

School Library Standards Workgroup Responses to Public Comments

EXHIBIT #1

DATE SUBMITTED: 9/30/2018

JAYNE LEUSINK, SCHOOL LIBRARIAN

South Dakota is extremely diverse. Some schools do not have a traditional library; some focus more on makerspaces. Some schools only get a less-than-half-time aid to circulate reading materials. These proposed standards are appropriate for a variety of libraries and learning centers, regardless of district requirements, initiatives, and reality. This might not be the appropriate place to express this concern, but I will. During the SDLA conference, I went to a presentation from a teacher-librarian. She presented on her outstanding high school library science course. I am hesitant to even ask about this or mention it to my administration, because I cannot add this to my plate right now, let alone think about creating a new class. Some libraries are in such poor financial conditions or lacking adequate support... that I hope the state doesn't make this a requirement. It is important, don't get me wrong. I am just glad to see nothing about this High School Library Science class in our proposed standards. I just don't think it will be a feasible program to promote and produce in our high schools until our libraries are in a different, more healthy state (funding-wise).

Workgroup Members Response to Public Comment: [No changes made. Reviewed by work group 11/7/18.](#)

EXHIBIT #2

DATE SUBMITTED: 9/30/2018

JAYNE LEUSINK, SCHOOL LIBRARIAN

The logo is not good. It is extremely hard to read and understand. It doesn't flow, and it doesn't make sense. I see an empty white space in the middle and my eyes have a hard time going from there and reading it the correct way. I know we have had different graphics for the library standards year-to-year, but why couldn't we invest in an awesome graphic that we want to display? I've never set my standards out on display because they have never been visually appealing. It could be sustainable for years, with a few tweaks here and there if needed. I would recommend completely starting over on the graphic, because I do not think this graphic can be fixed. I was in the discussion to change text from white to black, but that doesn't solve the problem we have now. It is a design issue. It doesn't follow simple design rules. We have three circles, three strands, and three (or 6) odd looking triangular shapes. There are 4 grade spans and three strands. I have tried to understand the reason for this design and I definitely do not want to hurt anyone's feelings by voicing my concerns of this design. I have some experience in marketing and it just doesn't look right. We need these standards to PROMOTE our library and ask for more money. The graphic doesn't encourage that kind of thinking.

Workgroup Members Response to Public Comment:

[Changes will be made to the format and layout upon adaption.](#)

[Entire work group given opportunity to respond; five work group members responded with similar sentiment. Reviewed & updated 11/7/18.](#)

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EXHIBIT #3

DATE SUBMITTED: 9/30/2018

JAYNE LEUSINK, SCHOOL LIBRARIAN

Finally, the Textual Literacy objective 5 is hard to read/understand. I completely understand what this objective is saying, and it might be perfect. I am not a standards writer; and do I not envy the time and effort you all put into it. I just hesitate with the ending of the objective: and make meaningful connections with self, the world, and previous reading. Do we want to promote forward thinking and problem solving? Do we only learn through reading? It could be previous knowledge? Or through learned experiences, right? What I understood this objective to say at the end was to "read widely and deeply to explore diverse perspectives and make meaningful connections with self, the world, and ?? What you have already learned by reading. I guess the way it reads doesn't sound right. Plus, information can be retained and learned through many formats... not just reading. We are encouraging reading (the beginning of the objective says: read widely and deeply to explore...) AND we also promote the crossings of academics/curriculums. You all know that a student could take something they just read and apply it to a concept they learned on a science field trip. We would LOVE that lightbulb! And probably share it with their science teacher. For example: I might have not read that some pine trees have adapted to forest fires by leaving the bottom of the trees more bear with tougher bark... but when I was reading about the main character walking through the forest decide to carve a heart into the bark of the tree after observing the pine trees look so sad and bare towards the ground, but happy and vibrant towards the top... I could infer WHY the trees were barer towards the bottom because of what I learned about adaptations while visiting the forest with my science class. This is a crazy example and I have probably lost all of you who took the time to read this far. I just feel that this objective is a little confusing. Maybe the right words are there.

Workgroup Members Response to Public Comment: [The following change will be made:](#)

9-12.LIB.TL.5 Read widely and deeply to explore diverse perspectives and make meaningful connections with self, the world, and **prior knowledge**. ~~previous reading.~~

Entire work group given opportunity to respond; five work group members responded with similar solutions to changed language. Reviewed & updated 11/7/18.

