

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Affiliate Assembly Statements of Concern & Commendations

Background: At each Annual Conference, the Affiliate Assembly brings forward both concerns and commendations. Commendations sent this fall are included for your information. At the fall AASL Executive Committee meeting, each concern was reviewed and recommendations were made for further action or discussion. A grid showing each of these concerns as well as recommended action has been prepared.

Action Required: Discussion of concerns and action steps.

Affiliate Organization	State Concern	Action Requested	Action Completed
Region III: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin	There is a shortage of faculty for positions in programs for school library media specialists in library schools of degree granting institutions, which contributes to the shortage of certified library media specialists.	In order to advocate for continuation of school library emphasis and specialization in library school programs, the Affiliate Assembly requests that the AASL board support the AASL recruitment Task Force in giving highest priority to recruitment of faculty for these institutions of higher learning.	The concern was sent to the AASL Recruitment Committee by AASL President Fran Roscello.
Region III: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin	We are concerned about the lack of knowledge of pre-service and practicing educators (higher education faculty, K12 administrators, and teachers) about the importance of information	AASL to advocate for NCATE guidelines for administrators and curriculum/instruction to include training on the importance of creating, maintaining, using and evaluation the school library media programs, and for AASL to review and update the 1995 AASL document on this issue.	AASL President Fran Roscello recently asked AASL NCATE Coordinating Committee to review the <i>ALA/AASL Standards For Initial Programs for School Library Media Specialist Preparation</i> to see if there currently exists an area about specialty programs.

	<p>literacy and the impact of the school library media program on academic achievement. Other educators do not generally understand the role of the library media specialist.</p>		
<p>Region III: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin</p>	<p>There is concern that well-respected national technology standards such as enGauge from the NCREL and NETS from ISTE do not specifically acknowledge the role that library media programs and profession play in the successful implementation and use of technology in</p>	<p>Conduct a formal study of national technology standards for the inclusion of library media programs. AASL should take steps to identify and work with the organizations producing such standards. A task force should be established to study this issue.</p>	<p>AASL was a partner in the development of NETS standards (http://cnets.iste.org/getdocs.html#students [See pages 17 & 18]). AASL has also entered into a partnership with the Partnership for 21st Century Learning. See Board document #19.</p>

	schools.		
Region IV: Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia	Lack of state support for school library standards (information literacy skills and program guidelines) as outlined in <u>Information Power</u> . No mention of school library media programs or support for school library resources in NCLB.	AASL communicate in writing to State Department of Education via a resolution that all states adopt and implement the national school library information and program standards as outlined in <i>Information Power</i> .	ALA Council passed a resolution at the 2003 Annual Conference. A follow-up letter was sent to each group included in the resolution. See Board document #7. You can view the Resolution at: http://www.ala.org/Content/NavigationMenu/AASL/Issues_and_Advocacy3/Advocacy1/ALA_Resolution_School_Libraries_and_Librarians_are_Critical_to_Educational_Success.htm
Region II: Delaware, Washington, Maryland, New Jersey, New York, Pennsylvania Region IV: Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia	Lack of continuous dedicated federal funding for school libraries and exclusion of required library funding in related federal legislation is inadequate, inequitable, and inaccurate	Funding increased for the “Improving Literacy through School Libraries” Grant for FY 2004 to \$100 million and full funding to the \$250 million mark for FY 2005. Funds should be available to all school libraries.	The ALA Washington Office worked on this issue in the late summer and early fall. Several information updates have went out to members from WO/AASL urging constituents to contact their Senator or Representative. The Improving Literacy Through School Libraries Grant Program was finally funded at \$19.96 million.

	and has created a downward spiral of accurate and up-to-date resources.		
<p>Region II: Delaware, Washington, Maryland, New Jersey, New York, Pennsylvania</p> <p>Region IV: Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia</p>	Lack of connection between the role of librarians as reading as advocates on multiple levels, especially NCLB where the funding is.	<p>1.) AASL should write a position paper that speaks to the unique role of SLMS's in reading and literacy and literacy.</p> <p>2.) AASL should investigate the relationship between SLMS's and the rest of the school community relative to reading and literacy.</p> <p>3.) AASL should synthesize and publish the research supporting the role of the SLMS and develop a research agenda.</p>	<p>The current charge for the AASL Reading for Understanding Special Committee addresses items 2 & 3. AASL President, Fran Roscello, will contact the chair, Sharon Coatney, about writing a position paper.</p> <p>Note: AASL National Institute in the fall will focus on reading.</p>
Region IV: Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia	There is no standard criteria for the position of school library professionals. Some states are not following	A policy paper defining certification standards for school library professionals that will be disseminated to state boards of education and other stake	<p>AASL has written standards through its work with NCATE. The PRAXIS test mirrors these standards which in turn influences the certification requirements of states. The standards can be found at the following link:</p> <p>http://www.ala.org/aaslTemplate.cfm?Section=School_Library_Media_Education_Programs</p>

<p>Region V: Alabama, Florida, Georgia, Louisiana</p> <p>Region VII: Arizona, California, Hawaii, Nevada</p> <p>Region IX: Colorado, Kansas, Nebraska, Wyoming</p>	<p>their own criteria.</p>	<p>holders.</p>	
<p>Region I: Connecticut, Massachusetts, Main, New England, Rhode Island, Vermont</p> <p>Region VII:Arizona, California, Hawaii</p> <p>Region VIII: Alaska, Oregon, Washington</p> <p>Region IX: Colorado, Kansas, Nebraska, Wyoming</p>	<p>Endangerment, elimination, and are reduction in force of school librarians, library assistants. library directors, state- level directors, state-level school library coordinators nationwide requires POSITIVE ACTION.</p>	<p>National Standards for certified school librarians.</p>	<p>AASL has written standards through its work with NCATE. The PRAXIS test mirrors these standards which in turn influences the certification requirements of states. The standards can be found at the following link:</p> <p>http://www.ala.org/aaslTemplate.cfm?Section=School_Library_Media_Education_Programs</p>

<p>Region I: Connecticut, Massachusetts, Main, New England, Rhode Island, Vermont</p> <p>Region II: Delaware, Washington, Maryland, New Jersey, New York, Pennsylvania</p> <p>Region III: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin</p> <p>Region IX: Colorado, Kansas, Nebraska, Wyoming</p>	<p>Many regional accrediting agencies have established evaluation; practices and school improvement</p> <p>Guidelines with a fading focus on the importance of quality school library media programs within their criteria</p>	<p>To use as evaluative tools for school media centers a.) the powerful research data in multiple state studies that link improvement in student learning to the provision of media centers that are professionally staffed, adequately funded, and with programs that are integrated into the curriculum, and b.)</p> <p>The guidelines written to develop such programs as described in <i>Information Power' Guidelines for School Media Programs and Information Power: Building Partnerships for Learning.</i></p> <p>Establish and AASL liaison to accrediting agencies.</p>	<p>AASL has worked with National Study for School Evaluation to develop a program evaluation guide that has been disseminated to all of the accrediting agencies. For a full description go to:</p> <p>http://www.ala.org/aaslTemplate.cfm?Section=AASL_Books_and_Products</p>
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Affiliate Assembly 2003**
Statements of Commendation

Affiliate Organization	Contact Person	Program to be Commended
Wisconsin Educational Media/Wisconsin Association of School Librarians	Kate Bugher, WEMA President-Elect/Val Edwards, WASL Pre	Information and Technology Guides: Wisconsin's Model Academic Standards for Information & Technology Literacy.
Ohio Educational Library Media Association	Suellyn Stotts, OELMA President	OELMA received an LSTA grant to produce a video kit, "Your School Library: It's All About Learning,"
Missouri Association of School Librarians	Cheryl Hoemann, MASL President	Lisa Walters, DESE Library consultant, for her participation in the statewide school library survey initiative.
Missouri Association of School Librarians	Cheryl Hoemann, MASL President	Sara Parker, Missouri State Librarian, for her participation in the statewide school library survey initiative.
Michigan Association for Media in Education	Karen Lemmons, MAME President	Library of Michigan and Michigan Center for the Book for the launching of the Michigan Authors and Illustrators database.
Virginia Educational Media Association	Ann Tinsman	Audrey Church, who has been an advocate for school libraries as long as she has been associated with libraries.
Oregon Educational Media Association	Oregon Educational Media Association	Jann Tankersly, Beverly Cleary Children's Choice Award.
Region II – Delaware, Washington DC, Maryland, New Jersey, New York, and Pennsylvania	Nancy Everhart, Associate Professor, St. Johns University	Country Singer Faith Hill for her "Faith Hill Family Projects"
Region II – Delaware, Washington DC, Maryland, New Jersey, New York, and Pennsylvania	J. Linda Williams, Vice Chair	The 3M Library Systems for their support of libraries, particularly their support for school library media programs.
Region VII – Alaska, Idaho, Oregon, Washington	Jan Weber, Director-Elect	The K-12 School Library Initiative will focus on improving curriculum

Affiliate Assembly 2003**
Statements of Commendation

		development. Collaboration, technology resources, leadership, advocacy and evaluation.
Kansas Association of School Libraries	Jane Barnard, KASL President	Emporia State University's Elementary Education Program.
Region IV, Kentucky, North Carolina, South Carolina, Tennessee, Virginia	Ann M. Martin	Donna Shannon is to be commended for her leadership of Region IV, for the stability she created, and for the growth of AASL membership for Region IV during her tenure.
Kentucky School Media Association, Region IV— Kentucky, North Carolina, South Carolina, Tennessee, Virginia & West Virginia	Tammy K. Rich	The Kentucky School Media Association and Emmalee Hill deserve recognition for their outstanding work on HB324 article 2 cut LMS and redirect funds prior to 1998.
Region VII – Arizona, California, Hawaii, Nevada, & Utah	Jo Ellen Misakian	Representative Marian Mc Clure. For her support of HB2184: Teacher-Librarian Certification
Region VII – Arizona, California, Hawaii, Nevada, & Utah	Jo Ellen Misakian	Dr. Gary Hartzell has long been a supporter of school libraries. Besides speaking at the White House Conference on School Libraries, her has for many years Been a tireless advocate for school library program.

Letters and Certificates of Commendation were sent by the AASL Office, when contact information was provided, on or by November 1, 2003.

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
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Topic: AASL Sections

Background: AASL currently has three sections: Educator's of Library Media Specialists (ELMS), Independent Schools (ISS), and Supervisor's (SPVS). The current election slate contains no candidates for the Supervisor's Section. AASL has not encountered this situation before and needs to decide what to do when a section no longer has current officers.

Action Required: Discussion and decision.

AASL BYLAWS

Adopted June 1997
Revised May 2003

Article XII. Sections

Section 1. Establishment

Any group of at least twenty-five members of AASL, who represent a special field of activity clearly distinct from that of any existing section, may organize a section upon recommendation of the AASL Board of Directors.

Section 2. Organization

Each section shall establish its own policies and procedures in keeping with the Bylaws of the AASL and with the approval of the AASL Board of Directors. Each section shall elect a chair, chair-elect, secretary, and a representative to the AASL Board of Directors. Standing committees, needed to support the governance and unique responsibilities of the section, may be appointed.

Section 3. Membership

Membership in a section shall be open to members of the AASL who are interested in the activities of the section, upon payment of dues.

Section 4. Dissolution

Sections may be dissolved upon recommendation of the AASL Board of Directors

**ELMSS
EDUCATORS OF LIBRARY MEDIA SPECIALISTS
POLICIES**

Officers

Officers of the ELMS Section shall be the chair, the vice-chair/chair-elect, the past chair, an elected delegate to the AASL Board, and a secretary. The Executive Committee shall be composed of elected officers and the chairs of standing committees.

Election of officers will be conducted annually as a component of the ALA/AASL balloting procedure.

Terms of officers shall be one year beginning at the end of the ALA annual meeting except for the ELMS member elected to serve a three-year term as the ELMS delegate to the AASL Board.

The chair shall serve as presiding officer at all meetings of the Section and shall serve as ex-officio member of all committees except the Nominating Committee.

The vice-chair/chair-elect (1) shall perform all the duties of the chair in the absences or incapacity of the chair, (2) shall appoint all members of standing committees, ad hoc committees, and task forces with the approval of the Executive Committee, and (3) shall serve as an ex-officio member to all committees except the Nominating Committee.

Executive Committee

Members: The Executive Committee shall be composed of Elected officers, the ELMS delegate to the AASL Board, and chairs of the standing committees.

Meetings: Meetings of the Executive Committee shall be held at the ALA conference and at the Midwinter Meeting of ALA, or meetings may take place as conference calls.

Additional meetings may be called by the ELMS chair with the approval of the Executive Committee, or at the written request of at least one-half of the ELMS Executive Committee.

Nominations and Elections

Elections shall be conducted as a component of the ALA/AASL election ballot.

At least two candidates shall be nominated for each office and that slate shall be submitted in accordance with AASL election procedures.

Candidates may be nominated by a petition bearing at least fifteen signatures of members of ELMS. A signed consent document of the candidate must be filed with the AASL office at least three months prior to the annual membership meeting.

A plurality of legal votes cast will determine a candidate's selection. In the event of a tie, the winner shall be determined by lot by the Election Committee of ALA.

ISS

INDEPENDENT SCHOOLS SECTION

Policies

Officers

The officers of the Independent Schools Section shall be a chairperson, a vice-chairperson/chairperson-elect, a secretary, and a representative to the Board of Directors of the American Association of School Librarians.

The term of office for the chairperson and vice-chairperson shall be one year. The term of office for the secretary shall be two years, and the term of office for the AASL Board representative shall be three years.

The chairperson shall reside at all meetings of the Section, appoint standing and special committees, and shall serve as an ex-officio member of all committees except the nominating committee.

The vice-chairperson/chairperson-elect shall perform all duties of the chairperson in the absence or incapacity of the chairperson. In the event of a vacancy in the chairperson-elect, the Independent Schools Section Executive Committee shall appoint a new vice-chairperson/chairperson-elect.

The secretary shall be responsible for the minutes of all business meetings and the maintenance of archival records.

The representative to the AASL Board of Directors represents the interests of the Independent Schools Section throughout the AASL organization and serves as the official liaison from the Section to the Board to the Section. The representative is responsible for reporting to both groups, primarily representing and articulating the interests and strengths of the members of the Section to the membership of AASL at large.

Executive Committee

The Executive Committee shall be composed of the officers of the Independent Schools Section. The President and Executive Director of the American Association of School Librarians shall be ex-officio members of the Executive Committee without vote.

