The following letters were received in support of the work of the Oregon School Library Standards Committee.

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<thead>
<tr>
<th>AGENCY/REPRESENTATIVE GROUP</th>
<th>NAME</th>
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<td>1 Association of College and Research Libraries – Oregon Chapter</td>
<td>Steve Silver, President</td>
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<td>2 US Representative</td>
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<td>3 Oregon State Representative</td>
<td>Arnie Roblan</td>
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<td>4 Oregon State Representative</td>
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<td>5 Tribal Elder Coos, Confederated Tribe of the Lower Umpqua and Siuslaw Indians and Library Clerk</td>
<td>Don &amp; Debbie Slyter</td>
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<td>6 Oregon Library Association</td>
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<td>7 Superintendent, North Bend Schools</td>
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<td>Dawn Granger, Superintendent</td>
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<td>12 Cedar Mill [Public] Library – Youth Services Division</td>
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<td>Becky Kleinhesselink</td>
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<td>21 Parent</td>
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<td>Principal, Marshfield High School</td>
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<td>Merrit Holub</td>
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<td>Natasha Forrester Campbell, Chair</td>
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<td>Paige Battle, President</td>
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<td>Sarah Ralston, ILAGO Chair, EOU</td>
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<td>Julie Jeanmard, Chair</td>
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<td>Kirsten Broadbeck - Kenney, PhD – PLD Chair</td>
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<td>Youth Services Librarian</td>
<td>Katie Anderson</td>
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<td>Portland Community College Library Rock Creek Campus</td>
<td>Pam Kessinger, Department Chair, Library Faculty</td>
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<td>39</td>
<td>Principal Woodburn Arts and</td>
<td>Desiree Kiesel</td>
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To whom this may concern:

The work done by members of the Oregon Association of School Libraries on the Oregon School Library standards and articulation grade level learning goals is of great interest to their colleagues working in higher education.

The school library standards and grade level goals benefit students, teachers, and librarians in several ways:

- They provide clear expectations for student mastery of information literacy skills as they progress through k-12. This is especially important at the k-8 level as many elementary and middle schools lack designated certified media specialists. The Oregon State Board of Education’s adoption of the standards and OASLS’s articulation of grade level goals allows teachers in many different subject areas to better prepare more information literate students.
- They provide a dependable baseline for those working in higher education with regards to the information literacy skills of entering college students.
- They enable a richer conversation on information literacy for library staff across all grade levels - from elementary schools to colleges and universities. This allows those of us in higher education to better serve our k-12 partners, and for them to better prepare potential college students. The work done by OASL on integrating elements of the ACRL information literacy framework into the grade level goals is especially germane to our work.

Therefore, the Oregon chapter of the Association of College and Research Libraries would like to provide a resounding endorsement of OASL’s work in this area and support them in their efforts to receive LSTA funding.

Steve Silver
President
Association of College and Research Libraries – Oregon Chapter
acrlor@olaweb.org
541-684-7237
828 E. 11th Ave
Eugene, OR 97401
From: "Rep Buckley" <rep.peterbuckley@state.or.us>
To: srbjstone@comcast.net
Subject: Email Letter of Support

Susan Stone
Oregon Association of School Libraries, Past-President
Portland Public Schools, District Teacher-librarian

Dear Susan Stone:

I am writing to offer my support of your request for the Oregon Department of Education to adopt the school library standards the Oregon Association of School Libraries has been working on for over two years.

When the Legislature passed HB 2586 in 2009, the clear intent was and remains to have school districts be held to task to identify what they are doing to create strong school library programs for their students. As House co-chair of the Joint Committee on Ways & Means for the past six years, I'm painfully aware of the financial struggle our schools have experienced due to the Great Recession. But I also know that we nonetheless bear the responsibility for doing everything we possibly can to offer paths for success for our students statewide. The Legislature has worked to increase funding for our schools over the past several years, and I know we all share the goal of giving our kids and their teachers the resources they need to thrive.

And now, as we begin to invest again, and with the clear evidence on the vital need for progress in reading in our state, it is essential for us to rebuild our school library programs. It is work we are fully capable of, and work we must get done.

The data on the impact of strong school library programs compels us to adopt strong standards, and to work together to achieve them. For my part, I am committed to work in the 2015 session to continue to increase our investment in our students, our schools and our future. I hope you will share my support of your request with the ODE, and will let me know if there is anything else I can do to help rebuild our school libraries in Oregon.

Sincerely,
Rep. Peter Buckley
House Co-Chair
Joint Committee on Ways & Means
To Whom It May Concern:

As the State Senator for District 5, I am writing to offer my support of the proposed Oregon School Library Standards (OSLS) - designed to help students become career ready and/or pursue their post-secondary education goals. As suggested, I perused the website and discovered that OSLS aligns with the values of the Common Core State Standards (CCSS) in English-Language Arts (ELA).

For too long now, Oregon Students have witnessed the disruption of their education achievements from lack of school funding. In particular, Oregon’s rural school districts have yet to see repair of the damage caused by years of un-sustained funding. I believe the OSLS can help bring our school libraries within the standards for success.

In 2009, Legislators supported House Bill 2586 to permit the Oregon Department of Education (ODE) to award grants for school library programs. Forty-six of 1,263 school libraries met the fully-funded Quality Education Model criteria for school libraries, according to 2006-2007 data from the Department. The legislation was also used to encourage further development of Oregon’s school library programs. In 2010, the Committee of Librarians utilized the data to illustrate the need for a myriad of functions to help strengthen Oregon’s Libraries and the school districts they serve.

The OSLS, with a wide range of applications, pair nicely with existing research that has consistently shown that science, social studies, history with technological integration are necessary components for a successful post-secondary career. For example, the research indicates that the combined effort between the disciplines’ specific instructor and the teacher librarian increases the likelihood of the student’s success while honing in on their creative entrepreneurial spirit.

Oregon students are now being evaluated using Smarter Balanced Assessment Consortium. The OSLS are designed to achieve a greater margin of success within the CCSS because the committee ensured that the students, regardless of whether they reside in rural or urban Oregon, will have the same opportunities in their post-secondary goals.

The core component of the OSLS covers: Information Literacy, Reading Engagement, Social Responsibility and Technology Integration. These four stands combined, will benefit the students’ overall critical thinking skills; new appreciation for the written word; create a collaborative atmosphere for learning; and enhance their digital environment to foster competence, confidence and creativity. The OSLS committee team worked closely with the CCSS and ODE for cohesion and uniformity.

The OSLS provides a model that could be used as a framework for equitable library programs across the state. It would also meet Governor John Kitzhaber’s landmark 40/20/20 goal to get our students to the level of performance needed for post-secondary success. This is why I am endorsing the OSLS as an important step in helping Oregon students meets the requirements in their career and educations goals.

Sincerely,

Senator Arnie Roblan
Co-Speaker of the House 2011-12
November 25, 2014

To Whom It May Concern:

I am writing in support of the proposed School Library Standards. The four strands in the standards are what students need to be career ready and/or pursue their education beyond high school.

