



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: March 26, 2019

SUBJECT: Maryland School Library Standards for Learners, School Librarians, and School Libraries

PURPOSE:

The purpose of this action is to request that the State Board grant permission to publish Maryland School Library Standards for Learners, School Librarians, and School Libraries for stakeholder comment. These standards replace Maryland's existing Standards for School Library Media Programs in Maryland, originally adopted in 1987 and last updated in 2000.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new or amended regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the AELR Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, MSDE staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

BACKGROUND/HISTORICAL PERSPECTIVE:

Since the 1987 approved standards were updated in 2000, there have been significant changes in the teaching and learning environment. As a result of improved instructional strategies that engage the learner, promote student responsibility for learning, and incorporate instructional and information technologies, it is necessary to revise these standards.

The library media center is a unique and essential part of a learning community. Qualified library media specialists lead effective school libraries. Their expertise in the use of digital technologies is indispensable in training staff and students to retrieve and manage information. They provide instructional leadership in the appropriate and equitable integration of information technologies. Instruction includes information literacy, digital learning skills, and the promotion of reading for personal or academic success. Library media specialists' skills in the selection and evaluation of information and instructional materials are critical to providing appropriate resources. The library media center provides a hub for learners to develop skills that ensure they are prepared for college, career, and life.

The new National School Library Standards for Learners, School Librarians, and School Libraries adopted by the American Association of School Librarians (AASL) in November of 2017 focus on the essential work of an effective school library as defined in the Every Student Succeeds Act (ESSA). The emphasis is on current learning environments and best practices. Through a revision process that included local school system educators, supervisors, parents and the public, these standards have been customized to meet the needs of today's Maryland learners and educators.

EXECUTIVE SUMMARY:

School library media centers and media specialists stand at the heart of transformation as learners become thinkers, explorers, collaborators, and inventors preparing for college, career, and life. It is essential that we support their work through up-to-date standards for effective programs and best practices. These standards provide a rich framework for media specialists to be able to improve their collaborative practice and raise student achievement through engaging, personalized, creative learning.

ACTION:

Request approval of the draft Maryland School Library Standards for Learners, School Librarians, and School Libraries.

Attachments (2):

Attachment I – Maryland School Library Standards for Learners, School Librarians, and School Libraries

Attachment II – Maryland School Library Standards for Learners, School Librarians, and School Libraries Power Point

Maryland School Library Media Standards for Learners, Librarians and Libraries

School Library Standards for Learners	School Library Standards for Librarians	School Library Standards for Libraries
I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.		
Learners display curiosity and initiative by: I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	School librarians teach learners to display curiosity and initiative when seeking information by: I.A.1. Encouraging learners to formulate questions about a personal interest or a curricular topic. I.A.2. Activating learners' prior and background knowledge as context for constructing new meaning.	The school library enables curiosity and initiative by: I.A.1. Embedding the inquiry process within grade bands and within disciplines. I.A.2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum
Learners engage with new knowledge by following a process that includes: I.B.1. Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	School librarians promote new knowledge generation by: I.B.1. Ensuring that learners probe possible answers to questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Facilitating the development of products that illustrate learning.	The school library enables generation of new knowledge by: I.B.1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. I.B.2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.
Learners adapt, communicate, and exchange learning products with others in a cycle that includes: I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience.	School librarians guide learners to maintain focus throughout the inquiry process by: I.C.1. Assisting in assessing the inquiry-based research process. I.C.2. Providing opportunities for learners to share learning products and reflect on the learning process with others	The school library provides learners opportunities to maintain focus throughout the inquiry process by: I.C.1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. I.C.2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments.

