



AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS

4

LEARNING 4 LIFE

A National Plan for Implementation
of *Standards for the 21st-Century
Learner* and Guidelines for the
School Library Media Program



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This publication is available for download at www.ala.org/aasl/learning4life.

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CHARGE:

Develop a comprehensive three-five-year national implementation that will create a shared vision for the 21st-century learner.

FUNCTION:

- Develop short- and long-range goals for the plan.
- Identify other implementation plans (including *Because Student Achievement is the Bottom Line*, AASL's 1998 plan), evaluate their effectiveness, and identify successful strategies and tools (including professional development).
- Identify targeted partners.
- Build in an evaluation process.

YEARLY MINIMUM INTENDED OUTCOMES:

- Establish a framework for the implementation of the new AASL learning standards and guidelines.
- Determine tools and professional development.
- Develop an evaluation process.
- Submit plan to the AASL Executive Committee in the spring of 2008.

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INTRODUCTION

The implementation plan for *Standards for the 21st Century Learner* and guidelines for the School Library Media Program will assist all those responsible for student learning as they work toward the vision and goals of the learning standards and guidelines. The plan leverages past success and current efforts as well as proposing new ventures that take advantage of the current climate in education and society.

Expectations for success are founded upon the ongoing commitment by AASL leadership and staff to the mission of the association to advocate excellence, facilitate change, and develop leaders in the school library media field. This commitment necessarily extends to the stated goals of the association that AASL works to ensure that all members of the school library media field collaborate with other educators and administrators to

- provide leadership in the total education program;
- participate as active partners in the teaching and learning process;
- connect learners with ideas and information;
- prepare students for lifelong learning, informed decision-making, a love of reading, and the use of information technologies.

While the learning standards and guidelines define what “should be” in terms of information literacy, research through guided inquiry, and the integration of technology in the traditional school context, they also acknowledge varied and new forms of teaching and learning in a social and global context. Foundational to this plan is the fundamental value of reading, core content, and mastery of skills that produce deep knowledge and understanding, as well as the portable skills that serve individuals for a lifetime, making them critical thinkers, problem solvers, and continually evolving learners. To this end, the implementation plan addresses the practical realization of these important skills and values as it

- identifies guiding principles and an overarching position and branding statement;
- identifies target audiences (internal and external);
- identifies training opportunities and resources;
- provides a communication plan;
- provides a plan for continuous feedback, evaluation, and sustainability;
- provides a plan for endorsements and support;
- provides supporting documents.

The plan also ascribes primary responsibility for these efforts to a variety of stakeholders:

AASL

AASL president, Board of Directors, staff, committees, and task forces; state affiliates, individual members; ALA leadership, offices, and divisions; various national professional, parent, and community organizations; federal-level legislators, departments, and agencies; national media.

STATE AFFILIATES

Building-level school library media specialists, state library associations, state departments of education, various state professional, parent and community organizations, state-level legislators, departments and agencies, state media outlets.

EDUCATORS OF SCHOOL LIBRARY MEDIA SPECIALISTS (ELMSS SECTION)

Administration and faculty at library and education preparation programs, school library media specialist students, preservice educators, building-level school library media specialists (through presentations and publications).

DISTRICT SUPERVISORS (SPVS SECTION)

Building-level school library media specialists; school district administration; other district-level departments and administrators, such as information technology departments; curriculum coordinators; internal communications vehicles; local media outlets.

BUILDING-LEVEL SCHOOL LIBRARY MEDIA SPECIALISTS

Classroom teachers and specialists, students, parents and families, site-level administrators, internal communication vehicles, local media outlets.

ASSUMPTIONS

Appropriate financial resources will be dedicated to the rollout and sustainability of this plan by the AASL Board of Directors.

Additional financial support will be made possible through corporate sponsorship and underwriting coordinated by AASL in cooperation with ALA.

AASL will provide appropriate volunteer resources to assist in and support implementation efforts.

ALA, as the parent organization, is a stakeholder in this effort and will be asked to encourage its offices and other appropriate units to assist in its realization.

GUIDING PRINCIPLES & POSITION STATEMENT

A number of resources were used in developing the implementation plan. The task force reviewed previous implementation resources and plans, including *Because Student Achievement is the Bottom Line*, AASL's 1998 plan, to identify previously successful strategies and tools. A number of supporting documents (see p. 18) were reviewed to address alignment and identify points of agreement. The task force also used feedback from the field to develop guiding principles and an overarching position statement.

GUIDING PRINCIPLES

One size does not fit all. While national in scope, implementation efforts must be able to adapt to state and local conditions. This is especially true as we consider the diversity and multicultural makeup of the various communities we seek to serve.

