2025 CROSSWALKS BETWEEN CALIFORNIA AND AASL SCHOOL LIBRARY STANDARDS (2nd edition)

The 2nd edition reflects the post-pandemic, highly digital, and equity-focused education environment

Available as https://tinyurl.com/2025AASLandCAstandards

CROSSWALK BETWEEN CALIFORNIA and AASL LEARNER STANDARDS

AASL Legend:
Foundation: I. Inquire II. Include III. Collaborate IV. Curate V. Explore VI. Engage
Domains: A. Think B. Create C. Share D. Grow
Indicators grid: e.g., I.A.1 (parenthetical indicators reflect minor or implicit alignment)

1. Students access information

The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1.1 Recognize the need for information. IV.A.1
- 1.2 Formulate appropriate questions. I.A.1
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies. I.B.2, IV.A.2, IV.B.1 (V.C.2)
- 1.4 Retrieve information in a timely, safe, and responsible manner. IV.A.3

2. Students evaluate information

The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry.

- 2.1 Determine the relevance of the information. IV.D.1
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources. II.A.2, II.B.2, IV.B.2, IV.B.3, IV.C.3, IV.D.1, VI.A.3
- 2.3 Consider the need for additional information. V.D.1, V.D.2

3. Students use information

The student will organize, synthesize, create, and communicate information.

- 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources. III.D.2, IVC.2, VI.A.1, VI.A.2, V.B.1, VI.B.2, VI.C.1, VI.C.2, VI.C.2, VI.D.3
- 3.2 Draw conclusions and make informed decisions. I.D.4, II.A1
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding. I.D.3, III.A.3, IV.C.2, IV.C.2, IV.D2, V.B.1

4. Students integrate information literacy skills into all areas of learning

The student will independently pursue information to become a lifelong learner.

4.1 Read widely and use various media for information, personal interest, and lifelong learning. I.A.1, I.D.1, I.D.2, III.A.1, III.B.2, V.A.1, V.C.1, VI.D.1

4.2 Seek, produce, and share information. I.B.3, I.C.1, I.C.4, II.B.1, II.C.1, II.C.2, II.D.1, II.D.2, III.A.2, III.B.1, III.B.2, III.C.1, III.D.1, IV.C.3, III.D.1, IV.C.3, IV.D.3, V.A.3, V.IC.1, VI.C.2

4.3 Appreciate and respond to creative expressions of information. V.A.1, VI.C.2

CA MODEL SCHOOL LIBRARY STANDARDS MAPPED ONTO AASL LEARNING STANDARDS

LEGEND: CA indicators (implicit if in parentheses); first number in cell is AASL indicator number, followed by CA indicator(s): e.g. 1: Access2 (2nd indicator under CA Access standard). CA Evaluate >> Eval; Use>>Use; Integrate >>Int

	I INQUIRE Access, Eval, Use	**II INCLUDE Int2**	**III COLLA-BORATE Int2**	**IV CURATE Eval, Use, Int**	**V EX-PLORE Int**	**VI EN-GAGE Access, Use**
A THINK	**1: Access2 2: none**	**1: Eval2 2: Eval2 3: none**	**1: Int1 2: Int2 3: Use3**	**1: Access1 2: Access3 3: Eval**	**1: Int1 2: none 3: Int2**	**1: Use1 2: Use1 3: Eval2**
B CREATE	**1: none 2: Access3 3: Int2**	**1: Int2 2: (Eval2) 3: none**	**1: Int2 2: Int2**	**1: 1.3 2: (Eval2) 3: Eval2 4: 3**	**1:. Use3 2: Int1, Int2**	**1: Use1 2: Use1 3: Use1**
C SHARE	**1. Int2 2: none 3: none 4: Int2**	**1: Int2 2: Int2**	**1: none 2: (Eval2)**	**1: (Access4) 2: Use1, Use3 3: Eval2, Int2**	**1: Int1 2: (Access3, Int2) 3: (Use3)**	**1: Use1, Int2 2: Use1, Int2**
D GROW	**1: Int1 2: Int1 3: Use3 4: Use2**	**1: Int2 2: Int2 3: none**	**1: Int2 2: (Use1, Int2)**	**1: Eval1, 2: Eval 2: Use3 3: Int2**	**1: Eval3 2: Eval3 3: none**	**1: Int1 2: Use1 3: (Use1)**

RECOMMENDATIONS:

CA STANDARDS THAT DON'T HAVE INDICATORS:

Eval2 should include "point of view" or "perspective"

Use includes "organize information" but has no indicator:

Use includes "communicating information" but has no indicator; Int3 mentions sharing information, but Integrate standard states "independently" without sharing or communicating

Integrate should include: Appreciate, respond to, AND ORIGINATE (OR GENERATE) creative expressions of information.

CROSSWALK BETWEEN CALIFORNIA MODEL SCHOOL LIBRARY PROGRAM STANDARDS AND AASL SCHOOL LIBRARIES STANDARDS

AASL Legend:

Foundation: I. Inquire II. Include III. Collaborate IV. Curate V. Explore VI. Engage

Domains: A. Think B. Create C. Share D. Grow

Indicators grid: e.g., I.A.1 (parenthetical indicators reflect minor or implicit alignment)

A. Staffing -- no AASL standard

1. The school library is staffed by a team consisting of a credentialed teacher librarian and paraprofessional support staff.
2. Credentialed teacher librarian: one full time per 785 students
3. Classified paraprofessional assistant: one full time at least 34 hours per week