School Library Standards for Learners	School Library Standards for Librarians	School Library Standards for Libraries
		I.C.3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.
<p>Learners participate in an ongoing inquiry-based process by:</p> <p>I.D.1. Continually seeking knowledge.</p> <p>I.D.2. Engaging in sustained inquiry.</p> <p>I.D.3. Enacting new understanding through real-world connections.</p> <p>I.D.4. Using reflection to guide informed decisions.</p>	<p>School librarians implement and model an inquiry-based process by:</p> <p>I.D.1. Leading learners and staff through the research process.</p> <p>I.D.2. Constructing tasks focused on learners' individual areas of interest.</p> <p>I.D.3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.</p>	<p>The school library ensures an inquiry-based process for learners by:</p> <p>I.D.1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners.</p> <p>I.D.2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.</p>
<p>II. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p>		
<p>Learners contribute a balanced perspective when participating in a learning community by:</p> <p>II.A.1. Articulating an awareness of the contributions of a range of learners.</p> <p>II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.</p>	<p>School librarians direct learners to contribute a balanced perspective when participating in a learning community by:</p> <p>II.A.1. Engaging learners to articulate an awareness of the contributions of a range of learners.</p> <p>II.A.2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.</p> <p>II.A.3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.</p>	<p>The school library supports balanced perspectives through resources and learning opportunities by:</p> <p>II.A.1. Providing challenging and authentic opportunities that address the needs of the broad range of learners.</p> <p>II.A.2. Offering diverse learning experiences that allow for individual differences in learners.</p> <p>II.A.3. Providing a comprehensive variety of resources.</p>
<p>Learners adjust their awareness of the global learning community by:</p> <p>II.B.1. Interacting with learners who reflect a range of perspectives.</p>	<p>School librarians establish opportunities for learners to adjust their awareness of the global learning community by:</p>	<p>The school library represents all members and their place in a global learning community by:</p> <p>II.B.1. Establishing and maintaining a collection of reading and information materials in formats</p>

School Library Standards for Learners	School Library Standards for Librarians	School Library Standards for Libraries
<p>II.B.2. Evaluating a variety of perspectives during learning activities.</p>	<p>II.B.1. Providing opportunities for learners to interact with others who reflect a range of perspectives.</p> <p>II.B.2. Devising learning activities that require learners to evaluate and demonstrate a variety of perspectives and ideas.</p>	<p>that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities</p> <p>II.B.2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.</p> <p>II.B.3. Featuring learning opportunities that include diverse viewpoints.</p>
<p>Learners exhibit empathy with and tolerance for diverse ideas by:</p> <p>II.C.1. Engaging in informed conversation and active debate.</p> <p>II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</p>	<p>School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by:</p> <p>II.C.1. Giving learners opportunities to engage in informed conversation and active debate.</p> <p>II.C.2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.</p>	<p>The school library facilitates opportunities to experience diverse ideas by:</p> <p>II.C.1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services.</p> <p>II.C.2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities.</p> <p>II.C.3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.</p>
<p>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <p>II.D.1. Seeking interactions with a range of learners.</p> <p>II.D.2. Demonstrating interest in other perspectives during learning activities.</p> <p>II.D.3. Reflecting on their own place within the global learning community.</p>	<p>School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by:</p> <p>II.D.1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated.</p> <p>II.D.2. Initiating opportunities that allow learners to demonstrate interest in other perspectives.</p>	<p>The school library builds empathy and equity within the global learning community by:</p> <p>II.D.1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software.</p> <p>II.D.2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success.</p>