The library standards pair nicely to research requirements in science, social studies, history and technical subjects. The collaborative effort between the discipline specific instructor and the teacher librarian increases the likelihood that students will be able to create a polished product that is well constructed and well organized.

Oregon students are now being evaluated using Smarter Balanced Assessments. Those that have been taught the school library standards should have greater margins of success because the library standards focus on locating and using information. The standards also cover reading nonfiction text and making connections between self and the world in which they live. These important skills become lifelong when used across disciplines and across grade levels. More importantly, they will help our students now.

Students benefit from learning and using the critical thinking and social responsibility skills that make up the library standards. The responsible use of technology and accessing digital content is now basic. Library standards address these skill sets.

Across the state, library programs lack cohesion and uniformity. The library standards provide a model that could be used as a framework to set up equitable library programs across the state. 21st century library programs offer much, much more than book check out and return. Many of Oregon’s school libraries have made adjustments to their program to reflect the needs of 21st century learners, but others have not.

The governor has set a landmark 40/20/20 goal for higher education. If we are going to get our students to the level of performance needed to meet these goals, then we need to have pathways in place to support them. Endorsing the school library standards is one of the things we can do and it is an action I support.

Best regards,

Caddy McKeown
December 1, 2014

Oregon Department of Education Board

RE: Supporting the adoption of the School Library Standards

As a former Library Clerk, I would like to express my endorsement of the School Library Standards. I worked in a school library for 21 years and during this time, I witnessed first-hand the need for students to have the necessary research skills to prepare themselves for the future. I helped in matching the School Library Standards to indicators in the Common Core. These standards, like the Common Core State Standards, were created for all students in all grade levels. Whether a student chooses to further their education after high school or to immediately enter the work force, these skills are vital to the success of all members of a democratic society.

The School Library Standards, which will be taught in the school libraries, are specific to information Literacy, Reading Engagement, Social Responsibility, and Technology Integration. These standards will also introduce and/or reinforce the skills students need to take the Smarter Balance Test. The standards will be essential for a framework on which library programs can be built.

My husband is an Elder of the Coos, Lower Umpqua and Siuslaw Indian Tribes and Tribal Flutist. The tribe has had an after school program to help the tribal children with their school work, as well as providing a summer school program each year. Even though the tribe tries to implement these programs, a recent interview between Judy Woodruff and Secretary of the Interior, Sally Jewel revealed that the high school graduation rate for Native Americans is the lowest of any ethnic or racial group in the United States. Don occasionally presents an “Introduction of Native American Flutes” for local school and community organizations.
On October 22, 2014, Don had the opportunity to be involved in a literacy program called “stORytime” which was held at Southwestern Oregon Community College. Over 450 kindergarten students from Reedsport, North Bend and Coos Bay met at the campus. Chief Education Officer, Nancy Golden, was on hand to talk with the kindergartners about the importance of reading. She said “students are moving from learning to read to reading to learn and it transcends into other content areas”. The students were treated to performances by Don’s flute playing, drumming from an Educare group and books read by local teachers and volunteers allowing the students to talk, read, play and sing.

My husband, Don Slyter, and I are in support of the School Library Standards. The need for consistent learning skills and goals is imperative to the education of our young people. We strongly urge the Oregon Department of Education Board to consider adopting the School Library Standards which are being presented to you for approval.

Thank you.

Sincerely,

Deborah L. Slyter – Retired Library Clerk

[Signature]

Donald R. Slyter – Coos Tribal Elder

[Signature]
To Whom it May Concern:

As President of the Oregon Library Association I am writing in support of the proposed Oregon School Library Standards. The Oregon Library Association supports strong school libraries and the ability of those schools and libraries to effectively teach and support students in all grade levels. In addition, I am a community college librarian and work closely with students both in and freshly graduated from the K-12 school system. The four strands of the Library Standards – Information Literacy, Reading Engagement, Social Responsibility, and Technology Integration – are the essential abilities for students to be career ready and/or pursue their education beyond high school.

The Library Standards compliment many of the standards embedded in the Common Core Standards, especially those dealing with research and reading complex texts. They pair nicely to research requirements in science, social studies, history and technical subjects. The collaborative effort between the discipline specific instructor and the teacher librarian increases the likelihood that students will be able to create a polished product that is well constructed and well organized.

Furthermore, Oregon students are now being evaluated using Smarter Balance. Those that have been taught the School Library Standards should have greater margins of success because the Library Standards focus on locating and using information. The Standards also cover reading nonfiction texts and making connections between the self and the world in which one lives. These important skills become lifelong when used across disciplines and across grade levels.

Students benefit from learning and using the critical thinking and social responsibility skills that make up the Library Standards. The responsible use of technology and accessing digital content is now basic and expected of students not only upon graduation from high school but once enter work force and/or college. The Library Standards address these skill sets.

Across Oregon, library programs lack cohesion and uniformity. The Library Standards provide a model that could be used as a framework to set up equitable library programs across the state. 21st century library programs offer much more than book check out and return. Many of Oregon’s school libraries have made adjustments to their programs to reflect the needs of 21st century learners, but others have not.

The governor has set a landmark 40/20/20 goal for higher education. If we are going to get our students to the level of performance needed to meet these goals, we need to have pathways in place to support them. Endorsing the Oregon School Library Standards is one of the things we can do and it is an action I support.

Sincerely,

Candice Watkins
Library Director
Clatsop Community College
November 25, 2014

Oregon State Board of Education
255 Capitol Street NE
Salem OR 97310-0203

To whom it may concern:

I am writing in support of the adoption of school library standards. Not only do these standards compliment Common Core, they add the rigor necessary in Library Science.

The library standards are essential for our students in learning proper methods of research for all types of materials through all types of media. Such standards will assist our students with the skills needed to become more successful with Smarter Balance testing, and to further their studies through research; especially in higher learning situations.

Our teacher librarians will benefit from the standards in several ways; the standards form a basis on which certified librarians can be evaluated, the standards provide a framework on which library programs can be built, and helps the librarian advocate for safe and ethical communication regarding internet safety.

At North Bend School District, our librarians have been using the standards as a guide in selecting materials, instruction on electronic resources and data bases, and instruction on ethical behavior when using print and digital resources. Our librarian has taken the lead in supporting all staff and students with their technology needs - and the list goes on.

For these reasons, I am in full support of the adoption of school library standards and would ask the Oregon State Board of Education to pass these standards to support our librarians in their quest to add rigor and provide support in many different ways to our staff and students.

Sincerely yours,

Bill Yester
Superintendent
November 20, 2014

To Whom It May Concern:

I am writing this letter in support of our state endorsement of the proposed school library standards. These standards do more than define skills and knowledge which are necessary for our students’ success and the establishment of lifelong learning habits, they provide essential critical thinking and social responsibility which will not only keep our children safe in the technological world of today, but enable them to seek out and use new information to evaluate technologies and situations which do not exist today. In terms of information, technology and social media, they will equip our graduates with what some people are calling “grit” and I have always thought of as resiliency.

