

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: State Library Standards

Date: January 22, 2015

Staff/Office: Nicole Dalton, ODE

Action Requested: First Read Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD: Whether to adopt the Oregon Association of School Libraries' Oregon school library standards

BACKGROUND:

The Oregon Association of School Libraries (OASL) respectfully requests that the State Board of Education adopt the Oregon school library standards. In August 2014, OASL submitted a letter asking the Board to consider adopting the standards. In response, Chair Samuel Henry asked that Oregon Department of Education staff learn more about the standards. On November 18th, four members of OASL met with Nicole Dalton and Emily Nazarov to explain the standards, show examples of them in action and provide background information about how they were developed.

In the spring of 2010, the Oregon Association of School Libraries called for the establishment of a committee to write school library standards and secured a Library Services and Technology Act grant from the State Library of Oregon to fund the related activities. The select group of nine teacher-librarians from public and private schools around the state researched and studied the American Association of School Librarians (AASL) guidelines, library standards articulated by other states and existing grade-level library standards from various school districts both in and out of state. Committee members went through a process of study, synthesis and writing, drawing on the professional and collective wisdom of experts in the area of K-12 library instruction, reading and technology use.

The committee identified four instructional areas necessary for a robust library program and developed indicators for each:

- Information Literacy – Use strategies for locating, selecting, organizing, understanding, evaluating, using and producing information
- Reading Engagement – Read to pursue intellectual, personal and emotional growth for life
- Social Responsibility – Share knowledge and participate ethically and productively as members of our democratic society
- Technology Integration – Employ digital technology and communication tools or networks to locate, evaluate, use, create and produce information

An initial edition of the standards was introduced to OASL board members for review and comment. Their recommendations were considered, and the Oregon school library standards were finalized in 2012: <https://sites.google.com/site/oregonschoollibrarystandards/home>.

The Oregon school library standards provide direction to school librarians for skill development and instruction. They are the most applicable standards for teacher-librarians to use in their Student Learning and Growth goals. They align with Common Core, International Society for Technology in Education (ISTE) standards and those from the American Association of School

Librarians (AASL) (<http://bit.ly/1viZMVh>) while also addressing some unique areas not covered elsewhere, such as self-reflection about tools and processes used in creating new learning. They provide direction for school district personnel addressing the school library indicators in district continuous improvement plans:

- DTL5.5 The district provides all students and staff in each school with equitable access to a comprehensive library program which provides instruction in information literacy and research proficiencies, promotes integration of digital learning resources, advances reading engagement, and creates collaborative learning opportunities with teachers.
- DTL5.6 The district ensures that all students and staff in each school have equitable access to a professionally-developed and well-managed school library collection of current and diverse print and electronic resources that supports teaching and learning, college and career readiness, and reading engagement.

Additionally, the Oregon school library standards help equalize the playing field in that students from remote, impoverished or rural areas will be given comparable opportunities and be held to the same learning outcomes as those who live in highly populated, affluent or urban areas. In the information literacy strand, the standards help students master an inquiry process that will empower them to become lifelong users and producers of information. That is especially important because multiple studies indicate that even college-level students still struggle with information literacy skills (<http://bit.ly/15rAE56>). The State Board of Education's adoption of the Oregon school library standards will establish a statewide framework for school library programs and set a solid foundation for Oregon students to succeed in this information age.

STAFF RECOMMENDATION:

ODE Staff recommend that the board adopt the OASL School Library Standards.

- The School Library Standards support the agency's commitment to the Equity Lens by identifying learning standards for Information Literacy, Reading Engagement, Social Responsibility, and Technology Integration that are critical to achieving College and Career Readiness for all students. Effective teacher-librarians support and enhance the learning of students, reflected in student performance across content areas and student demographics. State-adopted school library standards provide a framework for teaching these critical literacy skills, regardless of whether or not a district retains any teacher-librarians.
- The School Library Standards align to the Common Core State Standards for English Language Arts and Literacy and identify additional skills and dispositions that are vital to make the shifts to the rigorous demands of the current Oregon standards for Mathematics (CCSS), English Language Arts and Literacy (CCSS) and Science (NGSS).
- The adoption of the School Library Standards will enable schools and districts to evaluate teacher-librarians in a meaningful way, supporting the agency's commitment to improving the effectiveness of K-12 educators in the state. The current lack of school library standards results in unclear expectations for teacher-librarians and dramatic inconsistencies in the skills developed by students across the state.

Attachments:

- Oregon School Library Standards