A common vocabulary and message are critical to success. It is crucial that terms and concepts within the learning standards and guidelines are used and understood by all involved in the implementation effort.

OVERARCHING POSITION STATEMENT

“Learning 4 Life,” or “L4L”

This branding for the learning standards and guidelines communicates what we want people to remember: that school library media programs contribute to both formal school-based learning and learning throughout a lifetime. Use of the number four echoes and reinforces the four standards and the four strands under each standard (the skills, dispositions in action, responsibilities, and self-assessment strategies) in the *Standards for the 21st-Century Learner*. The branding also reinforces to the target audiences how school library media specialists are in a unique position to assist teachers and teach students requisite 21st-century skills and literacies that will prepare them for a lifetime of success.

The Goal of the Plan

Initially, implementation efforts are intended to *introduce* the learning standards and guidelines to internal and external audiences alike in order to first build *awareness*. Awareness must be developed and lead to *understanding* and *commitment*. Such commitment would mean that the target audiences give priority to aligning the standards to the curriculum and provide the resources and conditions necessary to ensure that the standards are fully integrated. Thus ultimately the goal is to create a shared vision with stakeholders and constituents. Widespread recognition of who we are; our purpose (in 21st-century education); and what students, teachers, administrators, elected officials, parents, and the public can count on school library media programs to deliver is the imperative. And “Learning 4 Life” is the brand that will symbolize it.

The Reason for the Plan

The future compels us. We know that the future belongs to those who can adapt quickly to the ever-changing landscape that has moved from a need for industrial workers to information and knowledge workers to conceptual workers. Students live in a global community and will compete in a global marketplace. Their success depends on adding flexible skills to their toolkits. The role of the school library media program is changing in this context. It is critical that students and educators be able to cultivate attributes that will serve them and society and help transform learning through the model provided by AASL's *Standards for the 21st-Century Learner*. As stated in the standards, students will use resources and tools to

1. inquire, think critically, and gain knowledge;
2. draw conclusions, make informed decision, apply knowledge to new situations, and create new knowledge;

POSITION STATEMENT CONT.

3. share knowledge and participate ethically and productively as members of our democratic society;
4. pursue personal and aesthetic growth.

Measurement of the Plan's Success

A variety of indicators and assessments are being developed that will allow the association to determine its effectiveness, but overall we will know we have succeeded if

- school library media specialists recognize and make the connection between the new learning standards

and guidelines and content area curriculum standards to improve teaching and learning and impact student achievement;

- decision-makers value and support the role of the school library media program in facilitating teaching and learning;
- success stories and evidence of change related to implementation efforts are documented and disseminated.

COMMUNICATION PLAN

Building awareness and support for the new learning standards and guidelines will need to be developed incrementally over time. Our efforts to advocate the learning standards are not self-promoting; they are about reaching our target audiences and addressing their needs for educational success. We will communicate our plan with respect for their passion, point of view, interests, motivations, authority, and time. We must assure our audiences that implementation will assist their agendas. Our implementation must take that into consideration as we

Set goals and objectives for each target audience.

- Who are they and how do we motivate decision-makers?
- What do we know about them, their priorities, and interests?
- What do we need to find out?
- Whom do we know who might have the information we need?
- What research might we need to do?

Identify barriers.

- What are the impediments?
 - Money, time, physical surroundings, personal biases, fear, stereotypes, organized opposition, not knowing enough about our target group, not doing our homework, or all of the above.

Define and customize the message.

Identify strategies.

- Where is the most appropriate place to communicate with the target audience?
- When is the most appropriate and convenient time for the target group to hear from us?
- Who is going to do it? Who are the best presenters? Who writes well? Who has credibility? Who is the best "match"? Who has media training?

Select the communication channels and tactics.

- Face to face; publications (traditional and Web 2.0), surveys, focus groups, mass media (TV/radio/Web), recognition program, incentive programs, professional development, news releases, news conferences, special events, other.

Track deadlines.

Evaluate.

TARGET AUDIENCES

Primary Responsibility of AASL

1. AASL Executive Committee
2. AASL Board of Directors
3. AASL members
4. State affiliates
5. ALA leadership
6. ALA Public Information Office
7. ALA Washington Office
8. ALA Office for Library Advocacy
9. Federal government
10. Publishers and vendors
11. National education associations
12. National library associations
13. AASL partnership organizations
14. School library media specialist education programs
15. Teacher education programs
16. National PTA/PTSA

Primary Responsibility of State Affiliates

1. Building-level school library media specialists
2. State library associations
3. State departments of education
4. State government
5. State education associations
6. State technology associations
7. State PTA/PTSA

Primary Responsibility of Educators of School Library Media Specialists (ELMSS section)