The Executive Committee shall have general supervision over the affairs of the Section, and shall report matters on which it has taken action at the annual meeting of the Independent Schools Section and in the official publication of the American Association of School Librarians. Any action of the Executive Committee may be reconsidered by the membership at the annual meetings.

Meetings of the Executive Committee shall be held during the Midwinter Meeting and the Annual Conference of the American Library Association and at the call of the chairperson of the Independent School Section.

Nominations and Elections

Elections shall be conducted in accordance with Election Procedures of the American Library Association.

The Nominating Committee shall submit names of two candidates for each office to the AASL Office by the annual deadline date.

A plurality of all legal votes cast shall be necessary to elect a candidate. In the case of a tie, the winner shall be determined by lot by the Election Committee of the American Library Association.

SPVS

SUPERVISORS SECTION

Policies

Officers

As provided for in the AASL Bylaws, the officers of the Section shall be a chair, a chair-elect, a secretary, and a representative to the AASL Board of Directors. An additional officer will be the immediate past-chair.

Terms of Office

All terms of office shall begin at the conclusion of the annual business meeting.

The terms of the chair, chair-elect, and immediate past-chair shall be one year. The chair-elect shall assume the office of chair. The term of secretary shall be for two years. The term of the Representative to the AASL Board of Directors shall be for three years.

Elections

Elections shall be conducted in accordance with the ALA and AASL election procedures.

Duties of Officers

Chair: The chair shall preside at all meetings of the Section, appoint committees, and serve as an ex officio voting member of all committees, except the nominating committee.

Chair-elect:

The chair-elect shall perform all duties of the Section chair in the absence or incapacity of the chair.

Secretary: The secretary shall be responsible for the minutes of all business meetings of the Section and shall send a copy of all minutes to members of the Executive Committee following each meeting.

Immediate past-chair:

The Immediate past-chair shall assist the chair and serve as chair of the Nominations Committee.

Representative to the AASL Board of Directors:

The Representative shall provide a summary of AASL Board meetings to the Chair of the Section, and shall provide the AASL Board with a report of the Supervisors Section.

Executive Committee

Members: The Executive Committee shall be composed of the officers of the section and the chairs of committees.

Duties: The Executive Committee shall be general supervisor over the affairs of the Section. Any action of the Executive Committee may be reconsidered by the membership at the annual meeting.

Meeting: Meetings of the Executive Committee shall be held during the Midwinter Meeting and the Annual Convention of the American Library Association and at the call of the chair of the Section.

Reports: The Executive Committee shall report matters on which it has taken action at the Annual meeting of the Section, or in an official publication of the American Association of School Librarians.

Vacancies: The Executive Committee shall fill any vacancy on the Committee that may occur, with the exception of the office of chair-elect. If the office of chair-elect becomes vacant, the Executive Committee shall appoint an acting chair-elect until the following election of officers whereupon an election shall be held to fill the vacant office of chair-elect.

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

- Topic:** Report/Recommendations on High School Summit
- Background:** Emily Sheketoff of the ALA Washington Office secured three invitations to a High School Leadership Summit in Washington, DC this fall. Ann Martin, current AASL Board member, attended on behalf of ALA and has prepared a report of the event as well as recommendations for further action. The other ALA delegates were Joyce Valenza and Linda French.
- Action Required:** Discussion of report and recommendations.
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**U.S. DEPARTMENT OF EDUCATION HIGH SCHOOL LEADERSHIP
SUMMIT
October 8, 2003**

Purpose: The High School Leadership Summit was convened to increase the visibility of the challenges facing America's high schools as well as address the solutions and "next steps" needed to tackle these challenges. The summit used the framework of *No Child Left Behind* to initiate and promote a national dialogue about transforming high schools and creating seamless transitions into and through postsecondary education.

Key Themes:

Theme 1 - Setting High Expectations and Accountability for Results

- Strand 1 - Standards Based Accountability
Description: Student success is the result of high expectations, excellent instruction, and meaningful assessment.
- Strand 2 - High Expectations
Description: Achieving high expectations in student performance begins when the essential partners in education - principals, teachers, families, and students - unite under the belief that all students should be held to high standards.

Theme 2 - Creating Options and Engaging Students

- Strand 1 - High School Structure and Curriculum Innovation
Description: Increased academic achievement is often the result of a combination of many factors including strengthened teaching and learning, expanded access to

engaging options, improved school administration, and schools that are structured to support these priorities.

- Strand 2 - Math and Science
Description: In order to thrive in an increasingly high tech, knowledge-based global marketplace, the United States needs workers who can demonstrate mathematical and scientific literacy.
- Strand 3 - High School Literacy
Description: American students reading and writing performance levels are dangerously low, revealing an urgent need to increase attention on and expectations for written, oral, and reading comprehension skills.

Theme 3 - Fostering World-Quality Teaching & School Leadership

- Strand 1 - Effective Teachers
Description: A strong relationship between teachers' subject matter preparation and teaching performance can positively affect a teacher's influence on their students performance.
- Strand 2 - Innovative Leadership
Description: Recruitment and retention of highly effective teachers is key for student performance, but administrative support and strong leadership in schools are essential to sustaining a high quality teaching force.

Key Themes con't:

Theme 4 - Making Smooth Transitions Into Postsecondary Education

- Strand 1 - College and Career Planning
Description: In order to be successful, college and career planning programs most focus on providing students with the academic and personal support services needed to graduate from high school, and transition to a post secondary setting.
- Strand 2 - Credit Based Options
Description: Programs like dual credit/enrollment, AP, IB, tech prep, and middle college high school are examples of strategies that offer students the opportunity to be prepared for the future or get a jump-start on post-secondary education before they even leave high school.

Overview: Over seven hundred education leaders from forty-nine states attended the leadership summit. The U.S. Department of Education hosted the summit to initiate a national dialog on improving high schools. The Department of Education is determined to persist in achieving reform for all high schools.

In the morning Keynote Address, U.S. Secretary of Education, Dr. Rod Paige expressed concerns with high schools that are not serving students well by graduating students without the skills needed for a global economy. He indicated that there is a wide and growing achievement gap, and there is need for increased reading, math and communication skills in high schools. He challenged attendees to take a leadership role in creating a bold new vision for new high schools.

Dr. Susan Sclafani, Acting Assistant Secretary, U.S. Department of Education identified unsatisfactory performance, poor economy, insufficient linkages (higher education, business), and the changing culture as the core challenges to high school reform. The

recruitment and retention of qualified teachers is an additional concern. Change was identified as the major obstacle to implementing reform.

Kati Haycock, Director, The Education Trust, presented data indicating that major gaps in high school performance grew in the nineties. In addition, her data pointed out that students make more growth in all subject areas except science in grades four through eight than throughout the entire high school experience. Ms. Haycock proposed that college prep be the default coursework for all students in order to prepare them for post-secondary education. Her research showed that student success depends on completing a rigorous high school curriculum. Reviewing instructional time and hiring qualified teachers in low performing classes are two considerations that need to be addressed in order to achieve change. A calendar, with student holidays, test days, and teacher workdays blocked out, helped visually verify that the typical high school has three weeks of instruction per subject per year. In addition, high schools are adding more AP and college classes while colleges are adding more remedial classes.

Student participants remarked that the greatest motivator of performance is a teacher who interacts with students on a personal level because teachers are power figures in student's lives. They pointed out that the school climate is a reflection of teacher attitude. Other motivators for academic achievement that student participants mentioned are high expectations, peers pushing peers, and a close school community.

Business leaders suggested that reform is built around student needs and performance based standards. Business leaders called for more rigorous, relevant programs in math and science. They requested that teacher driven projects require higher-level thinking and synthesis from the students.

In the afternoon sessions, successful practices and policy implications surrounding the four themes were discussed. Topics such as staff collaboration, curriculum integration, higher expectations, transitioning to postsecondary and business were expanded on. Also, leaders were urged to collect and utilize meaningful data to drive reform.

Outcomes: The workshop summarized key research findings, examples of school change, "what works", and "what's promising".

Follow-Up: Future workshops, conference calls, newsletters and publications to keep leaders connected around key research and policy issues with a specific focus on youth achievement and high school improvement will be sustained by the U.S. Department of Education.

For further information and updates visit:

<http://www.ed.gov/about/offices/list/ovae/index.html>

Web Sites of Interest:

<http://studentaid.ed.gov>

www.careervoyages.gov

<http://www.edtrust.org>

www.irre.org

To: AASL Board
From: Ann M. Martin
RE: U.S. Department of Education High School Leadership Summit
Date: 10/20/2003

The attached summary provides details of the information provided to participants during the October 8, 2003 U.S. Department of Education High School Leadership Summit.

It would appear that school library programs are not even on the radar screen of the Department, although one session noted the establishment of *classroom libraries* as an example of best practice.

In addition to the summary, it is my feelings that AASL needs to be proactive in dealing with the definite agenda projected by the U.S. Department of Education to reform high schools.

The U.S Department of Education “dialog” was a “one-way conversation”. There was no mention of school libraries except for comments made by the three ALA representatives to the summit. Delegates were not given the opportunity to provide input. It was a summit designed to give information. Business and vendors were given more of an opportunity to communicate than practitioners.

The focus in all areas of the summit appeared to be assessment. In fact, the leaders shared as a common value that an increased number of AP programs in all schools is one solution to creating effective high schools.

The three librarian delegates did approach Dr. Susan Selafani, Acting Assistant Secretary, U.S. Department of Education and asked why the statistics presented by Kati Haycock did not include data provided from the studies administered by Keith Curry Lance validating that student performance on standardized test is raised 10% to 20% in schools that maintain a fully-funded school library run by a certified library media specialist? Her response was, “Who disagrees with this?”

It should be noted that although Kati Haycock actually referred to “low vs. high” level research projects in her talk, no mention was made of the information professional who could ensure that research moved toward that goal.

I also gave my card and similar comments to Ron Tomalis, Chief of Staff to the Undersecretary, U.S. Department of Education; Rosa Anasome, editor (?) of the newest edition of Breaking Ranks II (release date February 2004) from the National Association of Secondary School Principals.

What ALA and AASL can do:

1. The Department of education seems to be collecting examples of best practices – AASL could provide examples of school libraries that are excellent in each category mentioned below and whose students succeed academically. The

- following “best practices” are areas where ALA and AASL can make inroads by showing that library media specialists are change agents for:
- A. collaboration
 - B. variety of instructional strategies
 - C. improved teacher and student projects
 - D. career connections
 - E. better transitions between high school and business/ high school and higher education
2. Contact the NASSP and ask for input to any online or other information dealing with Breaking Ranks II.
 3. Groups to contact with information concerning how school library programs positively impact high school education:
 - A. U.S. Department of Education – Dr. Rod Paige, Dr. Susan Sclafani, Dr. Grover (Russ) Whitehurst, Hans Meeder, Dr. Eugene Hickok, Mike Petrilli, Chris Doherty, Ron Tomalis, Todd Jones, Dr. Robert Pasternack, and Sally Stroup.
 - B. Dr. Gerald Tirozzi, Executive Director, National Association of Secondary School Principals
 - C. Kati Haycock, Director, The Education Trust
 - D. Dr. James Connell, President, Institute for Research and Reform in Education
 - E. Dr. Nancy Hoffman, Vice President, Jobs for the Future
 - F. Bill Gates Foundation

AASL Board of Directors

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- Topic:** Collaboration with Partnership for 21st Century Skills
- Background:** The Partnership for 21st Century Skills, a public/private partnership between the Department of Education and a number of technology companies, released its initial report on 21st century learning at the NECC conference in June. Given the visibility of their work, its alignment with AASL’s information literacy standards and the interest it has created in the school library community, the AASL Executive Director inquired how the groups (ISTE, CoSN, SEDTA and Tech Corp) listed in this report became “strategic partners.” According to Partnership staff, full partnership requires a commitment of \$100,000 per year and approval of their Board of Directors. Strategic partners are asked to invest \$25,000 and must be approved/invited by the Board of Directors. At the fall meeting, the AASL Executive Committee approved pursuing a formal collaboration. The letter of agreement is included for your information.
- Action Required:** Discussion of continued collaboration



PARTNERSHIP FOR
21ST CENTURY SKILLS

November 5, 2003

Mary W. Ghikas
Senior Associate
American Library Association
50 East Huron Street
Chicago, Illinois 60611-2795

Dear Ms. Ghikas,

As we have previously discussed, we are delighted that the American Association of School Librarians, a division of the American Library Association (AASL) is interested in joining the Partnership for 21st Century Skills (Partnership) as a Strategic Partner.

Our Board of Directors has approved a select number of Strategic Partnerships with leading education organizations to join the Partnership with an in-kind contribution of \$25,000 worth of value. We propose that our Strategic Partnership with the AASL include working with AASL to reach out to its network of leading school librarians and educators to promote the importance of 21st century skills and disseminate the deliverables produced by the Partnership. Specifically, we envision working with AASL on the following activities:

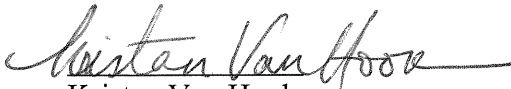
- Disseminating the Report and MILE Guide to participants in the AASL conference by including these materials in the conference bags
- Organizing focus groups of AASL/ALA members to provide feedback on Partnership materials
- Promoting awareness of Partnership materials and activities, including the Report and MILE Guide, among AASL/ALA membership and key contacts in the education community
- Outreach activities including training AASL/ALA members to use the MILE Guide

As a Strategic Partner, AASL will be a key part of the Partnership's activities, including:

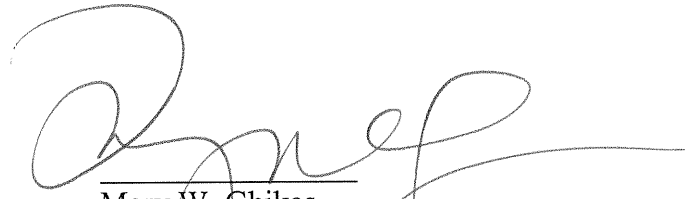
- Recognition in Partnership materials
- A link on the Partnership website
- Opportunity to comment on the drafts of the Year 2 deliverables
- Invitation to participate in the Partnership's annual Summit on 21st Century Skills
- Participation in Partnership activities at NECC

We very much look forward to working together to promote the importance of 21st century skills, to create useful tools for educators to use in assessing their own schools or school districts' progress in integrating 21st century skills into standards, teaching strategies and assessments, and to actively promote these 21st century tools to help educators across the country create their own vision for implementing 21st century skills.