The library standards address needs which, as essential and readily supported as they may be once they are known, are not being taught consistently across our state. Most teachers have not heard of them and have only a vague understanding of the technology skills which our state has endorsed for years. As a career educator I have seen classroom teachers attempt to integrate some of these standards into their instruction. In the past it has been unsuccessful due to the lack of skill, access to the library, technology or time. Currently our teachers are using every available moment of classroom instructional time to assure the learning of the Common Core, but I believe the library standards will actually magnify the learning potential of the school library as well as classrooms and are really the only way that the goals of 40-40-20 and establishing an educated and resilient citizenship will be accomplished.

The proposed library standards work to support research and ethical use of information. This is a huge part of our Common Core. The structure for teaching research is found in the standards. Having the standards as a guide and framework for not only teacher librarians, but for the classroom educator is important if we are to assure that students can do research and evaluate ideas, analyze events and become informed in order to make decisions.

Our educators are being asked to do so much and I agree with the work we are trying to accomplish. It is sometimes overwhelming for a classroom teacher to try to take on these additional areas which may not have been a part of their teacher preparation or college experience. The teacher librarian does have this expertise and can assist them or even guide the instruction. In the absence of a teacher librarian these standards can provide the framework for professional development. There is already curriculum online, developed by teacher librarians to meet these standards and readily available and free to teachers who understand their importance without state endorsement.

I have personally witnessed the difference between students who are literate in the school library standards and those who are not. The potential impact to our graduates who graduate without these skills is akin to a handicap. In many ways they are entering adulthood defenseless against predators,
unable to rely upon their own knowledge to make key decisions or to research something effectively so they can gain the knowledge to do so, incapable of seeing possibilities when their plans do not come to fruition, and easy prey for the kind of criminals and predators who populate our real and digital worlds.

I view the School Library Standards as being as essential to the ultimate success of our students as reading, math or health standards as these skills have as much direct effect on the quality of the lives our graduates will lead.

Sincerely,

Dawn Rae Granger
Superintendent
December 1, 2014

Dear ODE Representatives:

I am very pleased to be writing this letter of support for the Oregon School Library Standards to be endorsed by ODE as the official state library standards. The four strands, including information literacy, reading engagement, social responsibility, and technology integration, all are tailored toward helping our students be successful with college and career pursuits. Furthermore, the four standards appear to align very well with our implementation of the Common Core Standards, as well as preparing students to meet the needs of the 21st century learner.

By adopting these Oregon Library Standards, all students in the state will benefit from a rigorous, well-researched, and thoughtful approach to learning. As the Oregon Association of School Libraries (OASL) states, “These library standards lead to students developing life-long learning skills and teachers and librarians clearly articulating skills for our modern learning environments.” The fact that the standards closely mirror those of highly regarded states is of merit, too.

Sincerely,

[Signature]

Michael Hecker
Principal
To: Oregon Department of Education  
RE: Library Standards

Dear Members of the Board:

It has come to my attention that librarians across the state have met numerous times in a variety of locations with the goal of writing school library standards. These efforts have resulted in the creation of a specific set of standards that address multiple literacies, beginning with information literacy. They also include standards for reading and social responsibility as well as the use of technology. The library standards align with Common Core State Standards and they support student achievement.

The endorsement of library standards will provide the protocol for how research is taught as presented in the Key Design Considerations of the Common Core: To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas. Also, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.

The need to instruct students how to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

I am extremely supportive and endorse the efforts of our librarians to establish these standards because I've seen them effective at Marshfield High School as delivered by our librarian. As a former college writing instructor it has been my experience that teaching students how to research, validate source material and format correctly is an essential skill for student success. These skills are essential not just to our aspiring university or college bound students but also as a life skill in learning the value of credible information in decision making. It is my hope that librarians across the state will have their standards adopted.

Sincerely,

Doug Holland, Ed.D.
November 25, 2014

Emily Nazarov, Operations Policy Analyst
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Dear Ms. Nazarov,

The Association of College and Research Libraries (ACRL) of Oregon enthusiastically supports and affirms the letter sent by the Oregon Association of School Librarians (OASL) as they seek the endorsement of their school library standards by the State Board of Education.

Our association represents librarians in colleges and universities across Oregon, from community colleges to private and public four-year post-secondary institutions. Our members work closely with post-secondary students from the time they enter our institutions to the time they graduate with associate, bachelor or graduate degrees. As such, we are well-positioned to observe the impact of K-12 education in the state of Oregon on the success of Oregon students in post-secondary programs. A fundamental aspect of incoming students' preparation is their ability to identify and critically engage with information resources (otherwise known as “information literacy”). Students who have had appropriate K-12 instruction on how to find, use, and evaluate information are better prepared for the rigors (and quantity) of undergraduate education. Without a foundation of information literacy instruction provided in the K-12 setting, college and university students’ potential for success is markedly diminished. We believe that adoption and endorsement of the OASL school library standards will provide a framework that ensures that every Oregon student receives the preparation they need to be successful not only in a post-secondary career, but as a functioning citizen of an information-saturated society.

Furthermore, we believe that two aspects of the current Oregon educational environment recommend the endorsement of the school library standards:

*Increasing enrollment in community colleges:* The continued costs of higher education, as well as emphasis on college education in general, has contributed to students (not just in Oregon, but nationally) looking to community colleges as a viable option for the first two years of their undergraduate education. As more Oregon students potentially stay close to home at Oregon community colleges for the first two years, Oregon community colleges will be more directly impacted by the preparedness of Oregon K-12 students. More importantly, there will be an increasing opportunity for Oregon school (K-12) and academic (post-secondary) librarians to collaborate in creating a continuum of information literacy education for Oregon students. School library standards in Oregon
will help academic libraries predict and prepare for the skill/knowledge level of incoming students. (It should be noted that it is not only community colleges that see large numbers of local students; for example, 51% of undergraduates at Pacific University are from Oregon).

Education priority – 100% graduation by 2025: As Governor Kitzhaber articulated in 2012, Oregon has a goal of achieving a 100% high school graduation rate by 2025. This ambitious goal is informed by several objectives; one of which is: “Build a coordinated approach to budgeting and school curricula across the full education spectrum -- no longer separating early childhood development from K-12 from post-secondary education and training” (http://www.oregon.gov/gov/priorities/Pages/education.aspx). The proposed school library standards will go a long way in helping to achieve this objective and in supporting the 2025 goal. By ensuring that every Oregon K-12 student has access to the same information literacy curriculum and is equally prepared for the next step of information use—from elementary school to middle school to high school to college—we will be equipping all of our students with the core tools need to not only graduate from high school but to succeed in college. And we will be making it easier to create curricular pathways for information literacy instruction between K-12 schools and Oregon colleges and universities.

Adopting this clear set of guidelines for school libraries will help school librarians provide a rigorous and consistent experience for K-12 students, and will help libraries to prepare K-12 students for post-secondary education. In addition, the recommended standards will assist school librarians as they make the transition to working with the Common Core curriculum. ACRL-OR strongly supports the standards laid out by OASL as we all seek to cultivate life-long learners, critical thinkers, and engaged citizens.

Sincerely,

Hannah Gascho Rempel
ACRL-OR President (2014-2015)
Oregon State University Libraries
Corvallis, OR 97331
hannah.rempel@oregonstate.edu
November 30, 2014

To whom it may concern,

I am the Head of Youth Services at the Cedar Mill Community Library in Washington County. Every day, in the public library, we see individuals who are thriving – and others who are struggling - in today’s information environment. To address that disparity, I am writing in support of the proposed statewide School Library Standards.

