Field 042: School Librarian
REPA Educator Standards

Standard 1: The School Library Program

School librarians have a broad and comprehensive understanding of the role of the school library program, including:

1.1   characteristics and functions of an effective school library program

1.2   the importance of information in a democratic society and the role of the school library program in promoting intellectual freedom

1.3   the role of the school library program in providing equitable physical and intellectual access to information and ideas in print, nonprint, and digital formats

1.4   the leading role of the school library program in providing instruction and guidance in multiple literacies, including information, digital, visual, textual, and technological literacy

1.5   the role of the school library program in promoting the development of literacy skills and reading for learning, personal growth, and enjoyment

1.6   the collaborative role of the school library program in curriculum development, instruction, and assessment

1.7   strategies for aligning the school library program with the American Association of School Librarians (AASL) Standards for the 21st-Century Learner and the school's goals, objectives, and content standards

1.8   strategies for using school library resources, personnel, and services to achieve curriculum goals and objectives

1.9   strategies for using new and emerging technologies to further the access, growth, effectiveness, and relevance of the school library program

Standard 2: The School Librarian
School librarians have a broad and comprehensive understanding of the roles and responsibilities of the school librarian, including:

2.1   the role of the school librarian in modeling and facilitating ethical, equitable access to and use of various physical, digital, and virtual collections of resources

2.2   the role of the school librarian in integrating multiple literacies into the curriculum and content-area instruction

2.3   the role of the school librarian as a leader in the effective use of current information processes and resources, including new and emerging technologies

2.4   the role of the school librarian as an advocate for the school library program and strategies for developing and promoting the collaborative advocacy role of teachers, administrators, families, and the community

2.5   strategies for modeling, sharing, and promoting ethical and legal principles related to the school library program

2.6   the importance of comprehensive, ongoing professional development

2.7   strategies for using reflection, self-assessment, and professional development opportunities and resources, including technological resources, to expand professional knowledge and skills related to the school library program

Standard 3: Information and Technology Resources
School librarians have a broad and comprehensive understanding of the types, characteristics, and uses of various information and technology resources, including:

3.1   types, characteristics, and uses of various physical, digital, and virtual collections of resources

3.2   advantages and limitations of various information and technology resources and services and tools for locating information in different types of print, nonprint, and digital resources

3.3   strategies for providing support to the learning community in the selection and use of various print, nonprint, and digital information resources

3.4   strategies for modeling and facilitating the effective use of digital tools and resources to locate, analyze, evaluate, and use information resources

3.5   major characteristics, genres, authors, works, and awards for excellence in literature for children and young adults

3.6   historical and contemporary trends and diversity issues in literature for children and young adults

3.7   strategies for assisting students in the selection of quality reading materials that are appropriate for their reading levels and interests and that support students' reading for information, pleasure, and lifelong learning

3.8   strategies for modeling and facilitating the use of current and emerging technologies in support of making connections and communicating information in a digital society

3.9   strategies for modeling, teaching, and facilitating the design and production of various print, nonprint, and digital media products

3.10   principles of managing technology, information resources, and user access in an education setting, including requirements of the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA)

Standard 4: Information and Knowledge
School librarians have a broad and comprehensive understanding of the use of multiple literacies to support efficient and ethical searches for information, including:

4.1 knowledge of the interconnected nature of multiple literacies, including information, digital, visual, textual, and technological literacies

4.2 strategies for determining information needs

4.3 methods of formulating and refining a range of questions to frame an information search

4.4 strategies for identifying, locating, evaluating, and selecting appropriate print, nonprint, and digital resources for an information search

4.5 strategies for locating specific and useful information in physical, digital, and virtual collections of resources

4.6 strategies for evaluating the accuracy, relevance, and comprehensiveness of information

4.7 strategies for making sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias

4.8 strategies for assessing progress during an information search, evaluating the overall search process, and adjusting an information search as needed

4.9 strategies for summarizing, organizing, analyzing, and synthesizing information to support research, learning, creating, and communicating in a digital society

4.10 methods of communicating information and ideas obtained in an information search in various print, nonprint, and digital formats

Standard 5: Independent Learning and Inquiry
School librarians have a broad and comprehensive understanding of the use of multiple literacies to support independent inquiry, personal and aesthetic growth, and lifelong learning, including:

5.1 methods of initiating searches related to personal interest, content-area standards, and local and global concerns

5.2 methods of reviewing, revising, and adding to information gathered in personal searches

5.3 processes and strategies for relating new information to one's own current knowledge and ideas

5.4 the process of and product created from personal information searches and strategies for self-assessment of and reflection on personal information searches

5.5 strategies for supporting members of the learning community in conducting personal searches

5.6 strategies for providing guidance to members of the learning community in the selection of materials and in reading, listening, and viewing selected materials for understanding and enjoyment

5.7 strategies for promoting literature appreciation and the habit of lifelong reading

