	<p>School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by:</p> <ol style="list-style-type: none"> Giving learners opportunities to engage in informed conversation and active debate. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed. 	<p>School librarians promote working productively with others to solve problems by:</p> <ol style="list-style-type: none"> Demonstrating how to solicit and respond to feedback from others. Advocating and modeling respect for diverse perspectives to guide the inquiry process. 	<p>School librarians contribute to and guide information resource exchange within and beyond the school learning community by:</p> <ol style="list-style-type: none"> Facilitating opportunities to access and evaluate collaboratively constructed information sites. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites. 	<p>School librarians prepare learners to engage with the learning community by:</p> <ol style="list-style-type: none"> Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance. Assisting learners to co-construct innovative means of investigation. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem. 	<p>School librarians promote the responsible, ethical, and legal sharing of new information with a global community by:</p> <ol style="list-style-type: none"> Imparting strategies for sharing information resources in accordance with modification, reuse, and remix policies. Guiding the dissemination of new knowledge through means appropriate for the intended audience.
D. GROW	<p>School librarians implement and model an inquiry-based process by:</p> <ol style="list-style-type: none"> Leading learners and staff through the research process. Constructing tasks focused on learners' individual areas of interest. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning. 	<p>School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by:</p> <ol style="list-style-type: none"> Creating an atmosphere in which learners feel empowered and interactions are learner-initiated. Initiating opportunities that allow learners to demonstrate interest in other perspectives. Showcasing learners' reflections on their place within the global learning community. 	<p>School librarians foster active participation in learning situations by:</p> <ol style="list-style-type: none"> Stimulating learners to actively contribute to group discussions. Creating a learning environment in which learners understand that learning is a social responsibility. 	<p>School librarians show learners how to select and organize information for a variety of audiences by:</p> <ol style="list-style-type: none"> Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate. 	<p>School librarians help learners develop through experience and reflection by:</p> <ol style="list-style-type: none"> Scaffolding iterative challenge-response processes. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth. 	<p>School librarians support learners' engagement with information to extend personal learning by:</p> <ol style="list-style-type: none"> Structuring a learning environment for innovative use of information and information technologies. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process. Championing and modeling safe, responsible, ethical, and legal information behaviors.