1. School library media specialist education programs
2. Teacher education programs
3. Students preparing to become school library media specialists
4. Building-level school library media specialists (through continuing education presentations and publications)

Primary Responsibility of District Supervisors (SPVS section)

1. Building-level school library media specialists
2. School district administration
3. Other district-level departments and administrators, such as information technology departments
4. School boards
5. Other local decision-makers
6. General public
7. PTA/PTSA Coordination Council

Primary Responsibility of Building-Level School Library Media Specialists

1. Classroom teachers
2. K-12 Students
3. Parents and families
4. Site-level administrators
5. Site-level PTA/PTSA/PTO

OBJECTIVE 1

Work with the ALA Public Information Office, ALA Washington Office, and the ALA Office for Library Advocacy in promoting the interests of school library media specialists.

TARGET AUDIENCES: AASL Board of Directors, staff, committees, task forces, state affiliates, ALA leadership, ALA offices and divisions.

STRATEGIES/ACTIVITIES

WHEN: At onset of implementation and continuing throughout.

WHERE: Within the structure of ALA.

WHO: AASL staff, AASL president, Standard and Guidelines Implementation Task Force chair.

HOW: Invite directors of the ALA Public Information Office, ALA Washington Office, and ALA Office for Library Advocacy to participate in implementation of rollout and ongoing effort. Provide list of education media outlets list and contacts (including Web) to the

ALA Public Information Office; list of government agencies and legislative contacts to ALA Washington Office; targeted mass media outlets (including Web) with parent and greater community audience to the ALA Public Information Office and Office for Library Advocacy. Provide stories for lovelibraries.org. Develop best practices/success stories Web links (AASL Web site, Partnership for 21st Century Skills-Route 21); incorporate resources from Learning Standards Indicators and Assessment Task Force.

RESOURCES/TRAINING: Development of template to solicit examples of best practices/success stories from AASL members and state affiliates to provide to Public Information Office, Washington Office, and Office for Library Advocacy; create editorial process to ensure quality control and representation from each region and from urban/suburban and rural programs; invite sponsorship from publishers and vendors.

COMMUNICATIONS: Face to face, publications (traditional and Web 2.0), recognition program, press releases.

EVALUATION: Extent of media coverage as monitored by ALA and AASL.

OBJECTIVE 2

Ensure that AASL members are aware of the new learning standards and guidelines through *Knowledge Quest*, *American Libraries*, AL Direct, the AASL Web site, AASL discussion lists, the state affiliate discussion list, *AASL Hotlinks*, AASLblog, other Web 2.0 means.

TARGET AUDIENCE: AASL members.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible based on publishing schedules and related timelines.

WHERE: Through *Knowledge Quest*, *American Libraries*, AL Direct, the AASL Web site, AASL discussion lists, the state affiliate discussion list, *AASL Hotlinks*, AASLblog, and other Web 2.0 means; direct mail (members and non-members).

WHO: Editors, editorial boards, discussion list moderators, webinar facilitators, AASL staff.

HOW: Solicit discussions and feedback on Learning 4 Life articles; create reports, special topics webinars; seek information on acquisition of resources and promotional items.

RESOURCES/TRAINING: Writers, bloggers, moderators, facilitators; resources developed by Standards and Guidelines Implementation and Learning Standards Indicators and Assessment task forces.

COMMUNICATIONS: Face to face, publications (traditional and Web 2.0), news releases, webinar invitations, direct mail.

EVALUATION: Requests for reprints, analytics of Web statistics, participation in webinars, sales.

OBJECTIVE 3

Ensure that preservice and continuing education school library media specialists are aware of the new learning standards and guidelines through school library certification programs.

TARGET AUDIENCES: Preservice and continuing education school library media specialists, school library media certification program administration and faculty, school of education faculty.

STRATEGIES/ACTIVITIES

WHEN: At onset of implementation and continuing throughout based on publishing schedules and related timelines, ALA Midwinter Meetings and Annual Conferences, AASL National Conferences.

WHERE: Through *Knowledge Quest*; the AASL Web site; AASL discussion lists; *AASL Hotlinks*; AASLblog and other Web 2.0 means; ALA Midwinter Meeting, ALA Annual Conference, and AASL National Conference

program strands; within the ALA/AASL structure; through other education publications.

WHO: School library media specialist educators (ELMSS section), AASL staff, editors, editorial boards, discussion list moderators.

HOW: Present programs, write Learning 4 Life articles, use discussions and feedback, send reports to ALA and NCATE Standards for Accreditation to incorporate national standards and guidelines, identify and make targeted selection of education opinion to write articles.

