ROLL THE DIE ON THE NEW AASL STANDARDS

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Who?
As the 2017 president of the Tennessee Association of School Librarians, I was willing to work really hard for the school librarians of Tennessee for three years, 2016–2018 within our leadership plan, which includes the offices of president-elect and past president. Holding this position also meant that I was lucky enough to attend the AASL National Conference in Phoenix in 2017 to represent Tennessee and was able to participate in the "Transforming Teaching and Learning with National School Library Standards" pre-conference session. This particular pre-conference session was available only to two representatives per state, and I was fortunate to be able to attend as a representative of Tennessee. It was a well-planned session that provided much food for thought, and I learned so much more in the hands-on environment of this session than I would have in a sit-and-listen session.

To whom much is given, much is required, right? Since I was able to attend this amazing pre-con, I had a responsibility to share the information with other school librarians. I presented two in-service sessions for my school district last March and May. The sessions were voluntary, and around fifteen out of sixty-three school librarians attended. I primarily used four learning stations as my method of instruction, and librarians were grouped by level: elementary, middle, and high.

What?
Before moving through the stations, though, all attendees looked at the standards frameworks for learners, school librarians, and school libraries. Each person had a paper copy of the frameworks to read through quickly after I had explained the structure of the standards and the framework charts. Attendees needed about ten minutes of silence to process the AASL Standards because they had not seen them before. After the silent time, participants voiced their initial responses, which were positive and included expressions of a sense of empowerment regarding what could be done in the school library. One of the responses about having focuses on the learner, the librarian, and the library was: “Finally.”

Groups then moved on to the stations. One station was a computer that the school librarians could use to explore the resources on the AASL Standards website at <https://standards.aasl.org>. I pointed out

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some of the many useful resources linked to the standards portal; my personal favorites are the one-pagers for stakeholders and school librarians. Participants also had a chance to look through my copy of the standards book (available at <https://standards.aasl.org/shop>).

Each of the three other stations focused on using the AASL Standards Framework for Learners to enhance a generic, brief library assignment that a classroom educator might bring to the school librarian: using one book to write a report about one country; book tasting or speed dating with a book; and finding one database article to provide information to create a poster. I asked the school librarians to add one element to the lesson that would incorporate the new standards. At each station, each participant rolled a die; the number rolled determined which Shared Foundation the person would focus on when enhancing the lesson.

The members of the group at each station then shared their ideas. As a result, each school librarian left the training session with three basic library lessons and ideas from peers about ways to incorporate the new standards into those lessons.

For example, when a group considered the book tasting/speed dating lesson, a member rolled a four. This is the Curate Shared Foundation, and the librarian chose to add a competency from the Grow domain and suggested adding a sticky note to the cover of books for students to jot down a thought about the book to guide other students in their selections (Learner IV.D.3). Another librarian rolled a two, the Include Shared Foundation. This librarian focused on the Create domain and pointed out that the books chosen for the tasting/speed dating should be selected carefully and with an eye toward diversity (Learner II.B.3).

As a next step for our district, my co-librarian and I are considering offering another in-service training session for librarians, but the new session would focus on the AASL Standards Framework for School Librarians, and participants would share ideas of how we can improve our own practice. This same method of rolling the die for one of the six Shared Foundations could be used for any of the frameworks. In fact, a library advisory committee—ideally one that includes learners—could also use this method to focus on the AASL Standards Framework for School Librarians to generate new ideas for improving the library space and services.

**Why?**

I am thankful to have experienced the standards pre-conference in Phoenix in 2017. It exposed me to the standards in a more in-depth manner than I might otherwise have exposed myself. I am also very glad that I workedshopped this topic with peers in my county; it is one thing to understand a topic, but leading a session really pushed me to deepen my understanding—an understanding that I look forward to employing now and in the future as my students and I continue to Think, Create, Share, and Grow.

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