We all understand that a child can’t be simply handed a book and expected to read. Learning to read is a process that requires direct instruction, skill-building practice, and opportunities to link reading to meaningful life experiences.

Information literacy requires the very same continuum of learning, including direct instruction, practice and real world application. Specific, targeted learning goals that cross all content areas are required to build effective and equitable information instruction for all students in Oregon.

The public libraries are some of education's strongest community supporters. But while we are your ally, the public library cannot assume the school's role to reach and teach every student in critical information skills. That is the unique opportunity and responsibility of each school in our state. School Library Standards will help guarantee all Oregon students are prepared to thrive in a dynamic, ever-changing information based world.

Sincerely,

Nancy Spaulding
Head of Youth Services
Cedar Mill Community Library
503 644 0043 x 125
nancys@wccls.org
26 November 2014

Dear Oregon Department of Education,

This is my tenth year as Library Media Specialist for the Neah-Kah-Nie School District, serving both Neah-Kah-Nie Middle School and Neah-Kah-Nie High School libraries. Over the course of those years I have seen a greater and greater need for the skills that I teach. Standards specific to Library Instruction benefit the school community in many ways. Library Media Specialists benefit from having specific content standards to address in their teaching. Administrators benefit from having a clear set of standards and expectations for what they can expect from their Library Programs. Students benefit because Information Literacy skills might be the single most important set of skills they take beyond their k-12 education.

I am facing the same challenges with SB 290 that many other Library Media Specialists around the state are experiencing. I have found that it has been extremely difficult for me to find ways to show student growth in my content area with standards that do not apply to the work that I do. Having dedicated Oregon Library Standards would create an environment where I can focus on the important work that I do, and be able to communicate this to other stakeholders in the school community.

Administrators benefit from dedicated Oregon Library Standards by having a better understanding of what Library Media Specialists do, and why they are an important component of the school. Library Media programs are faltering in part because we are not understood, and we are not held accountable for what we should be doing. Having dedicated library standards makes it easy for an administrator to analyze where our particular strengths and weaknesses are. It makes it easy for administrators to evaluate Library Media Specialists. It makes it clear what we do!

Students need to be prepared for careers that don’t exist and for a world that has not yet been invented. Part of the gift of a strong Library Media Program in a school is an opportunity for students to explore learning on their own terms, following their own interests. A strong Library Media Program gives students the skills to learn how to learn! These are skills that benefit students throughout their lives, not just in a k-12 environment. Having specific school Library Standards helps communicate to students that Library Skills are valuable and valid skills to learn.

All the teachers at my school are encouraged to post their learning objectives each day, week, and month for each class. These school library standards give me this opportunity to put up standards related to my content, to what I teach. I appreciate the Department of Education taking the time to consider adopting Oregon School Library Standards.

Thank you so much!

Kathryn Harmon
Library Media Specialist Neah-Kah-Nie School District
429 S. Stoneham Circle  
Medford Oregon 97504

Oregon Dept. of Education  
Salem, Oregon

November 21, 2014

Dear ODE Board Members:

I am writing in support of the proposed standards for school libraries. I am a school library media specialist at South Medford High in Medford. I have been at South High 24 years and in the profession since 1977. The proposed standards are a blueprint for effective school libraries and library professionals. School librarians can be vital to the mission of educating our students to be savvy consumers of information and critical thinkers. Moreover, school librarians can be the most effective instructors when it comes to research skills. Our college-bound students will not be ready for post high school education without some experience using databases such as the GALE databases provided through the OSLIS site and the vast EBSCO databases that are used in most colleges. Students without database and search skills instruction may not even know these resources exist when they enter college and will be far behind other students in knowing how to formulate effective key word searches, narrow their results and hone in on the right sources for their college assignments.

This year Medford Schools added back three secondary media specialists in schools without them. I applaud Medford’s insight into our importance. I also know that, compared to years ago when every school in Medford had professional media specialists, in recent years I have had to remediate my high school students’ lack of understanding of how libraries are organized, what is available, and especially how to use the library catalog and other online sources effectively. Although some classroom teachers have the knowledge to teach these skills, not only are there many who do not, curriculum demands, including the Common Core, have given our teachers new and more responsibilities. How can we also expect them to teach everything in the domain of library and information technology skills?

Equally important is the role of the library media program in promoting a love of reading by providing the best and most compelling books in our collections and striving to match the right book to the right student as often as possible. Imparting a life-long love of reading can begin with school libraries and is surely one of the most enduring values we can give our kids. School library standards are needed in Oregon now more than ever and I urge you to endorse the carefully formulated standards under your consideration.

Sincerely,

Becky Kleinhesselink,  
Library Media Specialist
December 1, 2014

Oregon State Board of Education
255 Capitol Street NE
Salem OR 97310-0203

Dear Board Members,

School Library Standards have an essential place in the K-12 education of students in our state. As a Teacher Librarian, I’m writing to you in support of adopting such standards.

Our schools have aligned with Common Core State Standards, which include research in all subject areas. Teacher Librarians are critical to instructing students in the research process. The library standards address teaching students how to select appropriate resources for their topic, how to use those resources ethically, and how to synthesize research information into an intelligent, thoughtful presentation. While these standards are not formally adopted, I currently use these standards in my library program.

Students at North Bend High School receive instruction in the use of online databases, evaluating resources, taking notes, proper citing of sources and organizing research material into a final product. Our incoming freshman students receive instruction at the start of their high school career in using library resources, and, more specifically have intense instruction in using online databases. Throughout their high school career, students learn all the library standards before you today. Teachers, while well-intended, too often allow students to surf the internet, accepting the product as research. It is crucial that students learn to become discriminating consumers of information, and the library standards help guide this process. It is also critical that students learn how to use all forms of media, which the library standards cover, providing the skills that all students need, whether they are preparing to enter college or pursuing employment.

Librarians are known to be lovers of books who share that love with others. Indeed, another important component of the Standards that is critical to students’ success in life is to engage them in reading for both pleasure and information. Many classroom teachers are so entwined with teaching to a subject specific standard, that this dual-purpose reading skill is shortchanged. The Library Standards remind us that teaching students to read for differing purposes will always be an essential part of educating them.

While the library standards are specific to library instruction, they augment learning in all academic areas. Additionally, they provide students with the skills they need to be successful on the Smarter Balanced Assessments, as well as life beyond their formal education. Such important learning strands should receive recognition by our State Board of Education as the essential cornerstones they are.

Sincerely,

Laurie Nordahl
Teacher Librarian
November 24, 2014

Dear Oregon Department of Education Board,

I am writing in strong support of the adoption of Oregon school library standards. As a certified teacher-librarian in a parochial school, I find these standards to be essential in planning lessons, collaborating with grade-level and subject-specific teachers, and promoting library programs. These standards are specific to library instruction and are divided into four strands: Information Literacy, Reading Engagement, Social Responsibility, and Technology Integration. They outline the skills students need to have to become informed citizens now and in the future, and they compliment many of the standards embedded in the Common Core State Standards, especially those dealing with research and reading complex text.