RESOURCES/TRAINING: Development of graduate education plan to incorporate new standards and guidelines, development of graduate and continuing education program assessment rubrics, dissemination of resources developed by Learning Standards Indicators and Assessment Task Force.

COMMUNICATIONS: Publications (traditional and Web 2.0), professional development.

EVALUATION: Level of incorporation into graduate education and professional development opportunities as evidenced by program descriptors; updated and shared course notes and syllabi.

OBJECTIVE 4

Assist AASL members and others in implementing and advocating for the learning standards and guidelines, create a visual identity (recognizable graphic representation) and awareness/promotional items for sale and giveaway that utilize the L4L brand.

TARGET AUDIENCES: AASL members, state affiliates, conference attendees, school library media specialists.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible (and no later than ALA Midwinter 2009).

WHERE: Within the ALA structure (ALA store, catalogs, *Knowledge Quest*, the AASL Web site, state affiliate publications (including Web)).

WHO: AASL Advocacy Committee and other appropriate committees and task forces.

HOW: Develop visual identity and related products and messages, which may include: ready-to-print/downloadable graphics; downloadable templates for ads, bookmarks, brochures, and flyers that can be customized at the state and local level; recruitment of celebrity spokespersons to create PSAs in downloadable audio/video versions for use at the state and local level; launch campaign to solicit student-produced audio/video incorporating brand into message; invite sponsorship from publishers and vendors; possibly create a contest inviting students to submit their interpretations of L4L. Revise *The Campaign for America's Libraries Toolkit for School Library Media Programs* (2003) to incorporate the use of the L4L in marketing strategies by target audiences.

RESOURCES/TRAINING: Publisher and vendor sponsorship, revised *Toolkit for School Library Media Programs*.

COMMUNICATIONS: Face to face, publications (traditional and Web 2.0), news releases, news conferences, special events, other.

EVALUATION: Analytics of Web statistics, sales, press coverage as monitored by staff.

OBJECTIVE 5

Develop a basic implementation kit for building-level school library media specialists.

TARGET AUDIENCE: Building-level school library media specialists.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible and continuing throughout implementation as needed.

WHERE: At state and national conferences; through the AASL Web site and links from state affiliate Web sites.

WHO: Standards and Guidelines Implementation Task Force, Affiliate Assembly leadership, AASL staff.

HOW: Create a downloadable scripted presentation (dynamically updated); implement assessment rubric, implementation scenarios, and a discussion guide for use with various target audiences; publish the planning guide; develop implementation clearinghouse to assist with questions and concerns; invite sponsorship from publishers and vendors; incorporate resources developed by Learning Standards Indicators and Assessment Task Force. All resources available online should be searchable.

RESOURCES/TRAINING: Toolkit including presentation, checklist, scenarios, discussion guide, planning guide, Web 2.0 tools, podcasts, sponsorship from publishers and vendors.

COMMUNICATIONS: Face to face, publications (traditional and Web 2.0), surveys, professional development, news releases, special events, other.

EVALUATION: Statistics of implementation area of Web site, participation by publishers and vendors.

OBJECTIVE 6

Provide opportunities for member and state affiliate input leading to development of initial training and support to state affiliate coordinators at a summit at the ALA 2009 Annual Conference, followed by a high-profile (re)launch of the learning standards and guidelines.

TARGET AUDIENCES: AASL 2008 Fall Forum and state affiliate attendees, affiliate coordinators (one for each affiliate), local mass media identified by state affiliates, national mass media identified by AASL staff.

STRATEGIES/ACTIVITIES

WHEN: AASL 2008 Fall Forum, Affiliate Assembly at the ALA 2009 Midwinter Meeting, ALA 2009 Annual Conference.

WHERE: AASL 2008 Fall Forum, Affiliate Assembly at the ALA 2009 Midwinter Meeting, Chicago summit, summit at the ALA 2009 Annual Conference.

WHO: Standards and Guidelines Implementation Task Force, Affiliate Assembly leadership, AASL Annual Conference Committee 2009, AASL staff.

HOW: Invite state affiliate leadership to select representative; Standards and Guidelines Implementation

Task Force to plan program with Affiliate Assembly leadership and AASL staff; task force and AASL staff to develop state affiliate planning guide; program committee to work with staff to plan conference celebration event; Standards and Guidelines Implementation Task Force chair to work with AASL staff to identify faculty to conduct half-hour implementation sessions in teaching space in the ALA 2009 Annual Conference exhibit area; Standards and Guidelines Implementation Task Force, state affiliate leadership, and AASL staff to develop follow-up survey on implementation efforts; invite sponsorship from publishers and vendors.