This agreement shall become effective on the date signed and shall expire on August 31, 2004.



Kristan Van Hook
Executive Director
Partnership for 21st Century Skills
1341 G Street, NW, Suite 1100
Washington, DC 20005
202 585 0254
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Mary W. Ghikas
Senior Associate
American Library Association
50 East Huron Street
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AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Policy on “Partnerships” with Other Not-for-Profits

Background: In June, 2001, the AASL Board approved “Guidelines to facilitate decisions about Commercial Alliances with AASL.” The division receives numerous requests from other not-for-profit groups yet it has no formal policies or guidelines governing collaborations or partnerships with these types of groups.

Action Required: Discussion of need for policies or guidelines

**Guidelines to facilitate decisions about
Commercial Alliances with AASL**

1. Is the alliance **compatible** with our strategic plan, mission statement, goals and objectives?
 - Does the endeavor support or further the primary reasons the association exists?
 - Would someone join, or remain a member, because of this program?
2. Does the alliance meet the **business and professional needs** of our members?
 - Is the need universally recognized? (establishing a need is more difficult than filling one)
 - Is the need currently being met by other means?
3. What are the **financial risks**?
 - Potential risk
 - Potential reward
 - Startup capital required
4. Does the alliance have the **resources** to successfully implement the program?
 - Staff/volunteer expertise and time
 - Will existing programs suffer?
 - Equipment and facilities
 - Financial

5. What **challenges** does the marketplace hold?
 - Competitors
 - Who are they?
 - How do they market, sell, and advertise?
 - How are they perceived?
 - Is this type of program available from other organizations our members may belong to?
 - Pricing
 - Can we offer a price advantage while still generating revenue for all partners?
 - Can we offer a value advantage (additional features, service)?
 - Communications/advertising
 - Who will handle registrations?
 - Which partners will be responsible for advertising?
 - What other promotion vehicles are available?

6. **Potential Partner(s)**
 - Current market strength (market share) for the proposed program or similar programs
 - Market perception
 - Financial strength
 - What is their commitment to supporting this partnership?
 - Marketing effort
 - Service/support of program
 - Additional association support

7. What are the **legal risks and potential liabilities**?
 - What is the possibility of financial/legal liability if something goes wrong?
 - Can we lose members' goodwill if something goes wrong?

Adapted from Tri-County Apartments Association, San Jose, CA
Adopted by the AASL Board of Directors, June 2001

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Plan for Building the Long Term Investment Fund

Background: At the ALA Annual Conference in June of 2003, the AASL Board of Directors voted to establish a long-term investment fund. At the fall meeting of the AASL Executive Committee, Treasurer Carrie Gardner and Past President Nancy Zimmerman volunteered to draft a plan to “grow” the investment.

Action Required: Discussion

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Development Office Business Plan

Background: In November of 1999, the ALA Executive Board dissolved the Fund for America’s Libraries and created a Development Office. In May of 2000, a Director of Development was hired. The stated purpose of this ALA office reads as follows:

“The Development Office is responsible for planning, coordinating, implementing and evaluating all fund raising activities, programs, projects and events within the American Library Association and for establishing strategic alliances and partnerships. Its purpose is to seek and distribute resources to promote and improve libraries in America consistent with the goals of the Association.”

Divisions, Offices and other ALA units are being asked to provide input for a new Development Office Business Plan.

Action Required: Discussion

December 11, 2003

TO: Division Executive Directors
Office Directors
Liaisons to Round Tables

FROM: Susan Roman, Director, Development Office

RE: Information for the ALA Development Plan

As you know, we are in the process of gathering information for the ALA Development Plan. Last spring, Keith Michael Fiels and I asked the ALA Executive Board Members to help us begin this process by answering questions about the direction they would like to see us take in the plan. Then in October, we held a meeting here in Chicago with representatives from the Library Champions, private and community foundations, corporate sponsors, major donors, the ALA Legacy Society, etc. We asked them questions built around the perspective of the donors and funders. Now we want to gather input from members specifically from divisions, offices, and round tables.

During the Midwinter Meeting, there will be several opportunities for you and your members to participate in meetings where we will be discussing the development plan. The meetings are:

- Planning and Budget Assembly – Sat., Jan. 10, 2:00-3:30pm. We will be presenting a short overview of the outline for the plan. The exercise at PBA will focus on gathering input on the plan from your representatives.
- Treasurer's Forum – Sat., Jan. 10, 4:30 – 6:30pm. There will be a short presentation on the background of the Development Office and the plan, and then the focus again will be to gather information for the plan, especially related to endowments.
- Meeting in Keith Michael Fiels' Suite – Sat., Jan. 10, 7:30-9:00am. In case you and your members are not going to be at PBA or the Treasurer's Forum, you can come to a continental breakfast and discuss the plan with us there. If you will be coming to this meeting, would you please let me know so that I can order enough coffee?

We hope that you will feel free to gather information from your unit even beyond these meetings at Midwinter. Your representatives to PBA and the Treasurer's Forum will have information to share with your boards or advisory committees. If you send me their suggestions following Midwinter, by February 15, 2004, we can review them as we prepare a draft of the plan for the spring meeting of the ALA Executive Board. Our intent is to have a first draft by the spring meeting and a final draft for the Board's review by Annual Conference in Orlando.

We appreciate your willingness to work with us on this plan. If you have questions, please call me. And, again, please let me know if you or one of your members will be attending the meeting on Saturday morning.

Cc: Senior Management Group

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Board Workshop

Background: On Saturday, January 10th, the AASL Board and Director-elects will participate in a Board workshop. This workshop will be facilitated by Paul Meyer of Tecker and Associates. President Frances Roscello will give an overview of the process that will be used in this session.

Action Required: None

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: National Conference Wrap-up and Evaluations

Background: In October of 2003, AASL presented its 11th National Conference & Exhibition. Data related to the conference, as well as a summary of the formal evaluation, are included for your information.

Action Required: None

AASL NATIONAL CONFERENCE & EXHIBITION BOARD REPORT

General Information

The AASL 11th National Conference & Exhibition, which took place in Kansas City, MO, attracted nearly 3,500 attendees, exhibitors, guests and staff over the 5-day period that began on Wednesday, October 22 and concluded on Sunday, October 26, 2003. The theme “Information Matters” helped define the conference and was carried out through the educational programs and networking events.

The educational component of the conference consisted of two general sessions, 13 preconference workshops, 115 educational sessions and an Exploratorium. The Opening General Session featured motivational speaker, Bertice Berry. The Second General Session offered a panel of three individuals (Patrick Crispin, Shannon Lanier and Anna Rosmus) to whom “information mattered” in unique and very different ways.

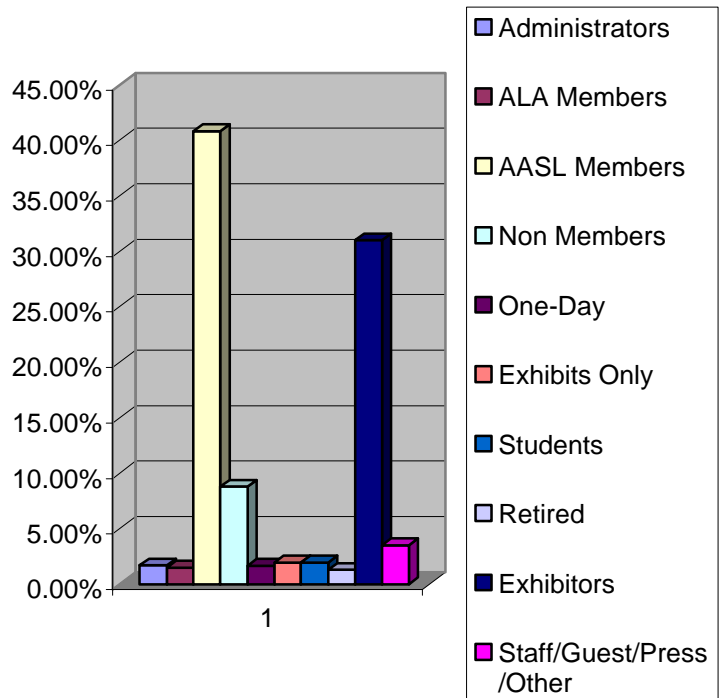
Attendees had over sixteen hours (six of which were exclusive) to visit over 200 companies offering products and services for school librarians. The Exhibit Hall Block Party kicked things off on Thursday evening. The exhibit hall classroom, located on the floor of the exhibit hall, offered many educational opportunities including Vendor Programs and Author/Illustrator “Chat ‘n Chew” sessions where local authors and illustrators provided informational sessions.

The National Conference had many special events and networking opportunities. “Dinner with a Local Librarian” provided the opportunity for different librarians from all over the country to socialize with local Librarians at different restaurants throughout Kansas City. River and Prairie Storyweavers provided attendees with information about the use of the oral tradition of telling stories in the AASL Storytelling Festival. Finally, AASL had the launch of the @ your library school campaign at the Taste of Kansas City gala at Union Station which took place Saturday evening.

AASL also provided three author events at the National Conference. Suzanne Fisher Staples spoke at the Author Banquet that took place Friday evening. Pam Munoz Ryan, Bryan Selznick and Elizabeth Partridge presented at two different Author Brunches that took place Sunday morning.

Registration Information

Administrators	59
ALA Members	52
AASL Members	1421
Non Members	306
One-Day	58
Exhibits Only	271
Students	68
Retired	45
Exhibitors	1079
Staff/Guest/Press/Other	123
TOTAL	3482

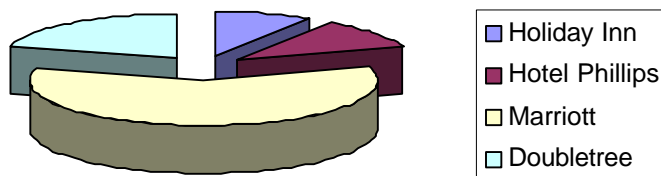


Attachment:
-Conference registration comparison chart

Housing Information

AASL had all four downtown conference hotels including the Marriott, Doubletree, Hotel Phillips and former Holiday Inn. AASL sold out each of the conference hotels. There were a total of 1493 rooms sold on our peak night, Thursday.

Attachments:
-Attendee geographical analysis



Evaluations

AASL provided evaluation forms for attendees to fill out for both individual sessions and the overall conference. The session evaluations were in paper format where each attendee was able fill out the evaluation form at the conclusion to each session. The overall conference evaluation was made available in an electronic format via the web. We collected 3,767 session evaluations and 700 overall conference evaluations.

AASL hired an independent market research firm to distribute the overall conference evaluation and to tally both the session and overall conference evaluations and provide a customized report for each one. Each presenter will be provided an evaluation of his or her session. We will also be providing both the session and overall conference evaluation to the 2005 Conference Planning Committee so they can better plan for the 2005 conference.

Attachments:
-Samples of the session evaluation reports
-Overall conference evaluation report
-Demographics Report

AASL
 Conference Registration Comparison Chart
 1994 - 2003

	Kansas City, 2003	Indianapolis, 2001	Birmingham, 1999	Portland, 1997	Indianapolis, 1994
Advance Registration	2007	2349	1760	1647	2419
Onsite Registration	329	288	540	168	403
Total Attendees	2336	2637	2300	1815	2822
Exhibitors	1079	973	1265	1034	1094
Staff/Guests	67	23	478	453	33
Grand Total Registration	3482	3633	4043	3302	3949
Number of Sessions	128	113	288	150	190

J310A.SLMCI - AASL - American Association of School Librarians

Country	State	People	Percent
UNITED STATES	Alabama	40	1.87%
	Alaska	5	0.23%
	Arizona	18	0.84%
	Arkansas	41	1.91%
	Armed Forces Europe	2	0.09%
	California	46	2.15%
	Colorado	32	1.49%
	Connecticut	62	2.90%
	Delaware	8	0.37%
	District of Columbia	16	0.75%
	Florida	45	2.10%
	Georgia	40	1.87%
	Hawaii	19	0.89%
	Idaho	5	0.23%
	Illinois	263	12.28%
	Indiana	31	1.45%
	Iowa	41	1.91%
	Kansas	123	5.74%
	Kentucky	38	1.77%
	Louisiana	19	0.89%
	Maine	6	0.28%
	Maryland	59	2.76%
	Massachusetts	14	0.65%
	Michigan	61	2.85%
	Minnesota	96	4.48%
	Mississippi	9	0.42%
	Missouri	144	6.73%
	Montana	6	0.28%
	Nebraska	38	1.77%
	Nevada	16	0.75%
	New Hampshire	24	1.12%
	New Jersey	28	1.31%
	New Mexico	18	0.84%
	New York	142	6.63%
	None Given	1	0.05%
	North Carolina	43	2.01%
	North Dakota	11	0.51%
	Ohio	56	2.62%
	Oklahoma	44	2.06%
	Oregon	1	0.05%
	Pennsylvania	103	4.81%
	Rhode Island	7	0.33%
	South Carolina	16	0.75%
	South Dakota	2	0.09%
	Tennessee	41	1.91%
	Texas	66	3.08%
	Utah	14	0.65%
Vermont	10	0.47%	
Virginia	45	2.10%	
Washington	34	1.59%	
West Virginia	5	0.23%	
Wisconsin	79	3.69%	
Wyoming	8	0.37%	
UNITED STATES Totals:		2,141	98.94%

310 ASLMCI - AASL - American Association of School Librarians

Country	State	People	Percent
BELGIUM		1	0.05%
BERMUDA		2	0.09%
CANADA	Ontario	6	0.28%
COSTA RICA		3	0.14%
CHINA		3	0.14%
JAPAN		1	0.05%
NEW ZEALAND		2	0.09%
SINGAPORE		3	0.14%
TAIWAN		1	0.05%
UNITED KINGDOM		1	0.05%
INTERNATIONAL Totals:		23	1.06%
Grand Total:		2,164	

<i>Please rate the following:</i>	% Rated Very Satisfied					Total Resp	% Very Satis	% Satis	% Some Satis	% Not Satis
	0	25	50	75	100					
<i>I. Printed Promotional Materials</i>										
a. Preliminary program content:		(43.2)	620	43.2	43.4	11	2.4			
b. Preliminary program layout:		(42.8)	621	42.8	45.9	8.7	2.6			
c. Onsite program book content:		(65.9)	680	65.9	29	4.1	1			
d. Onsite program book layout:		(61.0)	679	61	28.9	8.8	1.3			
<i>II. Registration Experience</i>										
a. Online registration process:		(73.3)	509	73.3	20	3.9	2.8			
b. Fax/mail registration process:		(68.6)	242	68.6	24.8	5.8	0.8			
c. Onsite registration:		(74.3)	144	74.3	21.5	2.1	2.1			
<i>III. Tours</i>										
a. Variety/range of continuing education tours:		(44.5)	164	44.5	39	9.8	6.7			
b. Variety/range of school tours:		(55.7)	201	55.7	32.8	7.5	4			