Strong school library programs lead to increased student learning. The library standards provide a framework on which library programs can be built and give certified teacher-librarians the tools they need to create viable programs. The standards also form a basis on which teacher-librarians can be evaluated.

I strongly support the adoption of Oregon school library standards by the Oregon Department of Education. The use of these standards will increase student learning and will give teacher-librarians tools they need to be effective in their field of instruction. Thank you for your consideration.

Sincerely,

Amy K. Richards, Teacher-Librarian
December 1, 2014

Oregon State Board of Education
255 Capitol Street NE
Salem, OR 97310-0203

To whom it may concern:

As a teacher at North Bend High School, I am writing to urge you to adopt the library standards presented to you. I have seen firsthand the value these standards have for students.

This was my first year to teach a class specifically for freshman, titled Freshman Academy. The intent of this class was to make sure our incoming high school students have the tools they need to be successful for the rest of their high school years. I’ve worked in conjunction with our librarian to provide our students with the chance to utilize the quality resources available through our library. Students worked through an activity called The Amazing Race in which they learned how to access databases for valuable information for research. As a classroom teacher, I value the instruction provided to my students through these library standards.

To become critical thinkers and consumers of information, students need to be able to find appropriate sources, assimilate those findings, apply their research, and organize effective presentations. The library standards specifically address these research skills. The library standards are essential in helping each individual student be successful in their studies, on the Smarter Balanced Assessments and in reading the complex text of my subject area.

Having a teacher librarian on our staff and one that uses the library standards for the library program is effective for all our students and helpful for all our staff. If the standards are adopted by the Oregon Board of Education, all students in our state would be afforded the same opportunity to gain the skills that I have seen at our high school.

Sincerely,

Gary Prince
Social Studies Teacher
December 1, 2014

To Whom It May Concern:

As a parent of three school-aged students, a former PTO President and current PTO Board member, school volunteer and community member, I am writing in support of the proposed School Library Standards.

I see the importance of libraries in our schools deteriorating in our Districts. Emphasis is being pulled in other directions and libraries, their collections, and their unique role in a school are being down-played. Administrators across the state (and especially in Beaverton School District, where I live) are cutting librarians whenever budgets are tight.

Rather than continue this downward trend, we need to reverse it and understand the critical importance that libraries and certified teacher-librarians serve in our school. We hear the emphasis on having all students reading at acceptable levels by 3rd grade yet we cut one of the fundamental paths to improving those scores—teacher librarians who help instill a love of reading by teaching students how to find appropriate reading-level books that interest them. In our current information culture, more than ever we need to have all our students leave high school with a solid background in their ability to understand, evaluate, use, produce, and communicate ideas using ever-changing technologies.

The four learning strands in the proposed school library standards (Information Literacy, Reading Engagement, Social Responsibility and Technology Integration) are critical to Oregon’s K-12 students developing the skills necessary for college and career readiness and for the Governor’s 40/20/20 goal to become a reality. Adopting these standards will underline the importance of the library and teacher librarians in our schools, and during each District’s budget process.

More than 60 studies have shown that strong school library programs led by certified teacher librarians are linked with higher student achievement levels. Although the Strong School Libraries Act (Oregon House Bill 2586) requires school districts to account for strong school library programs in their Continuous Improvement Plans (CIPs), there is a lack of equity in school library programs across the state, both across the various Districts, and within Districts across their various schools, and even from classroom to classroom in a single school.

I request that the Oregon Department of Education adopt the proposed School Library Standards as a way to ensure that all Districts will proactively implant plans for all their students to receive these standards as part of their K-12 education.

Sincerely,

Mitzi Sandman
Washington County Voter
April 14, 2016

To: Library Support and Development Services

Re: LSTA Grant Support Letter

I am writing to express my strong support for the application by the Oregon Association of School Libraries (OASL) to receive the LSTA grant. The grant will give OASL an opportunity to continue building on programs brought about by legislation we passed in 2009 to re-invest in education throughout Oregon. With this grant they plan to create a matrix of library standards to provide clarity and consistency at each grade level in school districts statewide.

We've worked hard for a number of years to re-invest in our public schools, but we have a long way to go to meet the needs of our students. The Oregon Association of School Libraries is a committed and important partner in providing the resources and programs our students need to thrive.

Sincerely,

Representative Peter Buckley
Co-Chair, Joint Committee on Ways & Means
Oregon House of Representatives
April 19, 2016

To Whom It May Concern:

In 2015, I wrote in support of Oregon Association of School Libraries’ (OASL) proposed School Library Standards (Standards) - designed to help students become career ready and/or pursue post-secondary education goals. I endorsed the OSLS as a critical step in: helping students meet their career and education requirements; add a model framework for equitable library programs; met State’s landmark initiative to raise students’ achievement performance for post-secondary success and; most importantly, benefited rural school districts by repairing the damage caused by years of un-sustained funding.

I believe then, as I believe now, that the collaborative work between OASL and our school districts have advanced our rural communities’ standard for success. As such, I write to express my strong support for OASL’ application for the Federal Library Services and Technology (LSTA) grant. The grant proposal reflects Oregon’s long-standing mission to ensure the vitality of libraries so they can continue to provide access to much needed resources.

In 2009, Oregon Legislators supported House Bill 2586 to permit the Oregon Department of Education (ODE) to award grants for school library programs. Forty-six of 1,263 school libraries met the fully-funded Quality Education Model criteria for school libraries, according to 2006-2007 data from the Department. The legislation was also used to encourage further development of Oregon’s school library programs. In 2010, the Committee of Librarians utilized the data to illustrate the need for a myriad of functions to help strengthen Oregon’s Libraries and the school districts they serve.

Now that the Standards have been adopted, OASL is working through the Grade Level Student Indicators Committee to develop specific indicators to improve students’ outcome and evaluation through the Smarter Balanced Assessment Consortium. To be sure, the core component of OASL meets LSTA purpose to bring students within the standards of academic success by providing the resources our school libraries need.

Thank you in advance for your kind consideration of this support letter and your continued efforts in supporting our communities. If you have any questions, or need further assistance, please do not hesitate to contact me at my legislation office at 503-986-1705.

Sincerely,

State Senator Arnie Roblan
Senate District 5
April 13th, 2016

To Whom It May Concern,

I was one of the legislators who wrote a letter of support for the adoption of the newly written Oregon School Library Standards by a committee of librarians from all around the state. The committee, appointed by the Oregon Association of School Libraries was successful in their appeal to the Oregon Department of Educations and the standards were adopted in January of 2015.

The Oregon Association of School Libraries appointed a new committee in October 2015. They were tasked with the crucial next step of writing grade level indicators. The writing of these indicators is supported by parents, administrators, public/private school librarians and academic librarians. They also have my support.

Providing equitable opportunities for all students to learn and apply information literacy that prepares them for higher education and to be career ready is a must. So is having state wide grade level instruction of library skills in reading (especially nonfiction text), technology integration, and responsible users of written and digital formats.