B. Access -- II.C.1

1. The library is open to students 36 hours or more per week. I.C.2, IV.D.2
2. The integrated library management system has online public access capabilities with school and remote access. VI.D.2
3. There is a library Web page/portal. II.B.1, (III.C.1), V.B.1, V.B.2, VI.C.1, VI.D.2
4. Students in the library have Internet access. (III.C.1), V.B.1, V.B.2, VI.C.1, VI.D.2
5. Number of computers in the school library: Minimum of one class set of networked computers composed of at least 10 at an elementary school, 15 at a middle school, and 25 at a high school. II.B.1, I.D.1, V.B.1, V.B.2, VI.C.1, VI.D.2
6. The schedule is flexible (at least 20 hours per week). IV.D.3
7. Facilities have enough space to accommodate one class for instruction plus additional individuals and small groups working independently. There is also space to accommodate the library collection, furnishings, and equipment. I.B.2, I.C.1, I.C.2, II.A.1, II.B.2, II.C.3, IV.B.5, V.B.2, VI.C.1, VI.D.2

C. Teacher librarian responsibilities

1. The teacher librarian schedules collaborative planning and teaching with at least two grade levels or departments or 20 percent or more of individual teachers. I.A.2, I.B.1, (I.D.1), II.A.1, II.A.2, (II.D.2), II.D.3, III.A.1, (III.D.1), (III.D.2), (IV.C.1), IV.B.2, (IV.D.1), V.A.1, V.B.1, V.C.1, V.C.3, V.D.1, V.D.2, VI.A.1, VI.C.2, VI.D.1
2. Delivery of instruction: 20 or more hours per week directly with class, group, individuals I.A.1, II.A.1, II.A.2, (II.D.2), III.A.2, (IV.A.1), IV.A.2, V.A.1, V.B.1, V.D.2, VI.A.2, (VI.A.3) , VI.C.2, (VI.C.3)
3. Library management: five hours per week (collection development, supervision) II.B.1, (IV.C.1), (IV.C.2), IV.D.1, V.D.2, VI.C.2,
4. Reading guidance: help students select materials for independent reading and class assignments, and promote a love of reading I.C.1, II.A.1, II.A.2, II.C.2, II.D.1, IV.D.1,
5. The teacher librarian develops and maintains a current set of policies and procedures and a yearly library plan that includes assessment of the program; documents are

coordinated with other site and district plans 1.C.3, I.D.2, II.D.3, III.A.2, III.B.1, III.B.2, III.B.3, IV.A.2, IV.B.1, IV.B.3, IV.B.4, IV.C.3, IV.C.4, IV.D.5, V.C.3, VI.B.1, VI.B.2, VI.D.1

D. Resources -- II.A.3, (II.D.2), (III.A.1), (IV.A.3), IV.D.2, V.A.1, V.A.2

NOTE: The numbers represent the minimum that should be available for students. Resources include print and digital materials (e.g., databases, audiobooks, e-books) that align with the curriculum and are accessible to students with various cognitive or language needs.

1. Online subscription databases: at least two (1 periodicals, 1 video/image) II.B.1, V.B.1
2. Print magazines in addition to those available electronically: 25 at an elementary school, 20 at a middle school, 15 at a high school II.B.1
3. Currency: At least two-thirds of the collection is less than 15 years old. V.D.2
4. Books per student: 28 II.B.1
5. Collection development: Each year add the following number of books per student to the collection: one at an elementary school, one at a middle school, one per two students at a high school II.B.1

CA MODEL SCHOOL LIBRARY STANDARDS MAPPED ONTO AASL LIBRARY PROGRAM STANDARDS

LEGEND: CA indicators (implicit if in parentheses); first number in cell is AASL indicator number
Staffing>>Staff; Access>>Access; Responsibilities>>Duty; Resources>>Thing

	I INQUIRE	II INCLUDE	III COLLA-BORATE	IV CURATE	V EX-PLORE	VI EN-GAGE
A THINK	1: none 2: Duty1	1:Access7, Duty1,2,4 2: Duty1,2,4 3: Thing	1: Duty1 2: Duty2,5 3: (Thing)	1: (Duty1,2) 2: Duty2,5 3: (Thing)	1: Duty1,2, Thing 2: Thing	1: Duty1,2 2: Duty2 3: (Duty2)
B CREATE	1: Duty1,2,4 2: Access7	1:Access3, Thing1,2,4, 5 2: Access7	1: Duty5 2: Duty5 3: Duty5	1:Duty5 2: Duty1 3: Duty5 4: Duty5 5: Access7	1: Access 3-5, Duty1,2, Thing1 2: Access 3-5,7 3: Access7	1: Duty5 2: Duty5
C SHARE	1: Access7 2: Access1,7 3: Duty5	1: Access 2: Duty4 3: Access7	1:(Access3 , 4) 2: none 3: none	1: (Duty3) 2: (Duty3) 3: Duty5 4: Duty5	1: Duty1 2: none 3: Duty1,5	1: Access 3,4,5,7 2: Duty1,2 3: (Duty2)
D GROW	1: (Duty1) 2: Duty5	1: Access 4,5, Thing 2: (Duty1,2, Thing) 3: Duty1,5	1: (Duty1) 2: (Duty1)	1: (Duty1), Duty3,4 2: Thing 3: Access 1,6 4: Duty5	1: Duty1 2: Duty1,2,3 3: none	1: Duty1,5 2: Access 2,3,4,5,7

California Library Program Standards RECOMMENDATIONS:

NOTE that AASL's library program standards Do not address staffing, supervision

CA standards Probably need to include more (qualitative) indicators:
E.g., policies, procedures, and assessments; instruction (e.g., inquiry)
Missing explicit attention to diversity, equity, families and other stakeholders, advocacy, public relations, professional development, learning environment
Need more on collaboration