Please rate the following:	% Rated Very Satisfied					Total Resp	% Very Satis	% Satis	% Some Satis	% Not Satis
	0	25	50	75	100					

IV. Educational Programming

a. General session speakers & content:	(72.0)	628	72	22.3	4.9	0.8
b. Variety/range of Exploratorium displays:	(40.2)	535	40.2	40.4	14.4	5
c. Variety/range of preconference workshop topics:	(47.7)	365	47.7	36.7	12.3	3.3
d. Variety/range of concurrent session topics:	(60.6)	685	60.6	28.8	9.2	1.5
e. Number of concurrent sessions:	(58.1)	685	58.1	31.7	8.9	1.3

V. Exhibits

a. Variety/range of exhibitors:	(70.7)	692	70.7	25.9	3.2	0.3
b. Exhibit hall hours:	(53.3)	692	53.3	29.5	11.7	5.5
c. "No conflict" lunchtime exhibit hall hours:	(71.3)	682	71.3	21.8	4.4	2.5
d. Vendor programs:	(46.2)	491	46.2	48.5	4.5	0.8
e. AASL Bookstore product selection:	(32.7)	615	32.7	49.4	15.4	2.4
f. Location of AASL Bookstore:	(38.7)	641	38.7	48.7	8.9	3.7

Please rate the following:	% Rated Very Satisfied					Total Resp	% Very Satis	% Satis	% Some Satis	% Not Satis
	0	25	50	75	100					

VI. Special Events

a. Variety/range of banquet/brunch authors:	(37.6)	418	37.6	45.5	12	5
b. Author banquet/brunch locations/venues:	(46.2)	379	46.2	44.9	6.6	2.4
c. Chat 'n Chew sessions:	(31.1)	190	31.1	52.6	9.5	6.8
d. Number of author autographing sessions:	(27.8)	472	27.8	49.4	15.7	7.2
e. Administrator's Day:	(42.0)	100	42	47	3	8
f. Storytelling Festival:	(45.1)	164	45.1	34.8	14.6	5.5

VII. On-site Facilities/Services

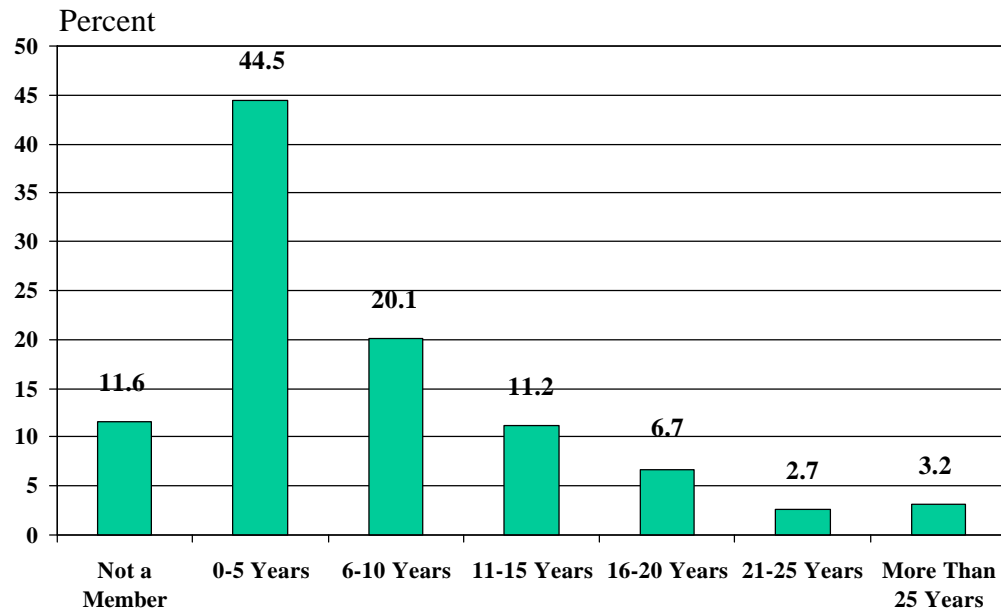
a. Conference signage:	(44.2)	665	44.2	41.5	9.9	4.4
b. Internet Pavilion:	(34.4)	515	34.4	39.2	15.7	10.7
c. Business center/Sack Sitters:	(32.6)	276	32.6	39.9	17.4	10.1
d. Conference audiotapes:	(32.5)	166	32.5	48.8	13.9	4.8

VIII. Web/Virtual

a. Conference Web site content:	(41.7)	642	41.7	47.2	9.5	1.6
b. Conference Web site layout:	(39.6)	641	39.6	49	9.5	1.9
c. Session finder/conference planner:	(43.3)	601	43.3	41.8	10.8	4.2
d. Preconference workshop discussion groups:	(39.6)	202	39.6	44.1	7.9	8.4
e. Electronic handouts:	(22.6)	536	22.6	38.8	22	16.6

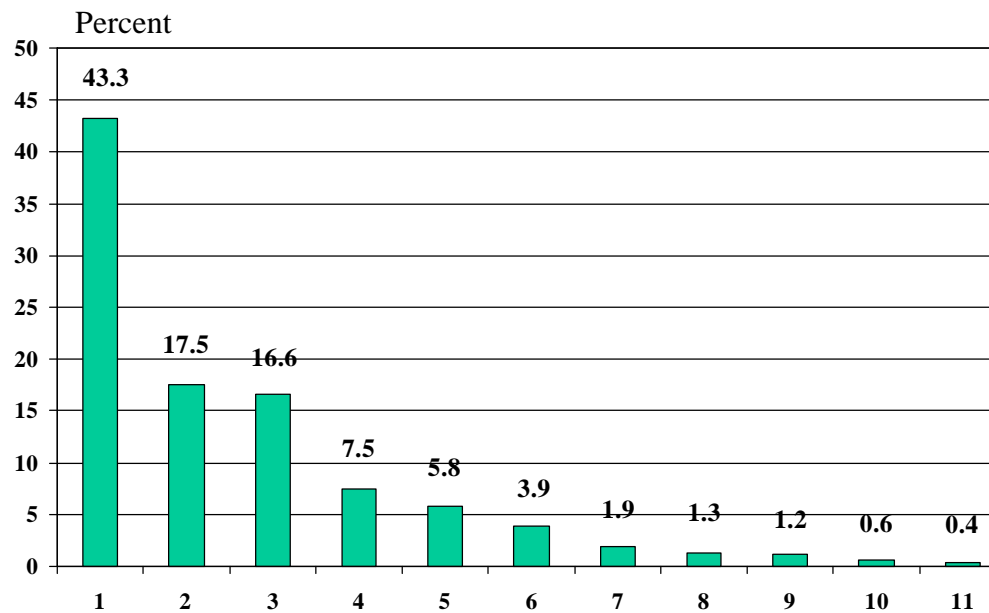
Demographics

a. How long have you been a personal member of AASL?



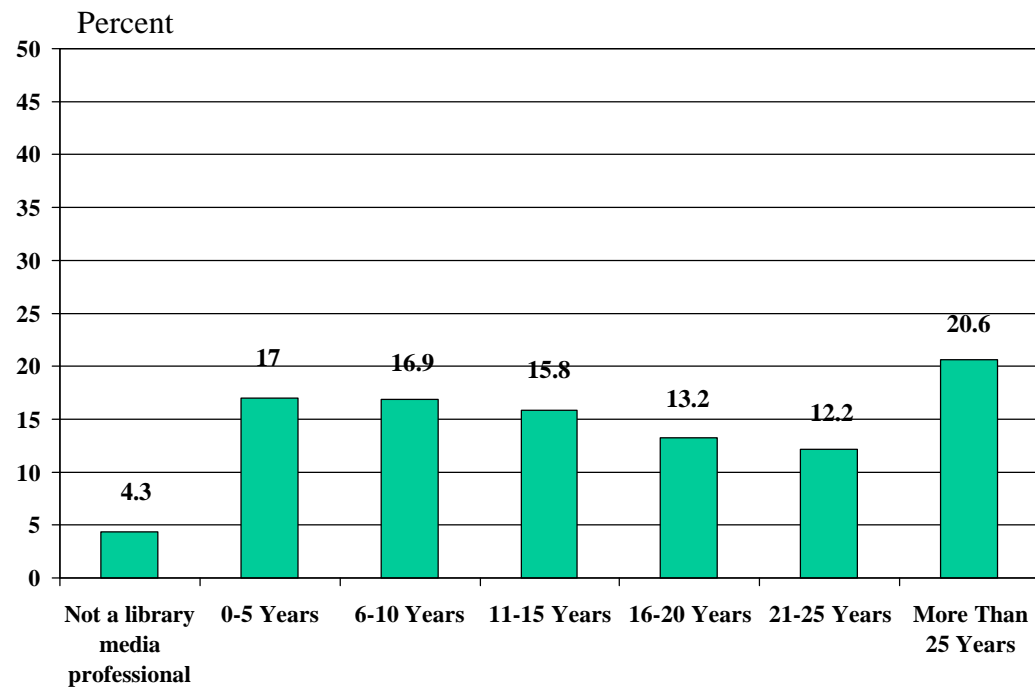
Demographics

b. How many of the 11 AASL national conferences have you attended?



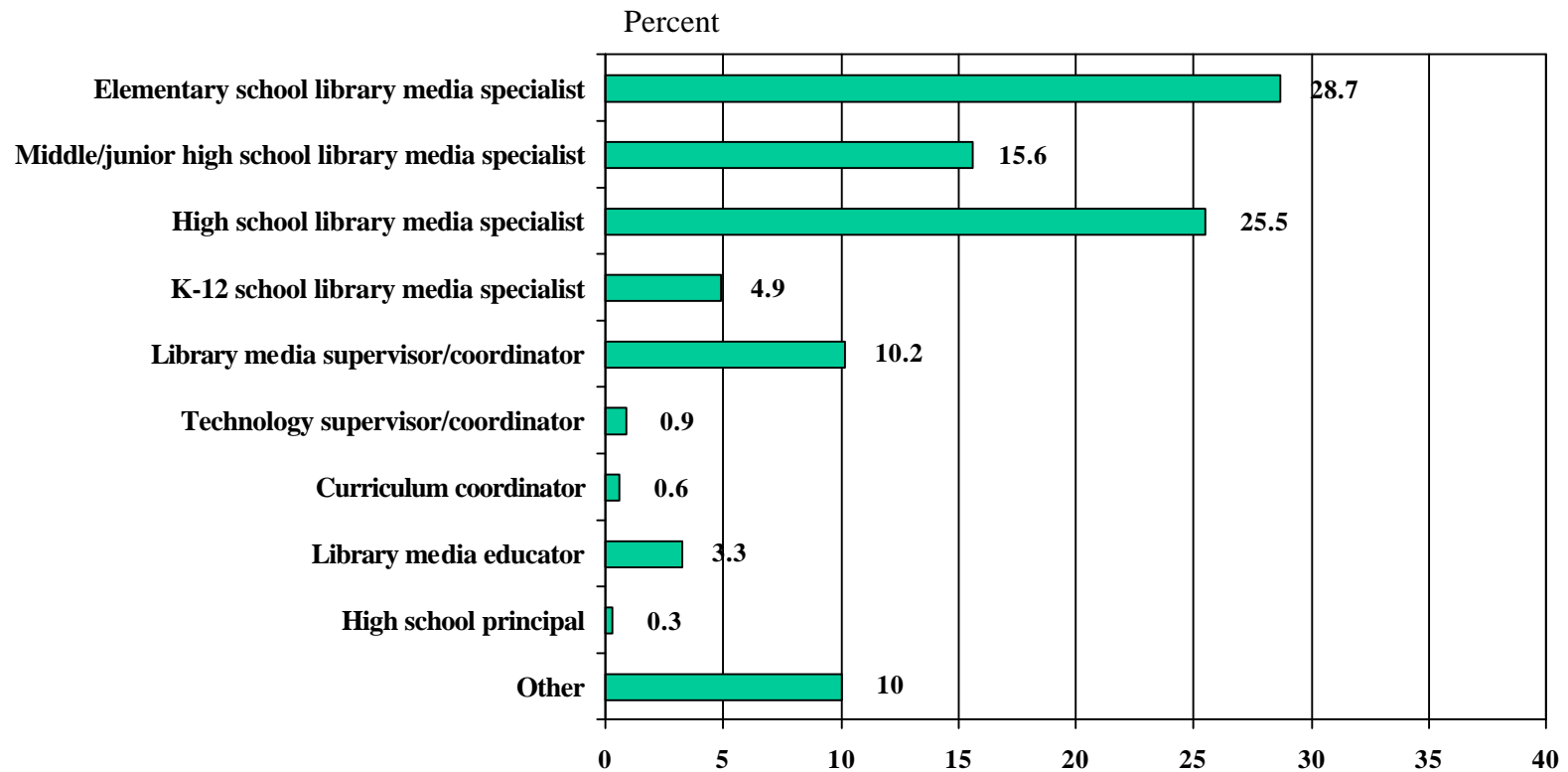
Demographics

c. Including this year, how many years have you been a library media professional?



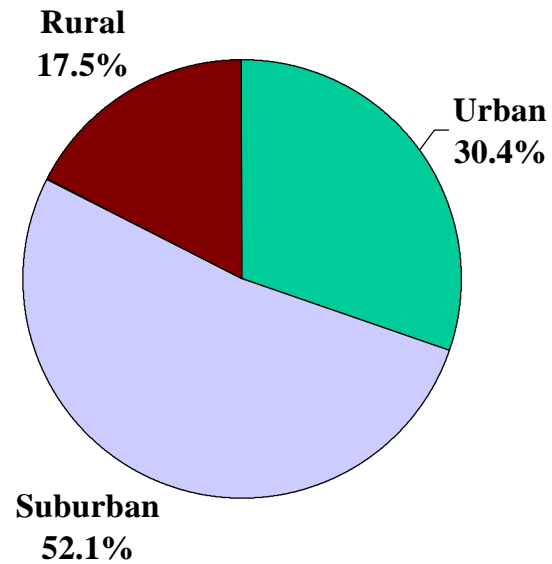
Demographics

d. Which of the following positions best describes you?