It is critical for these indicators be put in place so all children in the state get the library instruction they need to be successful navigators in an information-rich society, especially as they transition to post-secondary education or careers.

Thank you for your consideration of the Oregon Association of School Libraries as a recipient of the Library Services and Technology Act grant. This investment in Oregon’s libraries is an investment in Oregon’s students and I fully support the Association’s efforts on their behalf.

Warm regards,

Caddy McKeown
State Representative
Oregon House District 9
April 13, 2016

Re: Library Service and Technology Grant

Dear Grant Review Committee:

I am excited to write to you today in support of the work of the Oregon Association of School Libraries as they create student learning indicators for our state library standards. I wholeheartedly supported the adoption of the state library standards as a civil rights and equity issue for the students of Oregon. They are now approved, but there is a barrier to implementation as our state has few teaching librarians. Somehow we need a way to make the standards accessible and attainable.

OASL is working to roll out specific learning indicators by grade level (K-12) and identify the necessary skills for our students to be literate lifelong learners. In order to accomplish this work, they are seeking support. I believe in these indicators and the standards on which they are based. They will benefit Oregon graduates and improve their college, career and life success.

Sincerely,

Dawn Granger
Superintendent of Coos Bay Public Schools
To Whom It May Concern:

As principal of Marshfield High School and an administrator for Coos Bay Schools for the past 15 years, I have had the opportunity to see what a difference a strong school library program makes.

I was both personally and professionally pleased when a committee of the Oregon Association of School Libraries (OASL) wrote and successfully presented the Oregon School Library Standards to the Oregon Department of Education (ODE). ODE adopted the standards in January of 2015.

A new committee, under the direction of OASL, has formed to write grade level learning indicators for each of the standards. This is work I heartily support. The committee will basically mimic the process of establishing student grade level learning indicators that are currently present in the various disciplines within the Common Core, except these indicators will be for library instruction.

Providing students the skills they need to be informationally literate, use resources democratically and responsibly, engage in reading, and integrate technology are more important now than ever.

I am strongly in favor of the work this committee is doing.

Sincerely,

Travis Howard, Principal
Marshfield High School
Coos Bay, Oregon 97420
travish@coos-bay.k12.or.us
April 7, 2016

TO WHOM IT MAY CONCERN:

North Bend High School Administration and Staff fully support our libraries continued involvement with the Oregon Association of School Libraries to break the standards down into grade level standards for Oregon Schools. Available grant money would enable our libraries with needed funding to cover expenses toward travel and collaboration.

Our Librarian, Laurie Nordahl, is an outstanding example of someone who goes above and beyond to help our students and staff stay updated with the media and technology in today's ever changing world.

Please support our libraries in this endeavor!

Sincerely,
NORTH BEND HIGH SCHOOL

Bill Lucero
Principal
April 14, 2016

To Whom it May Concern,

I am writing in strong support of developing grade level indicators for the Oregon School Library Standards. As a principal of a school with a full-time certified teacher-librarian, I find the standards to be essential in planning lessons and collaborating with grade-level and subject-specific teachers, promoting library programs, and developing students who are information literate. Grade-level indicators will help with the vertical alignment of the curriculum and ensure students are taught skills that are developmentally appropriate.

Strong school library programs lead to increased student learning. The library standards provide a framework on which library programs can be built and give certified teacher-librarians the tools they need to create viable programs. The creation of grade-level indicators will ensure that teacher-librarians have even more tools for their instruction.

I strongly supported the adoption of Oregon School Library Standards by the Oregon Department of Education, and I support the development of grade-level indicators. The use of these standards will increase student learning and will give teacher-librarians tools they need to be effective in their field of instruction.

Sincerely,

Merrit Holub
Principal
To whom it may concern,

A few years ago, the Oregon Association of School Libraries created and published the Oregon School Library Standards, encompassing information literacy, reading engagement, social responsibility, and technology integration. Because Oregon lacked library learning standards at that time, it was an absolutely necessary first step in beginning to align to what had already happened in other content areas. The subsequent adoption by the Oregon Department of Education was icing on the cake.

The absolutely necessary second step in the process is the creation of grade level indicators.

As a person who works with decision-makers in districts that may be choosing whether or not to hire licensed teacher-librarians, the Oregon School Library Standards are one of a few powerful tools in my arsenal that explain to administrators what kinds of college- and career-ready skills their students will miss out on without a teacher-librarian. I expect the forthcoming grade level indicators document to also be a powerful document in describing the necessity of the work teacher-librarians do to those who are unfamiliar.

It is a critical time for school library staffing in Oregon. After years of decline, many districts are beginning to add back licensed teacher-librarians, due in part to the existence of the Oregon School Library Standards. With the addition of positions, many new teacher-librarians are clamoring for more detailed information about what skills students should be learning at each grade level so that they may best prepare the students for success at the next level. Unlike other content areas, these indicators may exist at certain individual school or district level, but do not yet exist for the benefit of all students across the state. The indicators produced by this committee will allow for equitable learning expectations for all students in Oregon.

While the simple creation of indicators will be a blessing, I am especially grateful that the Grade Level Student Indicators Committee includes representatives from higher education in the process. As happened in the realignment of Lexile ranges to meet college and career reading requirements under Common Core, the same must happen in the crafting of these indicators to prepare Oregon students to for a lifetime as information consumers and creators.

Many thanks for your consideration.

Kate Weber
Instructional Materials Specialist
Southern Oregon ESD
541-772-2751
kate_weber@soesd.k12.or.us
April 12, 2016

To Whom It May Concern:

I am a parent, school and community volunteer, small business owner, early literacy and language consultant, and children’s author. In 2014, I wrote a letter to the Oregon Department of Education (ODE) indicating my support for the development of School Library Standards to provide consistent learning targets for students and teachers and to send a clear message to stakeholders that library-related skills are integral to the college and career readiness and eventual success of the learners of today and tomorrow.

Now that the School Library Standards have been adopted by the ODE, the next logical step is the development of K-12 grade-level indicators related to those standards. This will assist students, parents, instructors, and administrators in knowing when specific skills should be explored, introduced, developed, proficient or advanced, as well as the specific student learning outcomes that need to be taught. These types of guidelines should be available for library-related instructional areas, just as they are available for other educational disciplines.

I support the work that is being done in this area by a committee appointed by the Oregon Association of School Libraries, and I hope to see this work advance and continue.

Sincerely,

Dawn Prochovnic, MA
Washington County Voter
dawnp@smalltalklearning.com
www.dawnprochovnic.com
503.223.5622
1300 Golden Avenue
Coos Bay, Oregon 97420

April 14, 2016

To Whom It May Concern:

I am in support of the Oregon Association of School Libraries’ proposal to obtain funding from the Library Services and Technology program to create grade level indicators for our state’s recently adopted School Library Standards.

As the parent of a child focused on attending college this fall, I am acutely aware of the importance of ensuring our students are fully versed in modern research methods in preparation for their university experience. More generally, we need to ensure we are teaching our young people to digest the wealth of information now available in a critical fashion, checking sources and considering different points of view.