School Library Standards for Learners	School Library Standards for Librarians	School Library Standards for Libraries
	II.D.3. Showcasing learners' reflections on their place within the global learning community.	II.D.3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.
III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.		
<p>Learners identify collaborative opportunities by:</p> <p>III.A.1. Demonstrating their desire to broaden and deepen understandings.</p> <p>III.A.2. Developing new understandings through engagement in a learning group.</p> <p>III.A.3. Deciding to solve problems informed by group interaction.</p>	<p>School librarians facilitate collaborative opportunities by:</p> <p>III.A.1. Challenging learners to work with others to broaden and deepen understandings.</p> <p>III.A.2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group.</p> <p>III.A.3. Organizing learner groups for decision making and problem solving.</p>	<p>The school library facilitates opportunities to integrate collaborative and shared learning by:</p> <p>III.A.1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.</p> <p>III.A.2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.</p>
<p>Learners participate in personal, social, and intellectual networks by:</p> <p>III.B.1. Using a variety of communication tools and resources.</p> <p>III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge</p>	<p>School librarians demonstrate the importance of personal, social, and intellectual networks by:</p> <p>III.B.1. Modeling the use of a variety of communication tools and resources.</p> <p>III.B.2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.</p>	<p>The school library policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by:</p> <p>III.B.1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's and LSS's mission.</p> <p>III.B.2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis.</p> <p>III.B.3. Including the school community in the development of school library policies and procedures.</p>

School Library Standards for Learners	School Library Standards for Librarians	School Library Standards for Libraries
<p>Learners work productively with others to solve problems by:</p> <p>III.C.1. Soliciting and responding to feedback from others.</p> <p>III.C.2. Involving diverse perspectives in their own inquiry processes.</p>	<p>School librarians promote working productively with others to solve problems by:</p> <p>III.C.1. Demonstrating how to solicit and respond to feedback from others.</p> <p>III.C.2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.</p>	<p>The school library provides opportunities for school librarians to connect and work with the learning community by:</p> <p>III.C.1. Facilitating diverse social and intellectual learner networks.</p> <p>III.C.2. Designing and leading professional development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness.</p> <p>III.C.3. Promoting and modeling the importance of information-use skills by publicizing to learners, staff and the community available services and resources; serving on school and district-wide committees; and engaging in community and professional activities.</p>
<p>Learners actively participate with others in learning situations by:</p> <p>III.D.1. Actively contributing to group discussions.</p> <p>III.D.2. Recognizing learning as a social responsibility.</p>	<p>School librarians foster active participation in learning situations by:</p> <p>III.D.1. Stimulating learners to actively contribute to group discussions.</p> <p>III.D.2. Creating a learning environment in which learners understand that learning is a social responsibility.</p>	<p>The school library supports active learner participation by:</p> <p>III.D.1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community.</p> <p>III.D.2. Demonstrating and reinforcing the idea that information is a shared resource.</p>
<p>IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p>		
<p>Learners act on an information need by:</p> <p>IV.A.1. Determining the need to gather information.</p> <p>IV.A.2. Identifying possible sources of information.</p>	<p>School librarians challenge learners to act on an information need by:</p> <p>IV.A.1. Modeling the response to a need to gather and organize information.</p>	<p>The school library provides problem-based learning experiences and environments by:</p> <p>IV.A.1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress.</p>

School Library Standards for Learners	School Library Standards for Librarians	School Library Standards for Libraries
<p>IV.A.3. Making critical choices about information sources to use.</p>	<p>IV.A.2. Designing opportunities for learners to explore possible information sources. IV.A.3. Guiding learners to make critical choices about information sources to use.</p>	<p>IV.A.2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge. IV.A.3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.</p>
<p>Learners gather information appropriate to the task by:</p> <p>IV.B.1. Seeking a variety of sources. IV.B.2. Collecting information representing diverse perspectives. IV.B.3. Systematically questioning and assessing the validity and accuracy of information. IV.B.4. Organizing information by priority, topic, or other systematic scheme.</p>	<p>School librarians promote information gathering appropriate to the task by:</p> <p>IV.B.1. Sharing a variety of sources. IV.B.2. Encouraging the use of information representing diverse perspectives. IV.B.3. Fostering the questioning and assessing of validity and accuracy of information. IV.B.4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.</p>	<p>The school library promotes selection of appropriate resources and tools for information use by:</p> <p>IV.B.1. Demonstrating and documenting how resources and technology are used to address information needs. IV.B.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. IV.B.3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection IV.B.4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges. IV.B.5. Designing and providing adequate, appropriate space for library resources, services and activities.</p>
<p>Learners exchange information resources within and beyond their learning community by:</p>	<p>School librarians contribute to and guide information resource exchange within and beyond the school learning community by:</p>	<p>The school library facilitates the contribution and exchange of information within and among learning communities by:</p> <p>IV.C.1. Providing an environment in which resources that support the school's curriculum</p>

