### AASL Standards Framework for Learners

**D. GROW**
- Learners participate in an ongoing inquiry-based process by:
  1. Continually seeking knowledge.
  2. Engaging in sustained inquiry.
  3. Enacting new understanding through real-world connections.
  4. Using reflection to guide informed decisions.

### II. INCLUDE

**C. SHARE**
- Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
  1. Interacting with content presented by others.
  2. Providing constructive feedback.
  3. Acting on feedback to improve.
  4. Sharing products with an authentic audience.

<table>
<thead>
<tr>
<th><strong>SHARED FOUNDATIONS AND KEY COMMITMENTS</strong></th>
<th><strong>I. INQUIRE</strong></th>
<th><strong>II. INCLUDE</strong></th>
<th><strong>III. COLLABORATE</strong></th>
<th><strong>IV. CURATE</strong></th>
<th><strong>V. EXPLORE</strong></th>
<th><strong>VI. ENGAGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAINS AND COMPETENCIES</strong></td>
<td>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</td>
<td>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</td>
<td>Work effectively with others to broaden perspectives and work toward common goals.</td>
<td>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</td>
<td>Discover and innovate in a growth mindset developed through experience and reflection.</td>
<td>Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</td>
</tr>
</tbody>
</table>
| **A. THINK**                             | Learners display curiosity and initiative by:
  1. Formulating questions about a personal interest or a curricular topic.
  2. Recalling prior and background knowledge as context for new meaning.
| **B. CREATE**                            | Learners engage with new knowledge by following a process that includes:
  1. Using evidence to investigate questions.
  2. Devising and implementing a plan to fill knowledge gaps.
  3. Generating products that illustrate learning.
| **C. SHARE**                             | Learners exhibit empathy with and tolerance for diverse ideas by:
  1. Engaging in informed conversation and active debate.
  2. Contributing to discussions in which multiple viewpoints on a topic are expressed.
| **D. GROW**                              | Learners demonstrate empathy and equity in knowledge building within the global learning community by:
  1. Seeking interactions with a range of learners.
  2. Demonstrating interest in other perspectives during learning activities.
  3. Reflecting on their own place within the global learning community.

### From the National School Library Standards for Learners, School Librarians, and School Leaders: strands and org © 2018 American Library Association
SHARED FOUNDATIONS AND KEY COMMITMENTS

I. INQUIRE
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

II. INCLUDE
Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

III. COLLABORATE
Work effectively with others to broaden perspectives and work toward common goals.

IV. CURATE
Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

V. EXPLORE
Discover and innovate in a growth mindset developed through experience and reflection.

VI. ENGAGE
Demonstrate safe, legal, and ethical creation and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. THINK
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.

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 relevancy and placement within the global learning community.

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.

School librarians challenge learners to act on an information need by:
1. Mobilizing 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.

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

School librarians establish opportunities for learners to interact with others who reflect a range of perspectives.

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

School librarians promote information gathering opportunities for constructing new knowledge and intellectual networks by:
1. Sharing a variety of sources.
2. Encouraging the use of information representing diverse perspectives.
3. Fostering the questioning and assessing of validity and accuracy of information.
4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.

C. SHARE
School librarians guide learners to maintain focus throughout the inquiry process by:
1. Assisting in assessing the inquiry-based research process.
2. Providing opportunities for learners to share learning products and reflect on the learning process with others.

School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by:
1. Giving learners opportunities to engage in informal conversation and active debate.
2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.
3. Providing opportunities for learners to express curiosity about a topic of personal interest or curricular relevance.

School librarians promote working productively with others to solve problems by:
1. Demonstrating how to solicit and respond to feedback from others.
2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.

School librarians contribute to and guide information resources for accuracy, validity, social and ethical, and legal sharing of new information.

D. GROW
School librarians implement and model an inquiry-based process by:
1. Leading learners and staff through the research process.
2. Constructing tasks focused on learners’ individual areas of interest.
3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.

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. Identifying opportunities that allow learners to demonstrate work in progress in other perspectives.
3. Showcasing learners’ reflections on their place within the global learning community.