Standard 6: Social Responsibility and Collaborative Inquiry
School librarians have a broad and comprehensive understanding of issues related to social responsibility and collaborative inquiry, including:

6.1   issues related to intellectual freedom and intellectual property rights, including laws related to copyright and fair use

6.2   practices and processes for responsible, safe, and ethical use of information and technology

6.3   strategies for seeking out and respecting diverse and global perspectives during the inquiry process

6.4   skills and processes for participating effectively in groups to collaborate on inquiries and to generate, integrate, and communicate information

6.5   strategies for promoting free expression and respect for others' ideas during the collaborative inquiry process

6.6   strategies for using digital and virtual resources to support collaborative inquiry and communication among members of the learning community

6.7   practices and processes for contributing to the exchange of ideas within and beyond the learning community

Standard 7: Communication and Collaboration
School librarians have a broad and comprehensive understanding of the principles of communication and collaboration within and beyond the school community, including:

7.1   skills, strategies, and tools that promote effective communication, cooperation, and collaboration

7.2   strategies for initiating and maintaining communication between the school library program and students, teachers, staff, administrators, board members, and community members using a variety of digital-age media and formats

7.3   benefits of developing and maintaining connections to people, resources, and services beyond the school, including connections with community resources, other libraries, and the larger library community

7.4   techniques for collaborative planning and teaching and training with and for other educational staff to promote the development of multiple literacies and integrate the school library curriculum with content curriculum

7.5   strategies for promoting acceptance and understanding of cultural and linguistic diversity in the school library program, in the school, and in the community

Standard 8: Collection Development and Resource Management
School librarians have a broad and comprehensive understanding of the principles and procedures of collection development and resource management in the school library program, including:

8.1   procedures for developing and maintaining a collection of physical, digital, and virtual resources that responds to the curricular, personal, developmental, vocational, recreational, and cultural needs of a diverse population

8.2   procedures for evaluating, selecting, and deselecting resources, technology, and equipment for a well-rounded physical, digital, and virtual collection

8.3   methods for determining the information and recreation needs of the learning community and for involving the learning community in making decisions about the school library program

8.4   standard methods of classifying, cataloging, and weeding school library materials

8.5   systems, resources, and technologies for effectively managing materials in the school library collection, including major types of circulation patterns and controls

8.6   procedures for storing, maintaining, and ensuring the security of school library resources and equipment

8.7   social, ethical, and legal implications of issues related to information access, including issues of privacy and confidentiality

8.8   procedures for responding to challenges to school library materials, including an understanding of the intellectual freedom rights of children and young adults

Standard 9: Program Administration
School librarians have a broad and comprehensive understanding of the principles and procedures of school library program administration, including:

9.1   principles and practices related to the organization and management of human, physical, virtual, and financial resources of the school library program

9.2   procedures for selecting, training, supervising, and evaluating school library program staff, student assistants, and volunteers

9.3   factors involved in the physical design and furnishing of a flexible, functional, and barrier-free school library space that provides equitable access to all members of the learning community

9.4   policies, practices, and procedures that support flexible and open access to the school library and its resources for classes, small groups, and individuals and create an efficient, conducive, and inviting climate for students, teachers, staff, and the learning community

9.5   considerations and techniques for scheduling school library personnel, resources, equipment, and space

9.6   types, characteristics, and uses of financial records, budgets, and funding sources and strategies for effectively running the school library program within a budget

9.7   strategies for aligning the school library program with national and state standards and best practices related to school library programs and the development of multiple literacies

9.8   methods of evaluating the effectiveness of the school library program and modifying a program based on evaluation results

9.9   strategies for integrating the school library program into schoolwide strategic planning

9.10   strategies for using current data and research to plan, evaluate, and modify the school library program

Standard 10: Instruction and Assessment

School librarians have a broad and comprehensive understanding of instruction and assessment in multiple literacies and inquiry-based learning, including:

10.1 the American Association of School Librarians (AASL) Standards for the 21st-Century Learner

10.2 the ALA/AASL Standards for Initial Preparation of School Librarians (2010), the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the ISTE National Educational Technology Standards

10.3 instructional strategies and resources for promoting students' understanding of concepts and skills and ethical practices related to multiple literacies and inquiry-based learning in the context of the content curriculum

10.4 strategies and skills for planning and designing instruction in multiple literacies, including the use of techniques and approaches and appropriate physical, digital, and virtual resources that meet the needs of diverse learners

10.5 communication techniques that foster active inquiry, interaction, and collaboration in the use of multiple literacies

10.6 instructional strategies in multiple literacies that foster the development of critical- and creative-thinking, problem-solving, and performance skills

10.7 strategies and skills for selecting and using digital and virtual resources to enhance the teaching and learning of multiple literacies

10.8 strategies and skills for effectively assessing students' understanding and mastery of essential concepts and skills related to multiple literacies and using assessment results to guide instructional decision making