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<p>IV.C.1. Accessing and evaluating collaboratively constructed information sites.</p> <p>IV.C.2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.</p> <p>IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.</p>	<p>IV.C.1. Facilitating opportunities to access and evaluate collaboratively constructed information sites.</p> <p>IV.C.2. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work.</p> <p>IV.C.3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.</p>	<p>and learning goals can be collaboratively selected and developed.</p> <p>IV.C.2. Including and tracking collection materials in a system that uses standardized approaches to description and location.</p> <p>IV.C.3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day.</p> <p>IV.C.4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.</p>
<p>Learners select and organize information for a variety of audiences by:</p> <p>IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</p> <p>IV.D.3. Openly communicating curation processes for others to use, interpret, and validate.</p>	<p>School librarians show learners how to select and organize information for a variety of audiences by:</p> <p>IV.D.1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p> <p>IV.D.2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources.</p> <p>IV.D.3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.</p>	<p>The school library engages the learning community in exploring resources by:</p> <p>IV.D.1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications.</p> <p>IV.D.2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies.</p> <p>IV.D.3. Supporting access through a schedule that allows use by learners and staff at time of need.</p> <p>IV.D.4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.</p>
<p>V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.</p>		
<p>Learners develop and satisfy personal curiosity by:</p>	<p>School librarians foster learners' personal curiosity by:</p>	<p>The school library supports learners' personal curiosity by:</p> <p>V.A.1. Providing resources and strategies for inquiry-based processes.</p>

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<p>V.A.1. Reading widely and deeply in multiple formats and writing and creating for a variety of purposes.</p> <p>V.A.2. Reflecting and questioning assumptions and possible misconceptions.</p> <p>V.A.3. Engaging in inquiry-based processes for personal growth.</p>	<p>V.A.1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>V.A.2. Challenging learners to reflect and question assumptions and possible misconceptions.</p> <p>V.A.3. Enabling learners by helping them develop inquiry-based processes for personal growth.</p>	<p>V.A.2. Fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology.</p>
<p>Learners construct new knowledge by:</p> <p>V.B.1. Problem solving through cycles of design, implementation, and reflection.</p> <p>V.B.2. Persisting through self-directed pursuits by tinkering and making.</p>	<p>School librarians stimulate learners to construct new knowledge by:</p> <p>V.B.1. Teaching problem solving through cycles of design, implementation, and reflection.</p> <p>V.B.2. Providing opportunities for tinkering and making.</p> <p>V.B.3. Modeling persistence through self-directed tinkering and making.</p>	<p>The school library facilitates construction of new knowledge by:</p> <p>V.B.1. Implementing technology as a tool or resource for learning.</p> <p>V.B.2. Ensuring that multiple learning activities can occur in both physical and virtual spaces.</p> <p>V.B.3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving</p>
<p>Learners engage with the learning community by:</p> <p>V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.</p> <p>V.C.2. Co-constructing innovative means of investigation.</p> <p>V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.</p>	<p>School librarians prepare learners to engage with the learning community by:</p> <p>V.C.1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.</p> <p>V.C.2. Assisting learners to co-construct innovative means of investigation.</p> <p>V.C.3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.</p>	<p>The school library prepares learners to engage with a larger learning community by:</p> <p>V.C.1. Modeling and promoting the use of personal and professional learning networks.</p> <p>V.C.2. Encouraging families and other members of the community to participate in school library activities.</p> <p>V.C.3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library</p>
<p>Learners develop through experience and reflection by:</p> <p>V.D.1. Iteratively responding to challenges.</p>	<p>School librarians help learners develop through experiences and reflection by:</p> <p>V.D.1. Scaffolding iterative challenge-response processes.</p>	<p>The school library assists in the growth and development of learners by:</p>