The most appropriate course of action for our elementary and secondary schools would be to integrate these concepts throughout a student’s educational career, as we do with other subjects. The end result will be young people who understand how to access resources, evaluate the credibility of information, and implement basic research methods.

Thank you for your consideration of this request.

Sincerely,

Jennifer Groth
Parent Volunteer
March 30, 2018

To the LSTA Grant Reviewers:

I am writing in support of the Oregon Association of School Libraries Standards Committee, and their application for a 2018-2019 LSTA grant that will facilitate the completion of support documents for the Oregon School Library Standards. The OASL Standards Committee has been working diligently on Information Literacy Instruction for grades K-14 since 2015, when library standards were unanimously adopted by the Oregon State Board of Education.

The work that the Standards Committee is doing aligns with several goals of the LSTA’s 5-year Plan, particularly Goal #4 (“Develop information literacy skills”) and Goal #5 (“Foster lifelong learning”), and so it would make sense to fund this grant application so that they can complete this project. For the past two years, OASL has applied for and received LSTA grants that allowed them to create grade level goals aligned with the Oregon School Library Standards (ORLIBS). Now, the Committee is creating documents that align ORLIBS with the Common Core State Standards, the ISTE Standards, and the Association of College and Research Librarians Framework. The committee has identified nine interdisciplinary practices that weave their way through the Common Core and Library Standards.

Support documents are often just as valuable as the standards and grade level frameworks themselves because of the connections that they make. The support documents that the Standards Committee will create may be shared with classroom teachers to help reinforce the work that they do and strengthen students’ skills in information literacy. School communities have found the work coming out of the OASL Standards Committee to be extremely valuable. By gaining LSTA support through a 2018-2019 grant, the Standards Committee can continue their vital work that benefits students throughout Oregon in grades K-14.

I strongly encourage the grant reviewers to consider the critical resource work that OASL’s Standards Committee is doing and urge you to award a grant to fund this project through 2019.

Sincerely,

Joni Gilles
Interim Director
Standards & Instructional Support Team
Office of Teaching, Learning & Assessment
March 29, 2018

State Library of Oregon
LSTA Advisory Board
250 Winter St. NE
Salem, OR 97301

To whom it may concern,

The Executive Board of the Oregon Library Association-Children’s Service Division (CSD) supports the Oregon Association of School Libraries (OASL) Standards Commission’s work to address the teaching of Information Literacy skills, and their request for a grant to complete the creation of support documents to the Grade Level Learning Goals suggested by the Oregon Department of Education.

OASL’s work in creating Grade Level Learning Goals ensures educators statewide have the resources to build consistent curricula so students learn the skills to make them successful information users and to meet Oregon School Library Standards, which dovetails perfectly with CSD’s main function of promoting and advancing library service to children and youth through public and professional education and cooperation. Completing the foundation documents for the Grade Level Learning Goals will be a benefit to Oregon students, which in turn benefits all of Oregon.

Sincerely,

Children’s Services Division Executive Board
Natasha Forrester Campbell, Chair
csd@olaweb.org
Dear Members of the LSTA Advisory Council,

The Oregon Association of School Libraries (OASL) has identified an important means to help the library community advocate for the value and demonstrate outcomes of the vital work done by school librarians in Oregon. They began work using Common Core State Standards, and correlated them to the work that is done by school librarians. Their work began in 2015, when the Oregon State Board of Education unanimously voted to adopt the Oregon School Library Standards. The Oregon Department of Education then recommended that OASL break down these standards by grade level. This project is continuing through the current year.

The Oregon Library Association enthusiastically supports this work, and members of our executive board are impressed with OASL’s progress towards fulfilling the charge of the Department of Education. Their work is not finished, however, and the standards committee would like to map the identified Grade Level Learning Goals to Common Core State Standards and create supporting documents that clearly show the connection between classroom instruction and library instruction.

In 2016 and 2017, OASL successfully applied for LSTA grant money to do this work. We hope that the council will see fit to continue to support this next step. These efforts will help to clearly identify the important ways in which school librarians directly support the teaching and learning of educators and students in Oregon schools. Having these competencies clearly articulated will enable the library community to effectively advocate for our highly needed and undervalued school librarians.

Sincerely,

Buzzy Nielsen
OLA President, 2017-18
March 22, 2018

To Whom It May Concern:

Three years ago, the Oregon State Board of Education adopted the Oregon School Library Standards. The members of the OASL committee who had written these standards were encouraged by members of the board to continue work on this document by providing grade level articulation. The Standards Committee was awarded an LSTA grant in 2016 to act on ODE’s suggestion.

As the committee completed work on the one-year grant, members felt the grade-level articulations could be enhanced with the addition of grade-level learning goals (akin to the Common Core State Standards). An additional LSTA grant was awarded, in 2017, to facilitate the work involved in the creation of a 130-page document that is in its final stages of editing and rewrites. Once the editing process is complete, the Standards Committee will be presenting their work to the Oregon State Board of Education with the goal of having the Grade Level Learning Goals adopted.

There is still a bit more work to be done, though. After compiling Grade Level Learning Goals, nine interdisciplinary practices were identified - giving rise to the creation of Foundation documents. These documents show how the interdisciplinary practices are addressed at each grade (K - 12). The committee is also working on the writing of: 1) "Key Shifts," a vertical alignment of the interdisciplinary practices within the Grade Level Learning Goals; and 2) "Continuity Illustrations," a support document that verifies how the six content areas from the Association of College and Research Librarians (ACRL) framework are woven into the Grade Level Learning Goals for grades 11-12, thus illustrating how information literacy skills taught in the OASL K - 14 framework carry a student forward from secondary school to college.

The Standards Committee will be applying for a one-year LSTA grant to see their vision carried to completion with the writing of the above mentioned support documents.

Speaking for the entire OASL board, it is our hope that the Standards Committee be awarded this grant as their work has been invaluable to the members of the school library community.

Sincerely,

Paige Battle
OASL President 2017 - 2018
Oregon Association of School Libraries
president@oasl.olaweb.org
To the members of the LSTA Grant Committee:

The Information Literacy Advisory Group of Oregon (ILAGO) wholeheartedly supports the efforts of the Oregon Association for School Librarians (OASL) Standards Committee work to define Grade Level Learning Goals for the Oregon School Library Standards. We see these forthcoming Learning Goals as essential for teaching librarians' professional development, as well as learning outcomes for student performance in both skills and cognitive development for information literacy, from Kindergarten through the first two years of college (K-14).

Another key factor in ILAGO's support for this ongoing work is the development of alignment among national and state standards including: Common Core; upcoming American Association of School Libraries Standards Framework; Association of College and Research Libraries Framework for Information Literacy for Higher Education; Future Ready Schools; International Society for Technology in Education Standards.

The Grade Level Learning Goals will provide clear and assessable learning targets which will facilitate the skill building and cognitive development essential for Oregon students to be successful in college and career readiness. The LSTA funding will make this important work possible.

We appreciate your consideration of this groundbreaking project.