RESOURCES/TRAINING: Presentation that demonstrates how to translate the learning standards and guidelines; implementation guide; special topics webinars as follow-up; building-level school library media specialist toolkit; resources developed by Standards and Guidelines Implementation and Learning Standards Indicators and Assessment task forces; survey to collect information on implementation; sponsorship from publishers and vendors.

COMMUNICATIONS: Face to face, state affiliate discussion list, publications (traditional and Web 2.0), webinar notices, surveys, mass media (TV/radio/Web), professional development, news releases, news conferences, special events, other.

EVALUATION: Participation level of state affiliates, level of media coverage, completion of state affiliate plans, follow-up survey analysis.

OBJECTIVE 7

Profile and target major education and library associations and current AASL partners and alliance organizations. This effort includes an action plan with specific, measurable, active, relevant, and timed objectives to enable productive collaboration.

TARGET AUDIENCES: Major national and international education and library associations, AASL partners and alliance organizations.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible with basic information, as appropriate based on opportunities for publication and presentation as established by publication deadlines and conference calendars.

WHERE: Conferences and publications (including Web).

WHO: Standards and Guidelines Implementation Task Force members, AASL staff, AASL Board of Directors.

HOW: Create list of organizations and revise “Association Template for Preliminary Reporting” from *Because Student Achievement is the Bottom Line*, AASL’s 1998

implementation plan; assign Standards and Guidelines Implementation Task Force members to complete profiles with AASL staff compiling results; develop press release showing how to get further information and disseminate to all organizations identified; target top ten for focused efforts (publication and presentations); identify AASL members and staff to initiate contact and follow-up for publication and presentation; recommend to the AASL Executive Committee that they set up a standing committee like ALSC’s Liaison with National Organizations Serving Children and Youth to ensure ongoing communication about implementation efforts.

RESOURCES/TRAINING: Revised template adaptable for use by state affiliates and AASL members; resource list for organizations, including items developed by Learning Standards Indicators and Assessment Task Force.

COMMUNICATIONS: Face to face (personal contact with organizations), publications (traditional and Web 2.0), professional development, news releases, special events, other.

EVALUATION: Analysis of organization profiles, development of top ten organizations to approach, and report of follow-up action.

OBJECTIVE 8

Ensure that AASL members who attend conferences are aware of the new learning standards and guidelines by September 2010.

TARGET AUDIENCES: AASL Affiliate Assembly; members who attend the ALA Midwinter Meeting, ALA Annual Conferences, and AASL National Conference.

STRATEGIES/ACTIVITIES

WHEN: ALA Midwinter Meeting, ALA Annual Conference, AASL National Conference.

WHERE: ALA Midwinter Meeting discussion groups and ALA Annual Conference and AASL National Conference program strands.

WHO: ALA Midwinter Meeting program—Affiliate Assembly 2009, 2010, AASL Annual Conference 2009, 2010 committees, AASL National Conference 2009 Committee

HOW: Solicit and develop programs (input opportunity at AASL 2008 Fall Forum, discussion forum at ALA 2009 Midwinter Meeting Affiliate Assembly, training summit at ALA Annual Conference), ensure copies of the learning standards and guidelines are available for purchase in the ALA Bookstore at ALA Midwinter Meeting and Annual Conference.

RESOURCES/TRAINING: Development of opt-in implementation network/blog opportunity.

COMMUNICATIONS: Face to face, state affiliate discussion list, publications (traditional and Web 2.0).

EVALUATION: Attendance numbers, percent of participants who opt to join the implementation network.

OBJECTIVE 9

Review, revise, and develop AASL policy statements, position papers, and award applications based on the principles outlined in the learning standards and guidelines.

TARGET AUDIENCES: AASL members, building-level school library media specialists.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible.

WHERE: Within the structure of AASL.

WHO: AASL Board of Directors (through assigned task forces and committees), AASL staff, Publications Committee, Awards Committee.

HOW: Review policy statements, positions papers, and awards applications for alignment; post and provide wide distribution.

RESOURCES/TRAINING: Development of alignment checklist.

COMMUNICATIONS: Face to face, through *Knowledge Quest*, the AASL Web site, AASL discussion lists, state affiliate discussion list, *AASL Hotlinks*, AASLblog, and Web 2.0 means; direct mail (members, non-members, education and library associations, partner organizations); mass media (TV/radio/Web); news releases; building-level school library media specialist L4L toolkit.

EVALUATION: Review and revisions completed, Web analytics, media coverage (as monitored by ALA).

OBJECTIVE 10

Devote a special issue of *Knowledge Quest* to the learning standards and guidelines; have a regular column on implementation in the journal.

TARGET AUDIENCE: AASL members.

