

School Library Standards Revision Summary

DOE/School Library Review: <https://doe.sd.gov/contentstandards/library.aspx>

Meetings:

June 17 & 18, 2017 (in-person)

Pierre- MacKay Building/Library Commons

Notes: https://docs.google.com/document/d/1EudaE3f-f8AZ6KsBSMopo77_pdagN0KKPVokq11Fc8/edit?usp=sharing

Throughout the 2017-18 school year (digital and in-person)

West River and East River locations

Notes: https://docs.google.com/document/d/1EudaE3f-f8AZ6KsBSMopo77_pdagN0KKPVokq11Fc8/edit?usp=sharing

Documents Used in the Standards Review Process

[Quality Standards Checklist](#)

[Standards Review Process](#)

Current Standards (2010): <http://www.library.sd.gov/SDSL/publications/DOC/RPT-SDSLSchoolLibContentStandards.pdf>

Proposed Standards: <https://doe.sd.gov/contentstandards/documents/Proposed-Library.pdf>

Overview

The School Library Standards Workgroup convened in August of 2017 in Pierre to begin the review and revise the current 2010 school library standards. The workgroup consisted of 12 people representing k-12 educators, post-secondary, public library, parents, and community. We met for 2 days in person and then several times digitally throughout the school year. The larger workgroup was broken down into three grade span groups: K-5, 6-8, and 9-12.

The review process was filled with research, debate, and cooperation, and the result is a set of standards that will best serve the learning needs of all students in South Dakota. At the beginning of the review process, there was time for reflection to determine the strengths and weaknesses of the current standards, to look at the standards of other states, and to review up-to-date research specifically from the American Association of School Librarians (AASL), the International Society for Technology in Education (ISTE), the Future Ready Librarian model, the South Dakota Educational Technology Standards, and the South Dakota English Language Arts standards. The workgroup used a quality standards checklist that focused their work on key knowledge and skills, horizontal and vertical learning progressions, and language clarity.

Two major themes surfaced during the initial reflection process:

1. To maintain consistency for our diverse educator group
2. To expand up and improve upon certain skill and knowledge areas

Broad Revisions:

- Grade Levels: K-2 from PreK-2, 3-5 (same), 6-8 (same), and 9-12 (same)
- On vertical alignment doc: Broke down grades 6-8 into separate grade levels. So now

- grades K-8 are separated, and 9-12 is lumped together.
- Textual Literacy TL – focuses on foundational literacy/reading
 - (Previous strand: Multiple Literacies)
- Informational Literacy IL – focuses on the research/inquiry process
 - (Previous strand: Inquiry and Problem-solving)
- Civic and Ethical Literacy CE – focuses on digital citizenship
 - (Previous strand: Ethical Participation)

Specific Revisions:

- Consistent use of the word literacy
- Strengthened digital learning & citizenship
- Strengthened inquiry and research process
- Strengthened collaboration
- Added curation
- Added a glossary of terms to again give consistency to the standards and to better meet the needs of our diverse audience.

Workgroup Members:

ELEMENTARY (K-5)

Jen Anderson, Sioux Falls, teacher-librarian
Korey Erickson, Sioux Falls, teacher-librarian (LEAD)
Sharlene Lien, Sioux Falls, teacher-librarian
Angela Ostrander, Faith, public/school librarian

MIDDLE (6-8)

JoAnn Butts Watertown, teacher-librarian (LEAD)
Melissa Hubbell, Box Elder, teacher-librarian
Shelley Rath, Rapid City, teacher-librarian
Kjerstin Smith, Sioux Falls, teacher-librarian

HIGH (9-12)

Emily Benvenga, Spearfish, teacher-librarian
Kimberly Darata, Box Elder, teacher-librarian (LEAD)
Mary G. Johnson, Sioux Falls, teacher-librarian
Jenelle Kirchoff, Rapid City, teacher-librarian
Jean Kirschenman, Brookings, teacher-librarian

Alissa Adams, SD State Library, Dept. of Ed., (PROJECT LEAD)