Sincerely,

Sarah Ralston  Sara Robertson  Lisa Tegethoff
ILAGO Chair  Incoming Chair  Past Chair
Eastern Oregon University  Portland Community College  St. Ignatius School
As chair for the Oregon Young Adult Network (OYAN), a division of the Oregon Library Association (OLA), I am writing this letter in support of the Oregon Association of School Libraries (OASL) Standards Committee. Part of OYAN’s mission statement is to promote cooperation between public and school libraries. Inherent in OYAN’s missions is the premise to support the education of teenagers in all library-related aspects. Cross-support of OASL and OYAN exists due to the nature of library influences on youth’s education and the similarities in our divisions’ missions. The structure of aligning school library standards with Common Core ELA Standards so as to provide input for school teachers to incorporate information literacy is important not only for academic success but lifelong learning.

OYAN fully supports the OASL Standards Committee work and finds the finished product an integral aspect of future student successes. Academic, public, and school libraries have a common goal of educating the populace in various aspects of learning but in different venues. Grade Level Learning Goals and the support documents of these goals will greatly bolster the ability of school teachers to incorporate information literacy into their curriculums. The goals and supporting documents will provide clear expectations and methods by which teachers may uniformly apply the principles of information literacy in a classroom setting. By incorporating school libraries standards into a K-14 framework, all Oregon students will have a better success rate in overall education, whether it is through a school or their own research as they will have a more critical mindset in which to enrich their own information needs.

As a representative voice for OYAN, I hope that the OASL Standards Committee will be able to further their progress on the standardized learning goals and that with the completed foundation documents, all teachers throughout Oregon will bring critical analysis of information to every student.

Sincerely,

Julie Jeanmard
2017-2018 OYAN Chair
March 29, 2018

Dear Members of the LSTA Advisory Council,

I am writing on behalf of the Oregon Library Association Public Library Division in support for the work of the OASL Standard’s Committee. This committee has worked diligently for the past two years to write documents that expand the Oregon School Library Standards so that they are more articulate, grade specific, and comprehensive.

We value and take seriously the creation of standards and documents of support. This is evident in our own mission statement “to offer support through the creation of standards for public libraries.” This sentiment also extends to helping school libraries.

The Oregon School Library Standards committee is turning their focus to writing support documents for the standards. The support documents show the alignment of the OSLIBs to the Common Core State Standards and the International Society for Technology in Education framework. In addition, the support documents map the relationship between the newly written Grade Level Learning Goals framework and the Academic and College Research Librarians framework that was released in the spring of 2017.

The value of the support documents is that they will show how school librarians can connect their instruction with the classroom teacher, while at the same time helping students develop information literacy skills that will serve them in all discipline areas and through the first two years of college, should they choose to attend.

As a public library director and a former youth librarian, I cannot stress enough the need to educate our students and arm them with information literacy skills. Those who acquire them benefit so much, both academically and in their daily lives. Those who do not are often at an extreme disadvantage.

With the help of a LSTA grant, the Standards Committee will be able to complete the writing of the support documents they have begun.

Sincerely,

Kirsten Brodbeck-Kenney, PLD Board Chair
Driftwood Public Library
kbrodbeck-kenney@lincolncity.org
March 27, 2018

Ross Fuqua  
State Library of Oregon  
250 Winter St. NE  
Salem, OR 97301

Dear Mr. Fuqua,

I am writing in support of the Oregon Association of School Library’s (OASL) Library Services and Technology Act Grant application to create support documents for the Oregon School Library Standards: Grade Level Learning Goals. The materials that are currently available and in development provide schools the guidance they need to set learning goals for students and identify indicators of meeting the Oregon School Library Standards. While these are valuable tools, more work is needed to support teachers.

The OASL Standards Committee has identified nine interdisciplinary practices from both the Library Standards and the Common Core English Language Arts Standards. With the support of an LSTA grant, the Committee could create support documents for teachers to use to help them integrate the School Library Standards into the English Language Arts instruction they are already providing. With the elimination of so many certified teacher librarians in schools across the state, it is incumbent on OASL to provide teachers the resources they need to implement the School Library Standards. Asking them to implement them in addition to what they are already doing is unrealistic. Therefore, it is necessary for OASL to create supporting documents that show teachers how they can implement both sets of standards together.

Please fund the Oregon Association of School Library’s application to create support documents for the Oregon School Library Standards: Grade Level Learning Goals.

Thank you,

Katie Anderson  
Youth Services Librarian  
katiea@wccls.org  
503-681-5098
To the members of the LSTA Grant Committee:

I have been a community college librarian in Oregon for more than 20 years, and am currently serving as a Department Chair for library faculty at Portland Community College (Rock Creek Campus). I see a critical need to provide integrated, interdisciplinary, and scaffolded learning instruction from kindergarten through college entry for students to be prepared for research inquiry, as is currently being pursued by the Oregon Association for School Librarians (OASL) Standards Committee work to define Grade Level Learning Goals.

I increasingly encounter under-prepared students who don’t understand why they need to use anything more than Google, or social media, for researching a topic. Many have not used material from a library collection before, and don’t know what a library database provides. Their selections of information sources are limited by confirmation bias, and their searching strategies are limited to simply matching.

The information literacy skills and habits of mind required to reach a level of preparedness for both rhetorical and discipline specific research are difficult, and require challenging experiences with lots of practice, building through each year from K-12.

The approach of the OASL Grade Level Learning Goals subcommittee is based on the newest standards, and has an admirable integrity to their efforts. Of special interest to me professionally is the transition from high school to college, and one of the standards the Committee is using is the Framework for Information Literacy for Higher Education, by the Association of College and Research Libraries (American Library Association).

To ensure that the work can be completed, including statewide review and revision, I recommend continued financial support. This appears to me to be state-of-art, 21st century curriculum, essential for preparing Oregon students for the workplace and as consumers and providers of information.

Thank you for your consideration.

Pam Kessinger
Department Chair, Rock Creek Campus, Library Faculty
Portland Community College
971-722-7051
http://www.pcc.edu/staff/pkessing
March 22, 2018

LSTA Grant Selection Committee,

I am writing you today in support of the Oregon Association of School Libraries, and their Standards Committee’s application for a LSTA Grant to complete their work on connecting the Oregon State Library Standards with the Common Core Standards in English Language Arts.

I have been aware of the OASL’s work on these standards through the various leadership roles I have served in over the past several years. I first began working with OASL and their Standards Committee in 2016-2017 when I served as the English Language Arts Education Specialist for the Oregon Department of Education. At that time I worked closely with the OASL team, and was impressed with their work in both creating library standards for schools, and their dedication to assuring these standards aligned with other Oregon State Standards, and the work happening directly in schools. The continuation of this project adds the additional components to these standards that will make them effective tools for schools to use to develop comprehensive library / media programs.

Currently I serve as a building principal, and can once again attest to the value of this work for Oregon schools. I work in Woodburn as the principal of the Woodburn Arts and Communications Academy. This year I have been working closely with our Library Media Specialist to implement the standards in our school. The additional work proposed in the OASL grant will provide the final piece of the puzzle needed to make these standards into tools for both classroom teachers and library media art specialists alike.

I would high encourage the selection committee to approve the OASL grant application to further their work. The benefits to Oregon schools and students are limitless.

Thank you for your consideration,

Desiree Kiesel
Principal
Woodburn Arts and Communications Academy