STRATEGIES/ACTIVITIES

WHEN: As per *Knowledge Quest* publication schedule, but each issue leading up to special pre-AASL 2009 National Conference issue could build up to it.

WHERE: In *Knowledge Quest*.

WHO: *Knowledge Quest* editor to determine editorial group and Standards and Guidelines Implementation Task Force members in collaboration with the AASL National Conference Committee who will contribute.

HOW: Commission a variety of articles for special edition; include a regular column in *Knowledge Quest* with downloadable one-page articles/best practices that can be republished in state affiliate newsletters or distributed at their conferences and events.

RESOURCES/TRAINING: *Knowledge Quest*.

COMMUNICATIONS: Face to face, through *Knowledge Quest*, the AASL Web site, AASL discussion lists, AASLblog, state affiliate discussion list, and Web 2.0 means.

EVALUATION: Completion of issue, requests for reprints.

Introduce the learning standards and guidelines to the national educational and school administrator organizations that will have the most influence over their implementation.

TARGET AUDIENCE: Top ten national education and administrative organizations as identified in objective 7.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible with basic information, as appropriate based on opportunities for publication and presentation as established by publication deadlines and conference calendars.

WHERE: Conferences and publications (including Web) of target audience.

WHO: Standards and Guidelines Implementation Task Force members, AASL staff, and AASL Board of Directors.

HOW: Use focused efforts (publication and presentations); identify AASL members and staff to gather appropriate

information, complete common ground/gap analysis, identify obvious connections between the learning standards and content areas and resources to assist the associations, initiate contact and follow up for publication and presentation, develop an AASL-sanctioned presentation that is made available to state affiliates for free for use with state education and administrative organizations as identified in objective 7; provide implementation toolkits and checklists for organizations to share with their members to determine how well their programs align with the learning standards and guidelines—including resources developed by the Learning Standards Indicators and Assessment Task Force.

RESOURCES/TRAINING: Common cause/gap analysis instrument, AASL presentation, association implementation toolkit and resources.

COMMUNICATION: Face to face (personal contact with organization), publications (traditional and Web 2.0), professional development, news releases, special events, other.

EVALUATION: Percent of saturation in state education and school administrator organization publications, conference agendas as reported by state affiliate coordinators.

Have 25 percent of each state's school library media specialists attend a learning standards and guidelines session (national, regional, state, local) in the first two years that it is offered.

TARGET AUDIENCE: School library media specialists.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible and continuing for two years.

WHERE: National, regional, state, and local conferences, workshops, seminars.

WHO: State affiliate associations; affiliate coordinators; AASL president, president-elect, and past-president; Standards and Guidelines Implementation Task Force chair with AASL staff.

HOW: Create learning standards and guidelines programs and materials for dissemination.

RESOURCES/TRAINING: Development of adaptable presentations that demonstrate how to translate the learning standards and guidelines, webinars on special topics using pool of "visiting faculty" identified through RFP, building-level school library media specialists toolkit, tip sheets and resources lists, survey to collect information on implementation, presentations given by AASL presidents (elect, current, and past) when they attend and present at state affiliate conferences on a rotating basis.

COMMUNICATION: Face to face; targeted state and affiliate mailings; state and affiliate Web sites, publications, discussion lists, and blogs; webinar invitations.

EVALUATION: Establishment of targets for each state affiliate and affiliate coordinator reports and follow-up to determine actual level attained; webinar participation; AASL presidents' affiliates' conference schedules.

Ensure that AASL members who do not attend conferences are aware of the learning standards and guidelines by 2012.

TARGET AUDIENCES: AASL members who do not attend state or national conferences or other professional development opportunities.

STRATEGIES/ACTIVITIES

WHEN: At onset of implementation and continuing throughout implementation.

WHERE: Local level.

WHO: Standards and Guidelines Implementation Task Force and AASL staff (resources), state affiliate coordinators, affiliate implementation committee volunteers.

HOW: State affiliate coordinators and committees provide strategic geographical area opportunities for informal discussion groups and resource distribution.

RESOURCES/TRAINING: Presentation of toolkit for state affiliates, including tip sheets and suggestions for how to implement.

COMMUNICATIONS: Face to face; targeted state and affiliate mailings; state and affiliate Web sites, publications, discussion lists, blogs.

EVALUATION: Establishment of targets for each state affiliate and affiliate coordinator reports and follow-up using online survey instruments to determine actual level attained.

Identify exemplary models for implementation and transferable visual products for support for implementation at the local, district, state, and national levels.

TARGET AUDIENCES: AASL members, school library media specialists; district coordinators/supervisors, state affiliates and affiliate coordinators, state departments of education.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible and continuing throughout implementation as needed.

WHERE: Through traditional and Web publications.