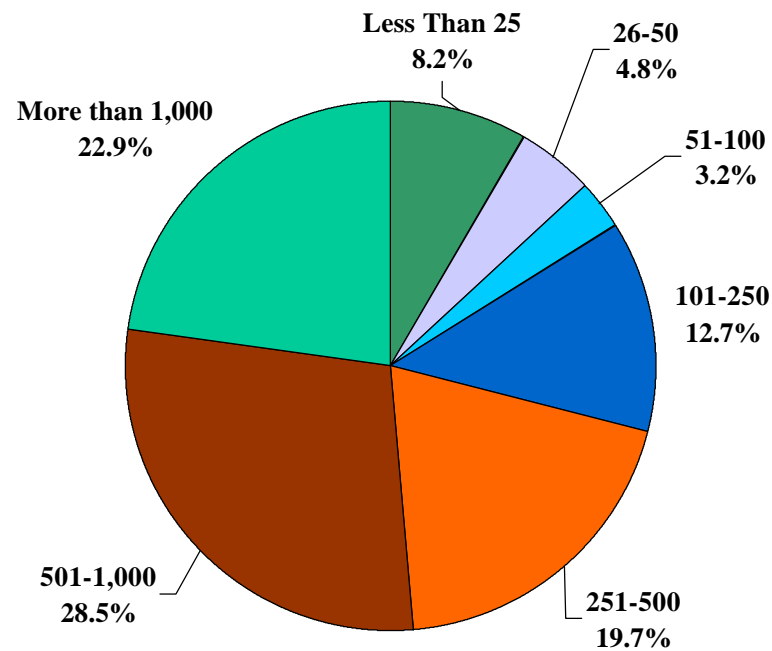
Demographics

e. How would you categorize your school community?



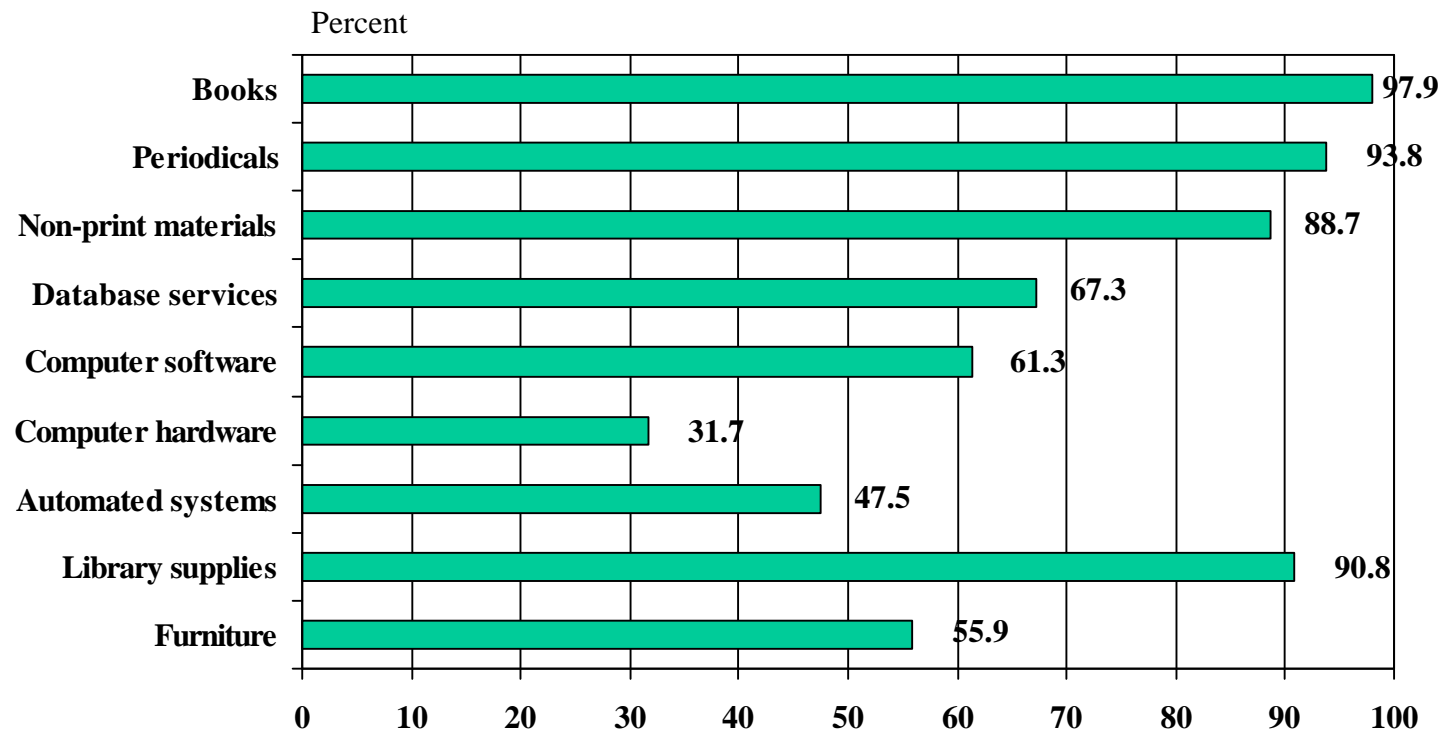
Demographics

f. How many miles did you travel one way to attend this conference?



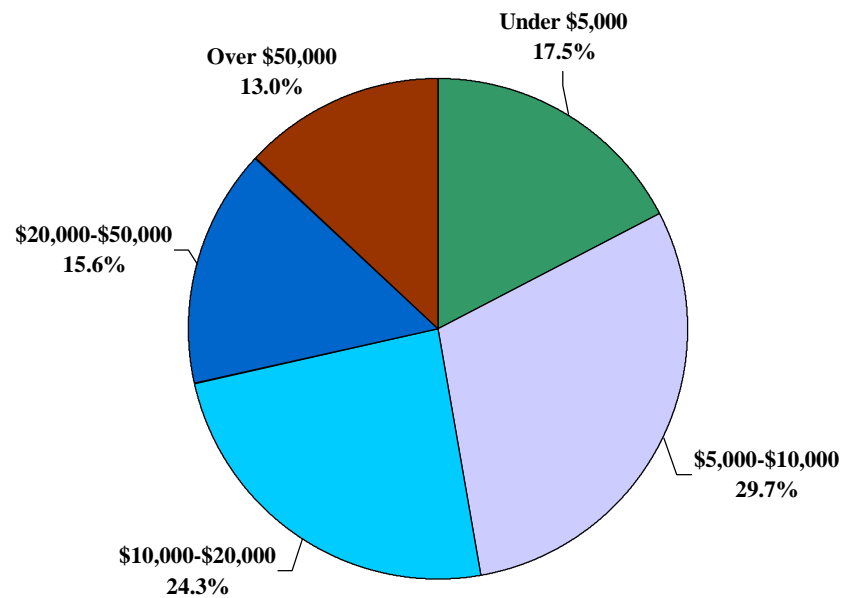
Demographics

g. In what product categories do you have purchasing authority?



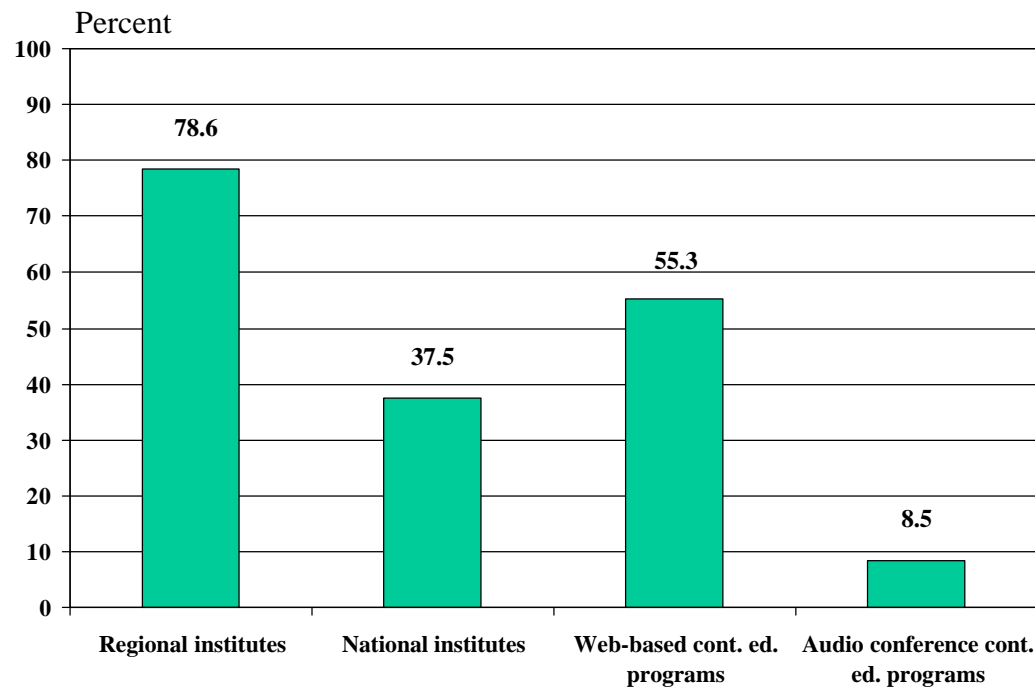
Demographics

h. What is the annual acquisition budget under your authority?



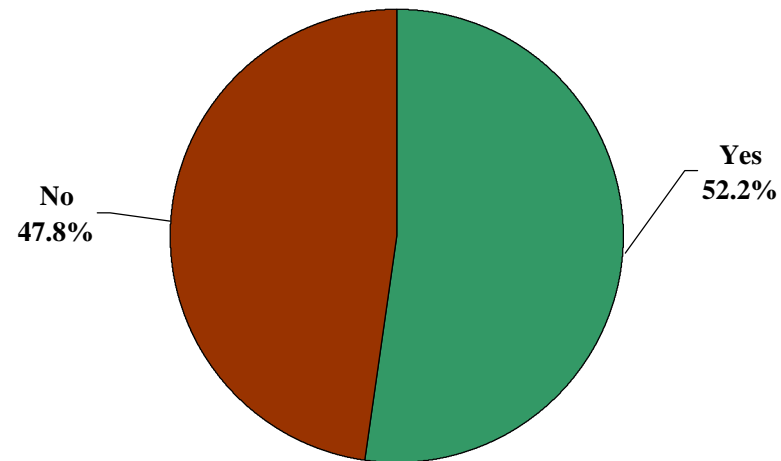
Demographics

j. What other types of continuing education opportunities would you be most likely to utilize?



Demographics

k. If you are responsible for the hiring of library media specialists, would you utilize the services of an on-site placement center at future AASL National Conferences?



Session Evaluations

Session: 001 - Developing and Using a School Archives Program

⇔ This Session

▨ All Sessions








Please rate the following:	% Rated Excellent					Total Resp	% Exc	% Good	% Fair	% Poor
	0	25	50	75	100					
ABSTRACT PRESENTATIONS:										
Quality of session content						26	92.3	7.7	0	0
						3676	66.6	26.5	5.7	1.1
Presenter's Knowledge of the material presented						26	96.2	3.8	0	0
						3676	83.5	14.6	1.6	0.3
Presenter's ability to clearly and effectively communicate information						26	92.3	7.7	0	0
						3673	72.6	21.2	4.9	1.4
Session time allocated to cover topic						24	41.7	41.7	12.5	4.2
						3563	54	34.4	9.7	1.9
Value of the session to your school/job responsibilities						26	61.5	38.5	0	0
						3639	64.7	24.9	7.8	2.6
OVERALL PROGRAM:										
Based upon the session description, rate how well the session met your expectations						26	76.9	23.1	0	0
						3672	63	24.3	8.5	4.2
Overall quality of this session						26	84.6	15.4	0	0
						3602	66.8	25.6	5.6	1.9
Level of the session content:	Too Advanced (%)	Just Right (%)	Too Basic (%)							
	0	100	0							

Session Evaluations

Session: 407 - *I'm the Only One in the World: Using Libraries to help Create a Safer School Environment*

⇔ This Session

▨ All Sessions

Please rate the following:	% Rated Excellent					Total Resp	% Exc	% Good	% Fair	% Poor
	0	25	50	75	100					
ABSTRACT PRESENTATIONS:										
Quality of session content						22	90.9	9.1	0	0
						3676	66.6	26.5	5.7	1.1
Presenter's Knowledge of the material presented						22	90.9	9.1	0	0
						3676	83.5	14.6	1.6	0.3
Presenter's ability to clearly and effectively communicate information						22	86.4	13.6	0	0
						3673	72.6	21.2	4.9	1.4
Session time allocated to cover topic						22	63.6	18.2	4.5	13.6
						3563	54	34.4	9.7	1.9
Value of the session to your school/job responsibilities						22	72.7	27.3	0	0
						3639	64.7	24.9	7.8	2.6
OVERALL PROGRAM:										
Based upon the session description, rate how well the session met your expectations						21	81	19	0	0
						3672	63	24.3	8.5	4.2
Overall quality of this session						21	90.5	9.5	0	0
						3602	66.8	25.6	5.6	1.9
Level of the session content:	Too Advanced (%)	Just Right (%)	Too Basic (%)							
	0	100	0							

Session Evaluations

Session: 507 - Helping Teens Cope

⇔ This Session

▨ All Sessions

Please rate the following:	% Rated Excellent					Total Resp	% Exc	% Good	% Fair	% Poor
	0	25	50	75	100					
ABSTRACT PRESENTATIONS:										
Quality of session content						9	44.4	44.4	11.1	0
						3676	66.6	26.5	5.7	1.1
Presenter's Knowledge of the material presented						9	66.7	33.3	0	0
						3676	83.5	14.6	1.6	0.3
Presenter's ability to clearly and effectively communicate information						9	44.4	22.2	22.2	11.1
						3673	72.6	21.2	4.9	1.4
Session time allocated to cover topic						9	77.8	22.2	0	0
						3563	54	34.4	9.7	1.9
Value of the session to your school/job responsibilities						9	44.4	44.4	11.1	0
						3639	64.7	24.9	7.8	2.6
OVERALL PROGRAM:										
Based upon the session description, rate how well the session met your expectations						9	33.3	33.3	11.1	22.2
						3672	63	24.3	8.5	4.2
Overall quality of this session						9	44.4	22.2	11.1	22.2
						3602	66.8	25.6	5.6	1.9
Level of the session content:	Too Advanced (%)	Just Right (%)	Too Basic (%)							
	0	100	0							