School Library Standards for Learners	School Library Standards for Librarians	School Library Standards for Libraries
<p>V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p>V.D.3. Open-mindedly accepting feedback for positive and constructive growth.</p>	<p>V.D.2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded.</p> <p>V.D.3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.</p>	<p>V.D.1. Leading other educators and learners to embrace a growth mindset through lifelong learning.</p> <p>V.D.2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based practices.</p> <p>V.D.3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.</p>
<p>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.</p>		
<p>Learners follow ethical and legal guidelines for gathering and using information by:</p> <p>VI.A.1. Responsibly applying information, technology, and media to learning.</p> <p>VI.A.2. Understanding the ethical use of information, technology, and media.</p> <p>VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p>	<p>School librarians promote ethical and legal guidelines for gathering and using information by:</p> <p>VI.A.1. Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use.</p> <p>VI.A.2. Modeling the understanding of ethical use of information, technology, and media.</p> <p>VI.A.3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.</p>	<p>The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by:</p> <p>VI.A.1. Educating the school community on the ethical use of information and the intellectual property of others.</p> <p>VI.A.2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community.</p> <p>VI.A.3. Embedding legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking processes.</p>
<p>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <p>VI.B.1. Ethically using and reproducing others' work.</p>	<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> <p>VI.B.1. Showing a variety of strategies to ethically use and reproduce others' work and modeling this ethical use.</p>	<p>The school library supports ethical processes for information seeking and use by:</p> <p>VI.B.1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly stated use policies to guide acceptable</p>

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<p>VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately.</p>	<p>VI.B.2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others.</p> <p>VI.B.3. Promoting the inclusion of elements in personal-knowledge products that allow others to credit content appropriately.</p>	<p>and ethical use of information, technology, and media.</p> <p>VI.B.2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual-property policies developed by the school librarian in collaboration with all members of the school community.</p>
<p>Learners responsibly, ethically, and legally share new information with a global community by:</p> <p>VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.</p> <p>VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.</p>	<p>School librarians promote the responsible, ethical, and legal sharing of new information with a global community by:</p> <p>VI.C.1. Imparting strategies for sharing information resources in accordance with modification, reuse, and remix policies.</p> <p>VI.C.2. Guiding the dissemination of new knowledge through means appropriate for the intended audience.</p>	<p>The school library encourages participation in a diverse learning community to create and share information by:</p> <p>VI.C.1. Providing both online and physical spaces for the sharing and dissemination of ideas and information.</p> <p>VI.C.2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.</p>
<p>Learners engage with information to extend personal learning by:</p> <p>VI.D.1. Personalizing their use of information and information technologies.</p> <p>VI.D.2. Reflecting on the process of ethical creation of new knowledge.</p> <p>VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</p>	<p>School librarians support learners' engagement with information to extend personal learning by:</p> <p>VI.D.1. Structuring a learning environment for innovative use of information and information technologies.</p> <p>VI.D.2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on the process.</p> <p>VI.D.3. Championing and modeling safe, responsible, ethical, and legal information behaviors.</p>	<p>The school library supports individual responsibility for information use by:</p> <p>VI.D.1. Providing an environment in which the school librarian can effectively develop, direct, and promote resources, services, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions.</p> <p>VI.D.2. Providing an engaging learning environment that supports innovative and ethical use of information and information technologies.</p>

Definitions

Competency: A general statement that describes the desired knowledge, skills, and behaviors of a learner completing an educational experience. They commonly define the applied skills and knowledge that enable successful learners to perform in professional, educational, and other life contexts.

Curation: Curation is the act of continually identifying, selecting, and sharing the best and most relevant content and resources on a specific subject to match the needs of a specific audience.