WHO: AASL staff, Standards and Guidelines Implementation Task Force, Publications Committee, Supervisors Section (SPVS) working with Affiliate Assembly and state department of education personnel.

HOW: Develop best practice/success story Web links (AASL Web site, Partnership for 21st Century Skills-Route 21), identify those that can be translated visually and recruit submission of video presentation for standalone use as well as use in compilations that address specific

portions of the learning standards and guidelines, develop resource guide and strategies for implementation, invite sponsorship from publishers and vendors.

RESOURCES/TRAINING: Development of RFP template to solicit examples of best practices/success stories from AASL members and state affiliates, creation of editorial process (with assistance from Publications Committee) to ensure quality control and representation from each region and urban/suburban and rural programs, development of resource guide, creation of visual products for support, sponsorship from publishers and vendors.

COMMUNICATIONS: Face to face, publications (traditional and Web 2.0), recognition program, press releases.

EVALUATION: Utilization of statistics, state affiliate coordinator and SPVS section reports.

Gather and disseminate research to support the learning standards and guidelines. Develop a template, both print and electronic, for state affiliates to report research data.

TARGET AUDIENCES: School library media specialists, providing data to state affiliates, who report to AASL, who disseminates to the K–12 education field.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible and continuing throughout implementation as needed.

WHO: AASL Research and Statistics Committee; the Association for Library and Information Science Education (ALISE) and AASL staff; ELMSS members and graduate students; *SLMR*, *Knowledge Quest*, and other editorial boards; AASL Publications Committee, the Research, Education, Information and School Libraries SIG of the American Educational Research Association (AERA).

HOW: Work with ALISE and establish graduate school network to develop a plan for quantitative and qualitative research gathering and reporting; develop forms and instruments for statistical and evidence-based reporting for state affiliates to utilize in gathering data; create a database for state affiliates and school library media specialist students to submit findings; publish findings in *SLMR*, *Knowledge Quest*, AASLblog, and monographs; provide program strands at conferences related to research; provide grant opportunities.

RESOURCES/TRAINING: Templates for reporting, graduate program network hosts, grants, publisher and vendor sponsorship.

COMMUNICATIONS: Publications (traditional and Web 2.0), mass media (TV/radio/Web), recognition program, incentive (grant) programs, professional development, news releases.

EVALUATION: Level of participation, press coverage, numbers of presentations, increase in research, gathering of qualitative and quantitative data that demonstrate the impact on student learning.

Introduce the learning standards and guidelines to ALISE with implications for professional programs of education for school library media specialists.

TARGET AUDIENCES: Administration and faculty in library and information studies in ALA/NCATE-accredited programs.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible.

WHERE: Conferences and workshops, publications.

WHO: ELMSS section, NCATE Coordinating Committee.

HOW: Develop materials (program crosswalks, checklists, etc.) to self-evaluate current programs, program presentations, papers, and publications.

RESOURCES/TRAINING: Resources developed by the Learning Standards Indicators and Assessment Task Force.

COMMUNICATIONS: Face to face, publications (traditional and Web 2.0), professional development, news releases, direct mail.

EVALUATION: Level of participation at programs and presentations; changes in course offerings and content.

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OBJECTIVE

Develop a national roster of celebrity, well-known educators and organizations, and public figures as advocates for school library media specialists and programs.

TARGET AUDIENCES: General public, decision-makers.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible and continuing throughout.

WHERE: Within the structure of ALA.

WHO: AASL staff, AASL president; Standard and Guidelines Implementation Task Force, state affiliates.

HOW: Request state affiliates to provide information regarding potential personal connections to well-known individuals, who will be approached to either

participate in promotion of the learning standards and guidelines or lend their name in endorsement of them; request ALA to provide information regarding potential personal connections to well-known individuals who will be approached to either participate in promotion of the learning standards and guidelines or lend their name in endorsement of them. Provide opportunities for participation through PSAs, print materials (advertisements and posters similar to ALA's READ poster series with L4L as the brand).

RESOURCES/TRAINING: Development of plan and template for recruiting participants; invitation of sponsorship from publishers and vendors.

COMMUNICATIONS: Face to face, publications (traditional and Web 2.0), recognition, press releases.

EVALUATION: Identification and recruitment of at least five "name" advocates and endorsers, extent of media coverage as monitored by ALA.

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OBJECTIVE

Develop a publishing plan for the association based on the guiding principles outlined in the learning standards and guidelines.

TARGET AUDIENCES: School library media specialists, educators, decision-makers, general public.

STRATEGIES/ACTIVITIES

WHEN: As soon as possible and continuing throughout.

WHERE: Within the structure of ALA.