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

- Topic:** Board Liaisons to Committees
- Background:** Included is a list of the current AASL Board liaisons to each AASL committee. Board Liaisons are assigned at the third Board meeting of each Annual conference.
- Action Required:** None

AASL COMMITTEES, SPECIAL COMMITTEES, & TASK FORCES

AASL BOARD LIAISON SIGN UP SHEET 2003 - 2004

@ Your Library Campaign for School Libraries Special Committee	Gene Hainer
Alliance for Association Excellence Committee	Carrie Gardner
American University Presses Book Selection Committee	Claudia Myers
Annual Conference Committee – 2004	Dee Gwaltney
Appointments Committee	Erlene Bishop Killeen
Award Committee(s)	Erlene Bishop Killeen
Bylaws and Organization Committee	Erlene Bishop Killeen Claudia Myers
ICONnect: FamiliesConnect Committee	Sylvia K. Norton
ICONnect: Online Courses Committee	Sylvia K. Norton
AASL/ACRL Interdivisional Information Literacy Committee	Kathleen Ellis
Intellectual Freedom Committee	Elaine Twogood
International Relations Committee	Kathy Latrobe
Leadership Forum Planning Committee	Jo Ellen Priest Misakian
Legislation Committee	Sylvia K. Norton
National Board for Professional Teaching Standards (NBPTS) Special Committee	Dawn Vaughn
National Conference Committee 2003 & 2005	Terri Kirk
National Institute Planning Committee 2004 & 2006	Jody Gehrig
NCATE Coordinating Committee	Elizabeth Haynes
New Member Mentoring Committee	Ann Martin
Nominating Committee 2004	Frances Roscello
Publications Committee	James Carey
SLMR Editorial Board	Nancy Zimmerman
Knowledge Quest Editorial Board	Elizabeth Haynes
Reading for Understanding Special Committee	Nancy Zimmerman
Recruitment for the Profession Committee	Nancy Everhart
Research and Statistics Committee	Terri Kirk
Teaching for Learning Committee	Ann Martin
Vision Expansion Special Committee	Carrie Gardner
Web Advisory Committee	Sylvia K. Norton

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Committee Reports

Background: The following committee reports were submitted at the ALA Midwinter AASL All-Committee meeting.

Action Required: As indicated on individual report

AASL Board of Directors

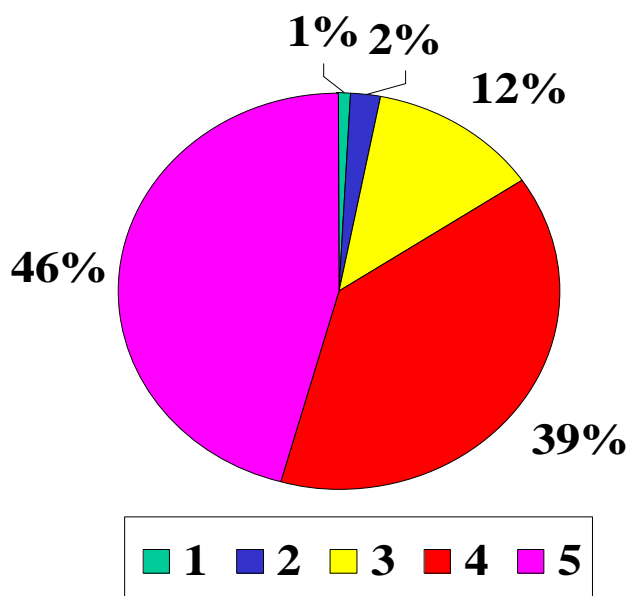
**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Leading Through Collaboration (Regional Institute)

Background: AASL launched its first regional institute in the summer of 2003 and it has now been offered for a total of three times. A compilation of the evaluations from those three presentations is now available. The institute is currently being presented by one person, Betty Bankhead. At least one other presenter needs to be identified so that AASL has the ability to meet future bookings.

Action Required: Discussion and evaluation.

Leadership Institute: Leading Through Collaboration



The above graph represents data gathered from the evaluations for the first three Leadership Institutes offered. The attendees were asked to rate the following questions on a scale from 1 to 5 with 1 representing Poor and 5, Excellent:

The goals of the institute were clearly stated.

- The goals of the institute were met.
- The information presented will be useful.
- The resource notebook will be useful.
- The materials were well organized.
- The activities made a positive contribution to the presentation.
- The presentation was clear and well organized.
- The presenter was responsive to participants' questions and comments.
- The meeting facilities were satisfactory.
- The requirements for professional development were clear.

Institutes Presented in 2003:

New York Library Association, School Library Media Section, 66 attendees

Mississippi Bend Area Education Agency, Bettendorf, IA, 89 attendees

Williamsburg-James City County Public Schools, Williamsburg, VA, 15 attendees

TOTAL Attendees in 2003 = 170

Marketing/Promotions

Ads in Knowledge Quest, AASL Advocate, ALA Cognotes

Flyers and presentation for Affiliate Assembly in Toronto

Flyers at Membership booth at Toronto and Kansas City

Institutes scheduled for 2004

None to date

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Summary of Findings of ALA Focus Groups

Background: At the national conference in Kansas City, ALA conducted three focus groups as part of its current strategic planning process. The groups consisted of new members (less than six months), longer term members with limited involvement, and highly active members. As part of the development process, AASL staff was allowed to add several questions specific to AASL. A summary of the discussion of each of the groups is provided.

Action Required: Discussion of the summary reports.

INTRODUCTION

A. Background

During the 2003 AASL Annual Conference in Kansas City, MO ((10/24-25) Marketing General, Inc. (MGI) conducted a total of three focus groups consisting of various types of ALA/AASL members.

- New ALA or AASL members
- ALA or AASL members who were not active or had limited involvement with the organization beyond membership.
- Identified leaders in their profession and who were highly active and involved with ALA.

B. Objectives

This focus group was conducted with members to get a better understanding of the following:

1. To understand the most pressing challenges in their day to day profession;
2. To understand what tools or resources would help them do their jobs better;
3. To understand their perceived value of their membership with ALA and what products and services are most useful;
4. Gain insight about how ALA can remain relevant to its members now and in the future.

C. Methodology

To meet our objectives we developed a list of core questions that would be asked to all three of the above mentioned groups. We then added a few variable questions that were appropriate for the sample audience.

MGI obtained a list of pre-registered conference attendees from ALA and sent out an invitation to participate via fax. MGI has no problem filling any of the focus groups and needed very little follow up calling. We sent out confirmations to all participants.

For optimal conversation and exchange we chose no more than 15 participants per group.

Moderator's Guides and attendance lists were created for each segment. They are included in this report.

D. Statement of Limitations

Focus groups seek to develop insight into attitudes, beliefs and perceptions rather than quantitatively precise measures. Because of the limited number of participants and the restrictions imposed on recruiting, this research must be considered in a qualitative frame of reference.

The reader is reminded that this report is intended to clarify ambiguous issues and indicate possible directions for future research. The data presented here cannot be projected to a universe of similar respondents.

The value of focus groups is in their ability to provide observers with unfiltered comments from a segment of the target population and for decision-makers to gain insight into the attitudes and beliefs of their consumer base.

SUMMARY

This was the first time that MGI has conducted focus groups on behalf of the American Library Association. This report of findings is just the first benchmark in a series of research that ALA is conducting over the next 8 months. This report outlines the findings of the three focus groups conducted at the AASL Annual Conference and provides any suggested action items for ALA to consider moving forward. If MGI is chosen to conduct the remaining focus groups, a final summary report will be presented that includes all the findings from the 16 total focus groups once completed.

It is important to note that this report is a result of answers that have come from school librarians and media specialists who are employed in public or private education at some level. The comments and perspectives are from a singular education based librarian group. The action items are based on the comments coming from the focus groups or recommendations from MGI that we think would be helpful to this particular membership segment. They are intended to be used for discussion for ALA internal staff and its board of directors.

You will see in this report that although we tried to keep most of the questions the same for each group, tangential conversations took our line of questioning in several different directions. The good news is that ALA members are vocal and have very strong opinions on matters concerning their profession and their membership with ALA. The challenge for ALA will be to structure benefits and services in a way that satisfies as many librarians as possible. Trying to be everything to every librarian is not a new challenge for the leaders and staff of ALA. And it is the reason that ALA's special interest divisions are so strong and really have taken a deeply significant life of their own. As a profession, like librarianship, takes on multiple meanings and responsibilities, national organization are forced to address the needs of its specific audiences. ALA's special interest divisions allow ALA to do just that. As ALA looks to broaden its membership within the masses, providing niche membership will be essential.

Across the board school librarians value the diversity of tasks and the flexibility of their schedules. They are all concerned about budgets and funding shortfalls, and the inability to acquire vital resources that include technology improvements that are badly needed to deliver the best services to its user groups.

The lack of credibility in their profession and the perceived "dumbing down" of the library profession with loosening requirements is of real concern for all three groups. Much discussion focused on the lack of understanding by supervisors (principals) and the community (parents) about the level of education and expertise a librarian brings to the education process. They feel under appreciated and under utilized. Many expressed outrage when budgets were being cut at the district level and qualified full-time librarians were being replaced with part-time support or paraprofessional staff.

Participants really wanted to see ALA/AASL creating more material and more resources that help to promote the vital role the school librarian plays in teaching and education our schoolchildren. Each group talked about increasing PR for their peers and the community and as their profession has evolved into one of a highly specialized media professional, the perception of what a librarian is has not evolved since the 40's and 50's. They are looking to ALA to help them make that transition.

Although there were differing opinions about wanting to belong to ALA and AASL or just AASL, most were appreciative for the national advocacy that ALA provided and the level of effort that ALA exerted in protecting the freedom of information and other basic rights. Many participants were concerned with ALA's "very liberal" approach but for the most part were thankful that such a powerful group was protecting their interests.

The leaders felt that there was more collaboration with teachers, school boards and faculty than did the other groups. The new and not so active members felt more like babysitters and release time for teachers and that the

acknowledgement of how the school librarian could be more of a education solution—especially in terms of No Child Left Behind requirements—was lacking in most cases.

Participants valued the networking, information and conferences that ALA and AASL provided. They valued an organization like AASL that really understood their needs and the difficult position of being everything to everyone.

Most participants were appreciative to have the opportunity to participate in the focus groups and were inquisitive as to what ALA planned to do with the information. They were happy that ALA wanted to hear from the members.

Following are just a few action items that MGI felt were important considerations for ALA based on all 3 focus groups. Follow the action items are the detailed findings of each focus group and then the transcriptions. The transcriptions are worth reading through (although long) as there are additional comments and tangential conversations that contain interesting information but are not necessarily highlighted in the detailed findings.

ACTION ITEMS

Based on our analysis of the discussion from ALA member focus groups, Marketing General, Inc. encourages the following action items in no particular order:

- Provide a greater level of public relations to promote the vital role of the school librarian to their colleagues (principals, teachers, support staff) and the community (parents, board members). Many librarians feel under appreciated and under utilized in their role. The *Toolkit* was referenced as a great resource for librarians and they wanted to see more resource like this one along with a more concentrated PR effort on their behalf.
- The @your library campaign may promote the use of libraries as a vital resource but not necessarily the role of the librarian. Is there a way to tie this into the campaign?
- Consider moving the AASL conference to a summer date. This may help increase attendance as many librarians noted the difficulty of getting away and finding a substitute librarian to cover their duties while they attended the conference.
- Re-examine the ALA web site. Many participants noted that it was not user-friendly or easy to find information. Most want to use it as a resource but most find it cumbersome.

- Provide a better explanation of ALA membership dues are used. Many participants complained about the cost of membership but MGI believes it may be a value issue. If a member understands the multitude of areas that ALA touches with annual dues, some of the concerns may diminish.
- Re-adjust some of the future focus groups questions to ask more specific questions about what members need in terms of public relations and credibility building.

NEW MEMBERS FOCUS GROUPS

DETAILED FINDINGS

Twelve members participated in the New Members focus group on Friday, October 24, at the Marriott Hotel in Salon 7 meeting room, in Kansas City, MO. All twelve participants worked in public schools; five from middle schools, three from elementary schools, three from high schools, and 1 undefined.

What was interesting about the new members group was that although they were new members, they were not necessarily new to education or the librarian profession. Most had been in education for well over twenty years and as a librarian for nearly a decade. Most of the new members joined ALA/AASL at the encouragement of a peer or supervisor or because the conference was someplace geographically convenient for them. One participant noted that they slid in and out of membership based on the AASL conference location. Most indicated that ALA membership was not as important but included in membership. They understood that they were unable to join AASL only so they just take ALA membership.

Most are involved at the state level and struggle with their professional development budget between annual memberships and conferences. About half of the participants indicated that their school district paid for some of their ALA participation whether it was for annual membership and the conference or just membership. One participant told us that she was able to join ALA/AASL and attend the conference through a mini-grant she received. The cost of annual dues was an issue for almost all participants. (MGI does not see the dues as out of line in comparison to other education related organizations).

For the most part, the new members voiced frustration with their lack of credibility in relationship to their peers and the community. Most felt they were under appreciated and under utilized. They were adamant about the level of education the had in regard to the principal or superintendent of the school/school district. They felt that the teachers did not see them as a collaborative partner in the teaching process for the schoolchildren and that the resources at the library in terms of reading, researching and learning were not integrated into the overall lesson plan for students.

The new members really stressed the need for assistance in the area of public relations. That the @ your library campaign was a great step in that direction but that they also needed a more grassroots approach to educating their peers, supervisors, and parents

on their important role as an educator and resource. They want to be seen as resources not babysitters or relief time for teachers. Participants wanted ALA to design a pass-along brochure that describes what a librarian does all day long.

Many voiced appreciation for the AASL *Toolkit* as a great piece to help with the education process.

The roles and major responsibilities of these librarians varied from student assistance to technology troubleshooting. Most participants were concerned with funding for new services like a DVD player, books, technology tools, etc

The Internet is a challenge for these participants. Educating students to use the internet as a resource but to also understand that much of the information on the web isn't always accurate or as comprehensive as it should be. Finding a balance between promoting library usage and the Internet is a challenge.

Librarians are also concerned with pay in relationship to education. Many did not feel they were compensated fairly for the level of education. The emergence of paraprofessionals was also a topic for discussion. They are not librarians and yet they seem to be substituting for positions once held by full-time qualified librarians.

