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Marie Langevin has worked in education since 2007, beginning her career as a secondary English and History teacher before transitioning into high school librarianship. She now serves as the Lower School Librarian at Charlotte Country Day School in Charlotte, North Carolina. In addition to her school-based work, Marie is the co-chair of the AASL Standards Committee and an active member of the North Carolina School Library Media Association.



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Jennifer Sturge is an associate professor in the University of West Alabama's Library Media program. She is a long-time member of the American Library Association and the American Association of School Librarians, serving on the *Knowledge Quest* editorial board, as co-chair for the 2025 national conference, and as co-chair of the 2025-26 Standards Committee. She is also a member of several state library associations and is on the board of directors of her local public library.

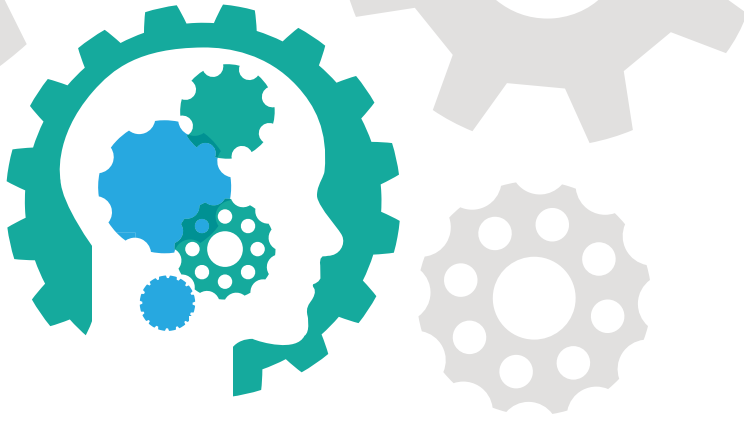
Reignite, Reimagine, and Renew: Welcoming in the Second Edition Standards

Welcome to 2026!

AS WE TURN THE PAGE ON A LANDMARK YEAR for our profession, we, the 2025-26 Standards Committee co-chairs and your authors for this essay, are thrilled to introduce this special issue of *Knowledge Quest*. The release of the second edition of *National School Library Standards for Learners, School Librarians, and School Libraries* marks an important moment for school librarianship, and this issue celebrates the thoughtful inquiry, collaborative energy, and practical wisdom that helped bring the new edition to life.

The new edition arrives at a time when school librarians continue to navigate emerging technologies, shifting instructional landscapes, and evolving expectations for what it means to serve as leaders, teachers, and information specialists. Against this backdrop, the updated standards edition offers a refreshed vision grounded in adaptability, learner-centered design, and the realities of today's schools. It reaffirms what we know to be true: School librarians are essential partners in cultivating curiosity, critical thinking, and equitable access to information.

Before diving into the articles ahead, we want to offer our deepest appreciation to the dedicated members of the Standards Committee. Over the past two years, this group engaged in extensive research, gathered and analyzed feedback from the field, and worked tirelessly



to refine and strengthen the standards. Committee members examined the changing needs of learners, the complexities of modern information ecosystems, and the evolving role of the school library itself. Their commitment ensures that the new edition reflects not only where our profession stands today but also where it is heading. This issue simply would not exist without their collective effort.

Thank you—

- Laura Hicks, co-chair
- Cherity Pennington, co-chair
- Stephanie Charlefour
- Ashley J. Cooksey
- Deborah Lang Froggatt
- Amanda Hunt
- Marie Langevin
- Lori Lei Hokyo Misaka
- Jessica Regitano

Across this issue, you will encounter the voices of several committee members who share their unique perspectives on the Standards and their implementation. Each article contributes a distinct lens, reflecting the breadth of expertise represented within the committee.

We begin with Ashley Cooksey, who examines how educator preparation programs can leverage the revised Standards to cultivate confident, well-prepared school librarians. Her article highlights powerful opportunities for intentionally aligned coursework and explores how preparation programs can equip emerging librarians to thrive within an increasingly dynamic educational landscape. As we consider the future of our workforce, her insights offer both inspiration and actionable direction for those shaping the next generation of school library professionals.

Next, Jessica Regitano and Stephanie Charlefour unpack the structure of the Standards and illustrate how the Competencies can scaffold student growth from early learning through the high school years. By walking

readers through the developmental progression embedded within the Standards, they illuminate the thoughtful design that supports consistent, equitable skill-building across a learner's entire school experience.

In a world where school librarians must contend with constant technological change, this issue also addresses the question many of us are asking: *How do the Standards help us navigate emerging tools such as artificial intelligence?* Lori Donovan tackles this challenge directly, exploring how the Shared Foundation of Inquire can ground our approach to AI. Her article offers both philosophical framing and practical examples, making the case that the Standards can serve as a steady guide even as the information landscape continues to shift beneath our feet.

Every revision process involves rethinking what we know, and Deborah Rinio offers a candid, introspective look at her own journey from skepticism to deep appreciation of the new edition. Her piece provides an honest view of the revision work through the eyes of someone deeply involved in creating the first edition of the National Standards. She walks readers through significant updates, new tools for evaluating school libraries, and the real-world scenarios that shaped committee decisions. For anyone still working through their own questions about the changes, her reflections offer clarity, reassurance, and an invitation to engage with the Standards more deeply.

Finally, Julie Stivers delivers a compelling essay on how the Standards support equity-centered school librarianship. She demonstrates how intentional alignment with the Shared Foundations ensures our work advances equity in meaningful, sustained ways. Her contribution reminds us that Standards are not simply a framework for instruction—they are a tool for shaping learning environments where every student feels valued, represented, and empowered.

Together, these contributions showcase the depth, flexibility, and forward-thinking nature of the second edition. As you explore this issue, we hope you discover fresh insights, practical strategies, and renewed confidence in the enduring importance of school librarianship. Most of all, we hope it provides inspiration as you bring the Standards to life in your own school communities. The work ahead is meaningful, challenging, and full of possibility—and we are grateful to walk this path together.