WHO: AASL Publications Committee, AASL staff.

HOW: Invite and review proposal and ideas.

COMMUNICATIONS: Face to face, press releases.

EVALUATION: Number of sales and use of products.



FEEDBACK/EVALUATION/ SUSTAINABILITY

Ongoing feedback from AASL members is critical to the deep understanding, endorsement, and integration of the new learning standards. As a result, Web 2.0 tools are built into the implementation plan. Additionally, the following tasks will provide for ongoing evaluation and sustainability of the plan over time:

- Create an ongoing series of blog postings about the learning standards, how they might be used, success stories from the field, implementation tips, and more. Invite a variety of well-known AASL members and friends representing numerous perspectives to be guest bloggers. These special guests should be scheduled on a regular basis (e.g., monthly) for the next 12–24 months in order to garner a sustained response over time.
- Invite many of those same guest bloggers to capture their understandings through a series of podcasts that can be downloaded by practitioners through iTunes.
- Create a wiki with a variety of pages to gather collective knowledge from the field, including the following:
 - talking points for colleagues
 - talking points for principals and district administrators
 - strategies for introducing the learning standards to board members
 - talking points for parents
 - struggles and challenges
 - success stories
 - recommended reading
- Create a process to monitor the wiki on a regular basis, involving members with appropriate areas of expertise.
- Create sample, standardized evaluation forms for the Web that can be given out at Affiliate Assembly sessions that focus on the new learning standards. These evaluation forms, which can be created

by existing members of the Standards and Guidelines Implementation Task Force or another means, will be designed to identify frustrations, gaps in understanding, questions, or concerns. These forms can be mailed in to the AASL office to create a national data set to guide future efforts. While a digital survey can also be employed, being able to share thoughts on paper in the immediacy of a state affiliate–led conversation allows thoughts to be captured in the moment. Google Docs may help in this area, offering a collaborative space to hold discussions, share work, and create an online survey.

- To sustain the conversation over time in the face-to-face setting, create an “Affiliate Book Club” guide that can be posted online. With sample questions and discussion starters, this will make it easy for state affiliates to schedule low-stress, informative conversations about the new learning standards over time. Create a new guide for each of the next three years so that the conversation builds over time. Invite state affiliates to capture the conversation via a podcast (see above).

These low costs and easy access to Web 2.0 tools will facilitate the sustaining of efforts over time.



SUPPORTING DOCUMENTS

Blueprint for Collaboration—ALA/ACRL/AASL

<http://www.ala.org/ala/acrl/acrlpubs/whitepapers/acrlaaslblueprint.cfm>

Confronting the Challenges of Participatory Culture: Media Education for the 21st Century—MacArthur Foundation/Jenkins

http://digitalllearning.macfound.org/site/c.enJLKQNiFiG/b.2108773/apps/nl/content2.asp?content_id=%7BCD911571-0240-4714-A93B-1D0C07C7B6C1%7D¬oc=1

Framework for 21st Century Learning—Partnership for 21st Century Skills

http://www.21stcenturyskills.org/documents/frameworkflyer_072307.pdf

Mile Guide for 21st Century Skills—Partnership for 21st Century Skills

http://www.21stcenturyskills.org/images/stories/otherdocs/p21up_MILE_Guide_Chart.pdf

NETS-S 2nd edition—International Society for Technology in Education (ISTE)

http://cnets.iste.org/students/pdf/NETSS_standards.pdf

A State Leaders Action Guide to 21st Century Skills—Partnership for 21st Century Skills

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=221&Itemid=116

School Libraries Count!—AASL

<http://www.ala.org/ala/aasl/slcsurvey.cfm>

School Libraries Work!—Scholastic Publishing

http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Standards for the 21st-Century Learner—AASL

<http://www.ala.org/aasl/standards>



GET INVOLVED!

L4L can only succeed with your help! Join AASL in advocating the critical role school library media specialists play in equipping students with 21st-century skills. Here's how you can become involved:

THINK

- Join other school library media specialists in professional development opportunities: AASL National Conference, Fall Forum, institutes, online courses, and ALA conferences.
- Keep informed about important educational matters by reading AASL Hotlinks, Knowledge Quest, and SLMR.

CREATE

- Discuss issues with your colleagues on the AASL blog, AASLForum and Twitter.
- Submit your best practices to be featured on the L4L portion of the AASL Web site.

PARTICIPATE

- Work with your state school library media association on advocacy efforts.
- Become a part of the AASL community on Second Life, Facebook, and ALA Connect.

GROW

- Join AASL—the only national association focused solely on the interests of school library media specialists.

To find out more about the above, visit www.ala.org/aasl/learning4life or email learning4life@ala.org.





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