They also felt that they were being ignored in terms of helping raise reading and test scores with regard to No Child Left Behind benchmarking. They fear that if their schoolchildren are labeled as failing, the blame will be sent around the faculty.

Participants valued the journals and the information (mail and e-mail) they receive from ALA and AASL. Networking was important as well. Some voiced an interest in AASL forming a ListServ so they could continue networking at some level throughout the year. They were also impressed and appreciative that ALA was taking the time to conduct focus groups and to learn more from the members about what they needed.

Most participants felt as though the ALA web site was not very easy to navigate and the information difficult to find. And they felt that the publications and graphics that are listed in the ALA product magazines are far too expensive for members. But then they did mention that they appreciated the member discount.

Suggestions for ALA to improve benefits and services included more public relations for parents and the education community, an AASL list serv, assistance in finding federal grant money (needed for technology upgrades, etc.), and a high-level practice department (a human person) where members could e-mail or call ALA for professional advice about a serious problem facing a member. This could include anything from technology to legal questions or clarifications. Participants also voiced interest in getting more information about grant writing and finding of grant monies. A final suggestion was for ALA to develop a white paper (not a web page) on the importance to test scores of the library media program so they can make a case for their role with regard to test scores.

There was some confusion among the group about what is available for reuse and what is not...like the @ your library logo (see transcription for detail) . They were given mixed message from customer service folks and found many of the logo or graphics extremely

difficult to download from the web site. A few participants indicated that they were not treated very well when they called into customer service.

Lastly, there was a great deal of discussion about moving the conference to a summer date. Many participants struggle to get away during the school year and most felt attendance at the conference would increase if it was over the summer break period.

A closing comment came from a participant who struggled with ALA's liberal stance on many of the issues.

NOT SO ACTIVE MEMBERS FINDINGS

DETAILED FINDINGS

There were a variety of school library and media specialist types participating in this focus group. Their job functions ranged from library services at an elementary school to technology specialist for a state department of education. Six of the 14 participants have been in the profession for 5-10 years; two for 10-15 years; and four for more than 15 years.

When asked what occupies the majority of their day answers varied. Some participants stated that the majority of their day was spent instructing and teaching while others said they were responsible for maintaining the technological structure of their system. Other answers included the evaluation, teaching and observation of media specialists, and a lot of multi-tasking with one participant describing him/herself as an "interruptible power source". Another participant describe the role of librarian as a teacher of problem solving....teaching children to solve problems and make decisions.

Participants felt the best things about their job were the people, the variety of tasks, the enthusiasm of the kids. But variety did not always seem like a good thing as one participant felt that the multitude of tasks and the broad subject matter they needed to know made them more of generalists rather than specialists. Others agreed.

Participants see themselves as contributing to a child's student achievement and see reading as the cornerstone of education. This group displayed much more passion about their profession in comparison to the new members focus group participants.

For the most part, participants are worried about funding of library programs and related products and services. And they are concerned with the potential consequences of No Child Left Behind, especially in regards to Special Education programs and funding. Some library budgets are being shifted to satisfy other perceived urgent needs in the school district.

Again the concern over the perception of the Internet as a reliable information resource that could replace books was a concern to these participants. They feel like they are having to fight even harder to justify their role and their importance in the education arena for children. Couple this with budget shortages and some of the participants are worried about their future place in education and library services.

There was a concern about a possible shortage of educated and qualified library and media specialists. And that many states, to compensate for the shortage, are accepting any person who can pass the exam, rather than a person who has been educated in library services.

Internally, scheduling was mentioned as a challenge and more specifically block scheduling which seems to work in some situations and not well in others. Flexibility in scheduling was described as both a blessing and a burden.

As in the new members group, the discussion turned to the lack of understanding from the principal, teachers and other faculty about the exact role and resource that the librarian can be in the education process. They are frustrated that they produce reports that are never read, crunch numbers that are never looked at. They are frustrated about how to go about showing that librarians today are not the same librarians of the 40's. How can they make themselves seen as indispensable?

Looking ahead, most agreed that more collaboration with teachers and faculty was essential to being part of the education solution. They are also concerned with funding for technology to help keep their programs relevant.

Most participants agreed that they would not join ALA if they did not have to. They felt ALA was really geared towards public librarians and that they did not understand the needs of the school librarian. The AASL conference was also a much better education opportunity than the ALA Conference.

An opposing comment came from a participant who was thankful that ALA advocated for the library profession as a whole and that they stood as a vanguard of intellectual freedom. After some discussion, most agreed they would only join AASL but they understood that by pulling away from ALA, it might cause ALA to lose some of its presence and awareness when it came to legislative influence and effectiveness.

Ten out of fourteen participants pay their own dues to ALA/AASL. Participants renew every year for the information, conference discounts. They value ALA's position statements, the information about intellectual freedom.

Participants were concerned, like the other group, with the lack of user-friendly guidance on the ALA web site. They found it difficult to search and find specific information or papers. Also, some of the links did not work. They feel that, done correctly, the ALA web site could be a very powerful benefit.

AASL was valued for its conference, information and publication. New professional development workshops for next year were also mentioned along with the School Library Media research which is now available online. Networking was also a valuable benefit.

Participants spent some time talking about the need for ALA to help the profession come together and reach a consensus about a common vocabulary and a common number of steps for teaching and problem solving and to really define what a librarian really is these days. They would really like ALA to help define who they are so they can educate others. Some participants voiced an interest in changing the names of libraries to media centers altogether.

Most participants admitted that they were not real active but that ALA hadn't always done a great job providing clear paths for involvement. They were appreciative of the information in their registration packets that talked about committee involvement. They expressed interest in having ALA teach people about how virtual committees worked.

Basically, participants agreed that they felt their time was stretched too thin between their day-to day jobs, local involvement, state involvement and national participation with ALA.

Lastly when asked what one tool they could use to make their jobs easier, the answers were: a clone, 48hours in a day, sufficient staff, full-time aid, a companion library in the same district.

Like the other group, the participants were thankful to ALA and AASL for providing a focus group forum to discuss issues. They felt valued and were thankful for the opportunity to be involved.

LEADERS FINDINGS

DETAILED FINDINGS

It was obvious to the groups that each participant in this group held significant positions in their profession and were involved in organizations on both the local and national levels. Although this group would have been perceived to be more insightful when answering the core questions, their answers actually closely mirrored the answers given by the new and not so active members. The biggest difference really was between the perceived level of collaboration among faculty and staff. The leaders had a much higher sense of team work and collaboration. This groups also, unlike the other two groups, really talked about big picture scenarios rather than the tactical day to day issues.

When asked what occupies most of their days answers included interacting with students, interacting with teachers and administrators, returning phone calls, dealing with technology issues, research and preparing materials for professional development, personnel issues and overall multi-tasking For the most part the participants felt that their position demanded that they remain available beyond the 9-5 day. Especially in the case where there are librarian shortages.

The leaders in this group valued the flexibility, the people, a team concept, the diversity and joy of working and learning in their positions. The greatest challenges included morale issues tied to budget cutbacks, political issues like No Child Left Behind, the controversy surrounding testing and measurements, the limitations of resources with the expectation of excellence in learning and student achievement. Another comment and follow up discussion centered around the inability to maximize technology tools and to find the right staff that understand education and technology together to make relevant and useful applications.

Critical thinking around information literacy and assessment became a topic for discussion with this group as well. It is a challenge teaching children and generating

enthusiasm for learning to do conduct critical thinking.

Leaders were most concerned with budget cuts and maintaining a high standard of excellence for students in terms of critical thinking, project-based learning rather than focusing on test scores or mandated measurement standards. They voiced concern that the process of testing stifles the creativity that can be used for learning. And lastly, leaders worried about diminishing support from the community, from states, from parents, etc.

Leaders joined ALA by a suggestion from a colleague and enjoy the personal contact and networking opportunities afforded to them through ALA and AASL. However, the group agreed that their real interest was with AASL and that given the opportunity they would probably not join ALA. Further discussion brought the balance back to ALA and AASL citing that from an advocacy stand point and national representation, AASL would not be successful with ALA. When the moderator asked how many, if given a choice, would only choose AASL membership only and not ALA membership only one participants responded that he wanted AASL only. The rest came to the conclusion that ALA was an important national presence.

The leaders also wanted to see ALA doing a better job outlining what its does for school librarians...things like protecting intellectual freedom. Participants discussed the value of being affiliate with education based groups like ISTE, ASCD that focused on education rather than belonging to ALA which focuses on librarianship. ALA's position in the marketplace may be challenging for school librarians as much of their day centers around education issues rather than library issues.

There was disagreement as to whether or not *American Libraries* magazine was content-rich for school librarians. Leaders did not have anything negative to say about the web site and appreciated the 24-7 access to the information found on the ALA site. The AASL conferences and regional meetings were highly valued. One participant also appreciated the awards and recognition ALA provided to members and leaders in the profession.

For AASL, participants valued networking, conferences, information power on the cutting edge, camaraderie, and the Affiliate Assembly. They also hoped that the AASL marketing campaign would help to strengthen the role of school librarian.

Every participant raised their hand in a "yes" gesture when asked if they pay their own dues. But the state or employer paid their way to the conference in some cases.

What would leaders like from ALA that they currently do not receive? A national listing segmented state by state of job listings, or a nation recruitment campaign. AASL should provide a list of courses available nationwide to become a library media specialist. Some participants would like to see ALA beef up its political lobbying. They also want to see more of a liaison tie between the national lobbying efforts and local involvement. They want to see consistent messaging. They appreciate the alliances that ALA has with other groups but they don't see that collaboration resulting in tangible change or movement for the librarian/education arena.

Librarians from this group, although they valued ALA for their own professional development, they also saw the need to be involved and have a presence in other

organizations like ASCD, ISTE, NCTM as they see themselves as an integral part of the education process at virtually every level.

For the most part, leaders indicated that they needed more money in their budget and more time in their day to accomplish their objectives. Other comments included respect, collaboration, staffing.

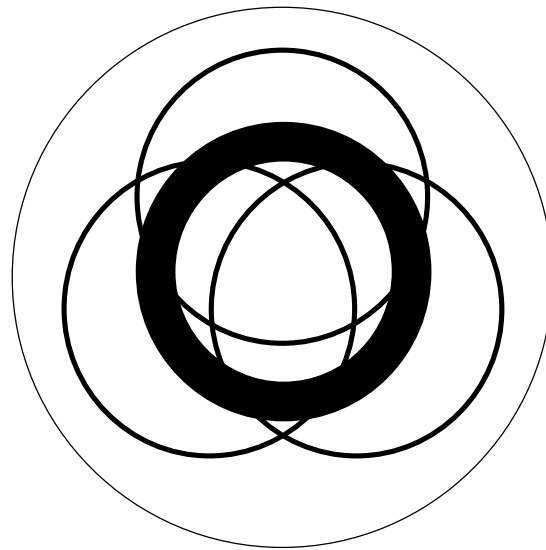
AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

- Topic:** Strategic Plan Update
- Background:** As part of the adoption of the Strategic Plan at Annual Conference, 2001, the AASL Board of Directors adopted four policies to support that plan. (See Strategic Plan, Appendix B, p.13-14) These policies include the commitment to review the strategic directions of the plan at each Midwinter Meeting.
- Action Required:** Review of status of the plan and discussion of next steps.

American Association of School Librarians,
A Division of the American Library Association

Strategic Plan



Adopted June 2001

AASL Mission

The mission of the American Association of School Librarians is to advocate excellence, facilitate change, and develop leaders in the school library media field.

AASL Goals

AASL works to ensure that all members of the school library media field collaborate to:

- * provide leadership in the total education program
- * participate as active partners in the teaching/learning process
- * connect learners with ideas and information, and
- * prepare students for life-long learning, informed decision-making, a love of reading, and the use of information technologies.

AASL Values

The values for AASL that have been identified are:

- * AASL will make a difference for members of the field/profession by addressing the important issues.
- * AASL will have a national presence and a national identity.
- * AASL will encourage diversity in its membership.
- * AASL will be organized to clearly address the identified essential functions.
- * AASL's structure will allow members to be represented in the decision-making process.
- * AASL involvement opportunities will be varied and geographically dispersed.
- * AASL will be fast, focused, friendly, flexible, and fun.
- * Essential Functions of AASL

Eight essential functions for AASL fall into four major areas. None of these functions are discrete. They overlap, are interrelated and support each other.

Responsibility to the Field Function:

Vision and Voice: Developing, implementing, and articulating a vision for the profession through standards, frameworks and guidelines.

Development of the Knowledge Base: Developing and disseminating theory, best practice and research to move the field forward.

Continuing Issues: Continuing support for the major issues in the field such as funding, reading, technology and intellectual freedom.

Responsibility of Members Function:

Communications: Disseminating information through a variety of formats.

Professional Development: Providing opportunities for continuing education.

Community: Building a sense of community and creating connections to others.

Outreach Function:

Advocacy: Reaching out to constituencies and decision-makers who affect the quality of school library media programs.

The Association:

Association and Maintenance: Maintaining an association that is fast, friendly, flexible and fun.

Specific Action steps related to these responsibilities follow:

Responsibility to the Field Function:

VISION AND VOICE: DEVELOPING, IMPLEMENTING, AND ARTICULATING A VISION FOR THE PROFESSION THROUGH STANDARDS, FRAMEWORKS, AND GUIDELINES.

Maintain an active voice in the National Council for the Accreditation of Teacher Education (NCATE) program review process.			
By August, 2002	Complete Revision of <i>Program Standards for School Library Media Specialist Preparation</i> and submit to Specialty Area Studies Board	NCATE Guidelines Revisions Task Force	Complete
Ongoing	Attend semi-annual Executive Director's meetings and fall All Board's meeting	Executive Director, Member representative to Specialty Areas Board	Ongoing
Annually	Prepare report of NCATE activities and issues	Member representative to Specialty Areas Board	Ongoing
Ongoing	Support NCATE Program Review Process	Committee or Task Force TBA	Appointed

Create awareness of the National Board for Professional Teaching Standards (NBPTS) <i>Library Media Standards</i> and certification process			
By November, 2001	Include program on this topic at division national conference	Conference Committee, Members	Complete
Ongoing	Disseminate information as it becomes available from NBPTS	Staff	Ongoing

Assure that the vision of <i>Information Power</i> is evident in all conference programming			
Ongoing	Require all program proposals for Annual Conference and division national conference to identify how program reflects content of <i>Information Power</i>	Program Committee	Ongoing 2003 Programs tracked by Information Power categories

Maintain Currency of guidelines and standards			
By July, 2005	Appoint committee to develop revised guidelines for school library media program development	President, Board of Directors	

DEVELOPMENT OF THE KNOWLEDGE BASE: DEVELOPING AND DISSEMINATING THEORY, BEST PRACTICE AND RESEARCH TO MOVE THE FIELD FORWARD.