EXHIBIT #4

DATE SUBMITTED: 10/04/2018

MARILYN MENDENHALL, SCHOOL LIBRARIAN

The artwork on the front cover is very hard to read when it is printed off in B&W. Could the text be made black? Do we even need color? Our school districts are always trying to save money in all the little ways. Maybe we don't really need color?

Workgroup Members Response to Public Comment: [Changes will be made to the format and layout upon adoption.](#)
[Reviewed by work group 11/7/18.](#)

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EXHIBIT #5

DATE SUBMITTED: 10/04/2018

MARILYN MENDENHALL, SCHOOL LIBRARIAN

The definition for learning goal in the glossary doesn't sound quite right.

Workgroup Members Response to Public Comment: *The verbiage will be change to: what students should be able to know, to do, or demonstrate at the end of the learning experience.*

Entire work group given opportunity to respond; five work group members responded with similar solutions to changed language. Reviewed & updated 11/7/18.

EXHIBIT #6

DATE SUBMITTED: 10/04/2018

MARILYN MENDENHALL, SCHOOL LIBRARIAN

I like the chart because I am able to run my finger across the rows and columns and see all the information at once.

Workgroup Members Response to Public Comment: *No changes made. Reviewed by work group 11/7/18.*

EXHIBIT #7

DATE SUBMITTED: 12/19/2018

MICHAEL LARSON, SCHOOL LIBRARIAN

9-12.LIB.IL.2 Formulate questions and employ strategies to persistently and creatively problem-solve or explore a personal inquiry. One of the areas that students seem to be struggling with is engaging with materials beyond a surface level. They are fine finding material, but struggle beyond giving a basic summary of the material.

Workgroup Members Response to Public Comment: *No changes made. Reviewed by work group 1/14/19.*

EXHIBIT #8

DATE SUBMITTED: 12/19/2018

RENAE LEHMAN, SCHOOL LIBRARIAN

I love how the AASL domains and foundations are embedded in these. All areas also directly influence my school and my profession (Future Ready School/Librarian).

Workgroup Members Response to Public Comment: *No changes made. Reviewed by work group 1/14/19.*

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EXHIBIT #9

DATE SUBMITTED: 12/19/2018

MICHAEL LARSON, SCHOOL LIBRARIAN

I feel you could combine TL.2 and TL.3 in the 6-12 grade areas. 9-12.LIB.TL.2 Independently read, listen, and view for recreation and personal growth and/or academic growth. This would encourage more classes to engage with the library in academic work, while giving students the ability to have a voice in their reading.

Workgroup Members Response to Public Comment: The delineation of the two objectives (TL.2 and TL.3) make it clear that the library is both for recreational use and academic use. Combining the two objectives may lose impact and clarity for South Dakota's diverse school library staff. Reviewed by work group 1/14/19.

EXHIBIT #10

DATE SUBMITTED: 12/19/2018

KAREN SCHLEKEWAY, SCHOOL LIBRARIAN

Any lessons created to meet the standards of effective researchers will be great for our students. They need to be proficient researchers and know how to and where to retrieve information for their cause. Also, the standards of ethics and civil responsibilities will aid our students to become productive members of our society. I love the idea of library standards to support curriculums. I just wish schools were required to have educated librarians in their schools as I understand the importance of that role. Our students need librarians in their lives to help them in ways that regular classroom teachers cannot or do not have adequate time. What concerns me most is that we have these library standards, but districts are not required to have librarians in all their buildings. We, in Belle Fourche, have me as a certified librarian to take care of 4 schools. The middle school has not had library classes for the 20 years I have been employed in the district, so I am not sure how we as a school or me as the district librarian would be able to cover these standards.

Workgroup Members Response to Public Comment: No changes made. Reviewed by work group 1/14/19.

EXHIBIT #11

DATE SUBMITTED: 12/20/2018

JOAN UPELL, SCHOOL LIBRARIAN & TEACHER

The draft standards look great, clear and to the point. I found one typo - should read exchange **of** ideas.

9-12.LIB.CE.6 Initiate collaboration and respect various perspectives that contribute to the exchange ideas in diverse learning communities.

Workgroup Members Response to Public Comment: The following change will be made: 9-12.LIB.CE.6 Initiate collaboration and respect various perspectives that contribute to the exchange **of** ideas in diverse learning communities. Reviewed by work group 1/14/19.