Digital Literacy: The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills

Domain: Learning categories based on knowledge, skills and attitudes designated as A. Think (cognitive), B. Create (psychomotor), C. Share (affective), and D. Grow (developmental).

Growth Mindset: In a growth mindset, people believe that they can develop their most basic abilities through dedication and hard work. This view creates a love of learning and a resilience that is essential for great accomplishment.

Information Literacy: The ability to identify an information need, where to find it, and how to evaluate, use, and communicate it in an ethical manner.

Information Technologies: Modern information, computer, and communication technology products, services, or tools, including the Internet, computer devices and other hardware, software applications, data systems, personal digital devices, and other digital and multimedia content and data storage

Inquiry: Stance toward learning in which the learner is engaged in asking questions and finding answers, not simply accumulating facts presented by someone else that have no relation to previous learning or new understanding.

Iteration: The act or process of repeating a sequence of operations in order to get ever closer to a desired result.

Literacy: The ability to identify, understand, interpret, create, communicate, and compute, using materials associated with varying contexts.

Media Literacy: Ability to access, analyze, evaluate and create messages in a variety of forms - from print to video to the Internet.

Shared foundation: The highest level of the standards that describes a core educational concept for learners, school librarians, and libraries indicated by Roman numerals I – VI.

Technology Literacy: Ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the twenty-first century.

Textual Literacy: Ability to read, write, analyze, and evaluate textual works of literature and nonfiction as well as personal and professional documents.

Visual Literacy: Ability to understand and use images, including the ability to think, learn, and express oneself in terms of images.

Maryland School Library Media Standards for Learners, Librarians, and Libraries



STATE BOARD MEETING

March 26, 2019

National School Library Standards

- Released 2017
 - Developed by American Association of School Librarians in concert with state affiliates and national stakeholders
- Established Goals:
 - Engaged in deep, effective professional practices
 - Guided interactions among learners, educators, and stakeholders

Developing Maryland School Library Media Standards

- Met with representatives from local school districts, non-public schools, state agencies, non-profits and post-secondary institutions met from April to June 2018
 - Reviewed the National Standards and edited to align with Maryland student learning needs and goals
 - Placed more emphasis on collaboration and innovation
- Posted draft, received public comment, and input during the summer and fall of 2018
- Revised based on comments

Contributors

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Local School Systems

Anne Arundel
Baltimore City
Baltimore Co.
Calvert
Caroline
Carroll
Charles
Frederick

Local School Systems

Harford
Howard
Montgomery
Prince George's
Queen Anne's
Somerset
St. Mary's
Talbot
Wicomico

External Stakeholders

Juvenile Services
McDaniel College
Towson University
Code.org
ASCD (Association for Supervision
and Curriculum Development)
CEASOM (Council of Educational
Administrative and Supervisory
Organizations of Maryland)
Non-public schools
MPT (Maryland Public Television)
Discovery Education

Shared Foundations (Roman Numerals) and Key Commitments

Domains (A,B,C,D)

School Library Standards for Learners	School Library Standards for Librarians	School Library Standards for Libraries
I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.		
Learners display curiosity and initiative by: I.A.1. Formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning.	School librarians teach learners to display curiosity and initiative when seeking information by: I.A.1. Encouraging learners to formulate questions about a personal interest or a curricular topic. I.A.2. Activating learners' prior and background knowledge as context for constructing new meaning.	The school library enables curiosity and initiative by: I.A.1. Embedding the inquiry process within grade bands and within disciplines. I.A.2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum
Learners engage with new knowledge by following a process that includes: I.B.1. Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.	School librarians promote new knowledge generation by: I.B.1. Ensuring that learners probe possible answers to questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Facilitating the development of products that illustrate learning.	The school library enables generation of new knowledge by: I.B.1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. I.B.2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.

Next Steps

- Request feedback and review from the State Board
- Share draft revision shared for feedback
- Present final draft to the State Board for approval
- Seek approval:
 - Crosswalks and resources
 - Professional learning opportunities