Provide support for building level action research projects that analyze the impact of the SLM program on student achievement			
By July, 2002	Prepare proposal and identify potential sponsors to support building level research initiatives	Research & Statistics Committee, Staff	
By July, 2002	Investigate opportunities to fund action research through Institute of Museum and Library Services (ILMS) grants	Research & Statistics Committee, Staff	Not Funded
By Sept., 2003	Publish a monograph on action research as part of the <i>Bottom Line</i> series	Publication Committee, Editors	Under Contract Complete
By Jan., 2002	Inaugurate a "Best Practices" column on applied research in <i>Knowledge Quest</i>	Editors, Editorial Board	Complete
Ongoing	Continue to develop the <i>Information Power Action Research</i> project as a data gathering tool for SLMS	Research & Statistics Committee, Board of Directors	Ongoing

Assess the impact of national guidelines and standards on teaching and learning			
By June, 2002	Conduct a final evaluation of the implementation plan, <i>Because Student Achievement is the Bottom Line</i>	Task Force (TBA)	Not Funded
By October, 2004	Sponsor a research symposium	Research & Statistics Committee, Board of Directors	
Ongoing	Disseminate information on the Treasure Mountain Research Retreat	Research & Statistics Committee, Staff	Ongoing

CONTINUING ISSUES: CONTINUING SUPPORT FOR THE MAJOR ISSUES IN THE FIELD SUCH AS FUNDING, READING, TECHNOLOGY AND INTELLECTUAL FREEDOM.

Maintain a strong, proactive legislative presence			
By June, 2002	Increase member subscriptions to ALAWON	Legislative Committee, Staff	Hotlinks Feature
Annually	Invite Washington Office staff to make a presentation to the Affiliate Assembly	Legislative Committee, Affiliate Assembly Executive Committee	Ongoing; At Annual Conference
By May, 2003	Develop a plan to encourage SLMS presence in each state's delegation to Legislative Day	Legislative Committee, Affiliate Assembly Executive Committee	In process Under committee discussion
By June, 2002	Publish an updated Legislative Handbook	Legislative Committee, Staff	Committee recommendation – Not to do this

Build partnerships with a variety of library constituencies			
By October, 2001	Implement a collaborative plan with ACRL to promote information literacy based on recommendations from the report, <i>Blueprint for Collaboration</i> , to include a joint publication, a joint professional development opportunity, and a joint award	Joint AASL/ACRL Task Force (TBA)	Complete
By July, 2002	Develop a brochure with ALSC and YALSA for the recruitment of librarians to work with youth	Publication Committee, Staff	Complete
Ongoing	Meet with ALSC and YALSA to generate collaborative efforts related to shared youth issues	Executive Committees	Ongoing

Responsibility to Members Function:

COMMUNICATIONS: DISSEMINATING INFORMATION THROUGH A VARIETY OF FORMATS.

Provide relevant, timely information			
By June, 2002	Review existing Position Papers for currency, follow up on papers under revision, identify topics for new papers	Board of Directors	In Publications Committee
By November, 2001	Develop Members' Only section of the website	Staff, Web Advisory Committee (TBA)	In Progress Complete
By October, 2003	Complete publication of six titles in the <i>Bottom Line</i> series	Editors, Staff, Publications Committee	Two in Progress Two of six complete
By September, 2001	Develop checklist of promotional materials available to Affiliates	Staff	Complete; in Affiliate Assembly Handbook
By September, 2002	Develop traveling exhibit for conferences of Affiliates	Staff	Complete
Ongoing	Strive for high quality journals that meet members' needs	Editors, Editorial Boards	Ongoing

PROFESSIONAL DEVELOPMENT: PROVIDING OPPORTUNITIES FOR CONTINUING EDUCATION.

Develop relevant professional development opportunities in a variety of formats			
By October, 2002	Develop at least one regional national institute for presentation during Non-Conference years	Institute Planning Committee (TBA), Staff	In Progress In development for 2004
By April, 2002	Develop at least one leadership forum.	Forum Planning Committee (TBA).	Complete
Ongoing	Maintain ICONnect online courses	ICONnect: Online Courses Committee	
By December, 2002	Develop at least one Web-based continuing education course	ICONnect: Online Courses Committee	
Ongoing	Offer at least one preconference at ALA Annual Conference each year	Annual Conference Program Committee	Ongoing

Increase communication among committees and task forces that address Professional Development needs			
By January, 2002	Identify committees and task forces, create discussion list for chairs, schedule joint meeting at Midwinter and Annual Conferences	Staff	Complete
Ongoing	Develop action plans based on data collected through evaluations, surveys, and reports	Chairs, Staff	Ongoing
Ongoing	Develop charges and minimum intended outcomes for new and existing committees and task forces based on action plans	President-Elect, Board of Directors	

COMMUNITY: BUILDING A SENSE OF COMMUNITY AND CREATING CONNECTIONS TO OTHERS.

Recognize outstanding leaders and programs through a system of awards			
Ongoing	Conduct periodic review and revision of award criteria and procedures to ensure that awards reflect current best practice	Award Committee Chairs, Board of Directors.	Ongoing

Outreach Function:

ADVOCACY: REACHING OUT TO CONSTITUENCIES AND DECISION-MAKERS WHO AFFECT THE QUALITY OF SCHOOL LIBRARY MEDIA PROGRAMS.

Reach out to extended families to create an awareness of the importance of information literacy as a lifelong learning skill			
Annually	Develop one online course targeted to extended families	ICONnect: FamiliesConnect Committee	

Support students in acquiring information literacy skills			
Ongoing	Provide a Q & A service, KidsConnect, for school age children	Staff, Contractors, Board of Directors	Sunsetting
By January, 2002	Establish a governance/advisory structure to provide direction to the development of the KidsConnect initiative	Board of Directors	Sunsetting
By September, 2002	Extend the KidsConnect service to support students in the inquiry/research process	Advisory Committee (TBA), Contractor	Sunsetting
Ongoing	Provide training to KidsConnect volunteers to help students in the inquiry/research process	Contractor	Sunsetting
Ongoing	Seek financial support to continue the KidsConnect initiative	Board of Directors, Consultant, Staff	Sunsetting

Increase awareness and support for SLM programs			
By April, 2003	Collaborate with the Public Information Office to implement a "mini" @ your library campaign focused on school libraries	@ your library Campaign Staff, Board of Directors, Affiliate Assembly Executive Committee, Staff	In Progress Launched in October 2003

The association:

ASSOCIATION MAINTENANCE: MAINTAINING AN ASSOCIATION THAT IS FAST, FOCUSED, FRIENDLY, FLEXIBLE AND FUN.

Build a strong association capable of remaining viable in changing environments			
Annually	Revise/review the Strategic Plan at Midwinter	Board of Directors	Ongoing
Ongoing	Investigate and develop new revenue sources for physical and virtual products, services, and experiences	Treasurer, Staff, Executive Committee	
By June, 2002	Develop strategies which will allow the Association to respond more quickly to opportunities	Executive Committee, Executive Director	Budget placeholder for "New Initiatives"
By June, 2003	Implement the Membership Business Plan including recruiting new members, expanding and maintaining membership, and carrying out strategies for renewal of lapsed members	Affiliate Assembly Executive Committee, Past-President, Affiliate Assembly representatives.	
Ongoing	Recruit an ethnically diverse candidate pool for association leadership positions	AASL President-elect, Regional Directors, Nominating Committee	
By September, 2001	Provide orientation and leadership training for committee and task force chairs and members in a variety of formats including online and face to face at Midwinter and Annual Conferences	AASL President, President-elect, Past-president, Staff	Ongoing
Ongoing	Provide opportunities for virtual participation	Board of Directors, Staff	Ongoing
By June, 2002	Review the role and function of the Affiliate Assembly through a self-study	Affiliate Assembly Executive Committee	Complete
By June, 2002	Review the role of the Directors and Directors-elects in the communication's process between the Affiliate Assembly and the AASL Board	Directors, Director-elects, Past-president	Complete

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

Environmental Scan – Association Outlook

June 2001

A critical examination of association strengths, weaknesses, environmental opportunities, and threats

Association Strengths
<ul style="list-style-type: none"> ? Dedicated Professionals involved in the organization ? Talented, creative volunteers ? Growing membership ? Excellent staff ? Strong lobbying presence through Washington Office ? <i>Information Power: Building Partnerships for Learning</i> ? National implementation plan for <i>Information Power</i> guidelines ? Journals: <i>Knowledge Quest</i> and <i>School Library Media Research</i> ? Biennial national conference ? Support of the library vendor community ? Strength and visibility of the ALA name
Association Weaknesses
<ul style="list-style-type: none"> ? Lack of focus and clear plan ? Inertia in product/program development ? Uneven follow through on projects by committees/task forces ? ALA bureaucracy ? Concerns regarding Affiliate Assembly's role and relationship to AASL board ? Number of states that do not actively participate in Affiliate Assembly ? Concerns regarding terms, roles, and responsibilities of Regional Directors ? Small percentage of school library media specialists who are members ? Lack of relevance of membership to majority of building level professionals ? Small percentage of members who are active ? Leadership positions rotated among a small group of seasoned members ? Burning out active volunteers by asking too much of too few ? Lack of continuity between committee chairs ? Lack of strong policy framework to guide decision-making ? ALA focus on public libraries and public library issues

Environmental Opportunities
<ul style="list-style-type: none"> ? Increase of member involvement through virtual participation ? <i>Bottom Line</i> series of publications ? Involvement in NCATE ? Utilizing the Affiliate Assembly to its maximum potential ? Potential of research to demonstrate the value of SLM programs and information literacy ? Nationwide need for continuing education ? Alignment of National Board for Professional Teaching Standards with AASL guidelines ? Strengthening alliances with other education-related organizations ? Strategic plan to focus energy of the organization on meaningful work ? ALA investment in technology ? National focus on reading
Environmental Threats
<ul style="list-style-type: none"> ? Graying of the profession ? Shortage of SLMS ? Lack of plan to recruit new professionals to the field ? Shortage of SLM educators ? Lack of plan to develop new, young leaders to manage AASL's future ? Lack of legislative focus on school library media programs ? Alternative certification ? Dissension within organization ? Demands on public education ? Apathy ? Lack of community support for SLM programs ? Reliance on conference revenues to finance the work of the association ? General decline in volunteerism ? For-profit groups providing "association-like" products, programs, and services ? Status as division of ALA rather than independent organization

American Association of School Librarians

*Strategic Plan: Policies for Implementation

The Association's Strategic Plan was developed to be an essential ingredient in assuring the long term viability of AASL. The plan was developed to assist AASL in positioning for the future and maintaining its leadership in the field. It is, therefore, most important that the plan be fully integrated into the operational structure of AASL. To make certain that the Plan is utilized to the fullest possible extent, the following policies have been created.

Policy #1 Integration with the Association's programs, services, products

It shall be the policy of the AASL Board of Directors that:

AASL's Strategic Plan shall be provided to all parts of the association (Affiliate Assembly, sections, standing committees, task forces, etc.) so that the goals and strategic directions contained in the plan may be used by these groups as they execute the work of the association. The plan shall be the primary basis for all AASL programs, services and products, and these shall be evaluated on the basis of their relatedness to the plan.

The AASL leadership shall be made aware of and be familiar with the AASL Strategic Plan. The strategic directions from the plan shall be included on the agenda of each Midwinter planning session for discussion and comment. Recommendations for revisions to the plan will be solicited from throughout the association.

Policy #2 The Strategic Plan and priorities shall drive the budget process

It shall be the policy of the AASL board of Directors that:

The goals and strategic directions contained in the AASL Strategic Plan shall provide the basis upon which the Board of Directors evaluate current programs, identify new initiatives, and establish priorities for the annual budget.

Policy #3 Assessment of implementation of the plan

It shall be the policy of the AASL Board of Directors that:

Annually all sections, committees and ad hoc groups identify programs and activities that support the plan for the current year and the year that follows as well as those programs or activities that are no longer relevant. This information should be submitted annually to the AASL office as part of the unit's annual report.

Policy #4 Annual Strategic Plan Updating

It shall be the policy of the AASL Board of Directors that:

AASL Strategic Plan is a living document that provides a framework for Association decision making, programming, budgeting, and internal evaluation. Because AASL operates within the rapidly evolving K-12 education environment, it is important for the document to be able to respond positively--even aggressively—as changes occur. Changes in the plan, however, must balance longer term objectives against more immediate issues.

Therefore, the Plan's strategic directions will be reviewed for change annually. AASL units wishing consideration for particular changes in the strategic directions should submit their recommendations in writing to the Board 30 days prior to the Midwinter Meeting. Any action by the Board will be following the planning session at the Midwinter Meeting.

In addition, each year a review of the Association's external and internal environment shall be conducted by staff analyzing trends, member expectations and other available data. Based on this annual review, the Board of Directors may make other revisions to strategic directives and report these to the membership.

The vision, mission, goal statements, values and essential functions will be revisited by the Board every five years at the Midwinter Meeting. The process for revision of the Strategic Plan will be ongoing. The more in-depth review will always follow active solicitation of input from both individual members and the various units of AASL.

*Adapted from policies of the Association of College and Research Libraries (ACRL), a division of the American Library Association

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

Topic: Budget Priorities/Draft Budget

Background: At its October meeting, the Executive Committee, sitting as the Budget & Finance Committee, discussed the budget priorities for the current (FY04) budget year and directed the Executive Director to develop the budget priorities and FY05 budget based on that discussion and AASL policy. That policy states that “The goals and strategic directions contained in the AASL Strategic Plan shall provide the basis upon which the Board of Directors evaluate current programs, identify new initiatives, and establish priorities for the annual budget.” A summary of the budget priorities and a budget overview will be presented on site in San Diego. The actual budget is not adopted until June at the ALA Annual Conference.

Action Required: Discussion of priorities and draft budget figures

AASL Board of Directors

**2004 ALA Midwinter Meeting
San Diego, CA
January 9-14, 2004**

- Topic:** Recommendation on IFLA Appointment
- Background:** Various units within ALA are invited to submit recommendations for service on IFLA committees that align with their area of responsibility. AASL has been asked to submit a recommendation to reappoint one of the current members of the School Libraries and Resource Centers.
- Action Required:** Review vita and forward recommendation to the International Relations Office.