School librarians foster active participation in learning situations by:
1. Stimulating learners to actively contribute to group discussions.
2. Creating a learning environment in which learners understand that learning is a social responsibility.

School librarians show learners how to select and organize information for a variety of audiences by:
1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of information sources.
2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners’ understanding gained from resources.
3. Making opportunities for learners to openly evaluate collaboratively constructed information sources.

School librarians help learners develop through experience and reflection 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.

School librarians promote ethical and legal sharing of new information with a global community by:
1. Imparting strategies for sharing information responsibilities for appropriate modification, reuse, and remix policies.
2. Guiding the dissemination of new knowledge through means appropriate for the intended audience.

School librarians lead learners and staff through the research process.

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

School librarians promote information gathering opportunities for constructing new knowledge and intellectual networks by:
1. Sharing a variety of sources.
2. Encouraging the use of information representing diverse perspectives.
3. Fostering the questioning and assessing of validity and accuracy of information.
4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.

School librarians stimulate learners to participate in constructing new knowledge and intellectual networks by:
1. Teaching problem solving through cycles of design, implementation, and reflection.
2. Providing opportunities for tinkering and making.
3. Modeling persistence through self-directed tinkering and making.

School librarians act as a resource for using ethical, and legal information behaviors.

School librarians stimulate learners to participate in constructing new knowledge and intellectual networks by:
1. Teaching problem solving through cycles of design, implementation, and reflection.
2. Providing opportunities for tinkering and making.
3. Modeling persistence through self-directed tinkering and making.

School librarians promote the responsible, ethical, and legal sharing of new information with a global 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.

School librarians help learners develop through experience and reflection 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.

School librarians support learners’ engagement with information to extend personal learning by:
1. Structuring a learning environment for innovative use of information and information technologies.
2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process.
3. Championing and modeling safe, responsible, ethical, and legal information behaviors.

School librarians promote ethical and legal sharing of new information with a global community by:
1. Imparting strategies for sharing information responsibilities for appropriate modification, reuse, and remix policies.
2. Guiding the dissemination of new knowledge through means appropriate for the intended audience.

School librarians lead learners and staff through the research process.

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

School librarians promote information gathering opportunities for constructing new knowledge and intellectual networks by:
1. Sharing a variety of sources.
2. Encouraging the use of information representing diverse perspectives.
3. Fostering the questioning and assessing of validity and accuracy of information.
4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.

School librarians stimulate learners to participate in constructing new knowledge and intellectual networks by:
1. Teaching problem solving through cycles of design, implementation, and reflection.
2. Providing opportunities for tinkering and making.
3. Modeling persistence through self-directed tinkering and making.

School librarians act as a resource for using ethical, and legal information behaviors.

School librarians stimulate learners to participate in constructing new knowledge and intellectual networks by:
1. Teaching problem solving through cycles of design, implementation, and reflection.
2. Providing opportunities for tinkering and making.
3. Modeling persistence through self-directed tinkering and making.

School librarians promote the responsible, ethical, and legal sharing of new information with a global 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.

School librarians help learners develop through experience and reflection 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.

School librarians support learners’ engagement with information to extend personal learning by:
1. Structuring a learning environment for innovative use of information and information technologies.
2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process.
3. Championing and modeling safe, responsible, ethical, and legal information behaviors.
AASL Standards Framework for School Libraries

SHARED FOUNDATIONS AND KEY COMMITMENTS

I. INQUIRE

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

II. INCLUDE

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

III. COLLABORATE

Work effectively with others to broaden perspectives and work toward common goals.

IV. CURATE

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

V. EXPLORE

Discover and innovate in a growth mindset developed through experience and reflection.

VI. ENGAGE

Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. THINK

The school library enables curiosity and initiative by:

1. Embedding the inquiry process within the learning environment and with all disciplines.
2. Using a systematic instructional-development and information-search process in working with educators to improve integration of the process into curriculum.

B. CREATE

The school library enables generation of new knowledge by:

1. Providing experiences with access to resources, information, ideas, and technology for all learners in the school community.
2. Supporting flexible scheduling to provide learner and educator access to resources and services at the point of need.

C. SHARE

The school library provides learners opportunities to maintain focus on learning by:

1. Creating and maintaining a learning and teaching environment that supports and stimulates learning.
2. Ensuring equitable access to information resources and services.
3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.

D. GROW

The school library ensures an inquiry-based learning environment by:

1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners.
2. Refocusing the role of the school library, information, and technology resources in maximizing learning and instructional effectiveness.

The school library builds empathy and equity within the global learning community by:

1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of resources that support the diverse social, cultural, and linguistic needs of all learners and their communities.
2. Facilitating diverse social and intellectual learner networks.
3. Promoting and modeling the importance of diverse-use skills by publicizing learners, staff, and the community available services and resources, serving on school and district-wide committees, and engaging in community and professional activities.

The school library provides balanced perspectives and robust learning opportunities for all learners by:

1. Providing challenging and authentic opportunities for learners to develop and understand their place in the world.
2. Offering diverse learning experiences that allow for individual differences in learners.
3. Providing a comprehensive variety of resources.

The school library supports balanced perspectives and robust learning opportunities for all learners by:

1. Providing learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.
2. Developing learning opportunities that include diverse viewpoints.

The school library facilities construction of new knowledge by:

1. Implementing technology as a tool or resource for learning.
2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.
3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem-solving.

The school library provides problem-solving learning opportunities and environments by:

1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress.
2. Developing opportunities for learners to meet and work together in diverse teams.
3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.

The school library supports learners’ personal curiosity by:

1. Providing resources and strategies for inquiry-based processes.
2. Providing an environment in which all members of the school community can work together to research and engage in clearly stated use policies to guide accessible and ethical use of information, technology, and media.
3. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual property rights and policies developed by the school librarian in collaboration with all members of the school community.

The school library promotes selection of appropriate resources for learning by:

1. Demonstrating and documenting how resources and technology are used to address information needs.
2. Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines.
3. Employing a dynamic collection policy that include selection and retention criteria for all materials within the collection.
4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges.
5. Designing and providing adequate, appropriate space for library resources, services, and activities.

The school library facilitates engagement with a larger learning community by:

1. Leading other educators and learners to embrace a growth mindset through lifelong learning.
2. Sharing information with the school and school community.
3. Establishing policies that promote effective acquisition, development, evaluation, and improvement of the curriculum and development and assessment on a regular basis.
4. Including the school community in the discussion from all members of the school community to ensure the school’s program of studies.
5. Including and tracking collection materials in a system that selected and developed.

The school library facilitates the contribution and exchange of information within and among learning communities by:

1. Providing an environment in which resources that support the school’s curriculum and learning goals can be collaboratively selected and developed.
2. Including and tracking collection materials in a system that supports a wide variety of resources and services.
3. Establishing policies that promote effective acquisition, development, circulation, sharing, access, and resources within and beyond the school day.
4. Maintaining procedures that ensure user confidentiality and protect unmediated access to materials by staff members and learners.
5. Providing an environment in which the school librarian can effectively develop, direct, and evaluate a broad range of programs, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions.

The school library assists in the growth and development of learners by:

1. Leading educators and learners to embrace a growth mindset through lifelong learning.
2. Electronic resources and technology in support of the school’s program of studies.
3. Supporting access to a variety of resources that allow use by learners and staff at any time of need.
4. Using local and external data to inform ongoing adjustments to the scope of the instruction, collection, and its audiences, formats, and applications.

The school library supports individual learning and information use by:

1. Providing an environment in which the school librarian can effectively develop, direct, and evaluate a broad range of programs, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions.
2. Providing an environment in which the school librarian can effectively develop, direct, and evaluate a broad range of programs, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions.
3. Providing an environment in which the school librarian can effectively develop, direct, and evaluate a broad range of programs, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions.
4. Providing an environment in which the school librarian can effectively develop, direct, and evaluate a broad range of programs, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions.
5. Providing an environment in which the school librarian can effectively develop, direct, and evaluate a broad range of programs, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions.