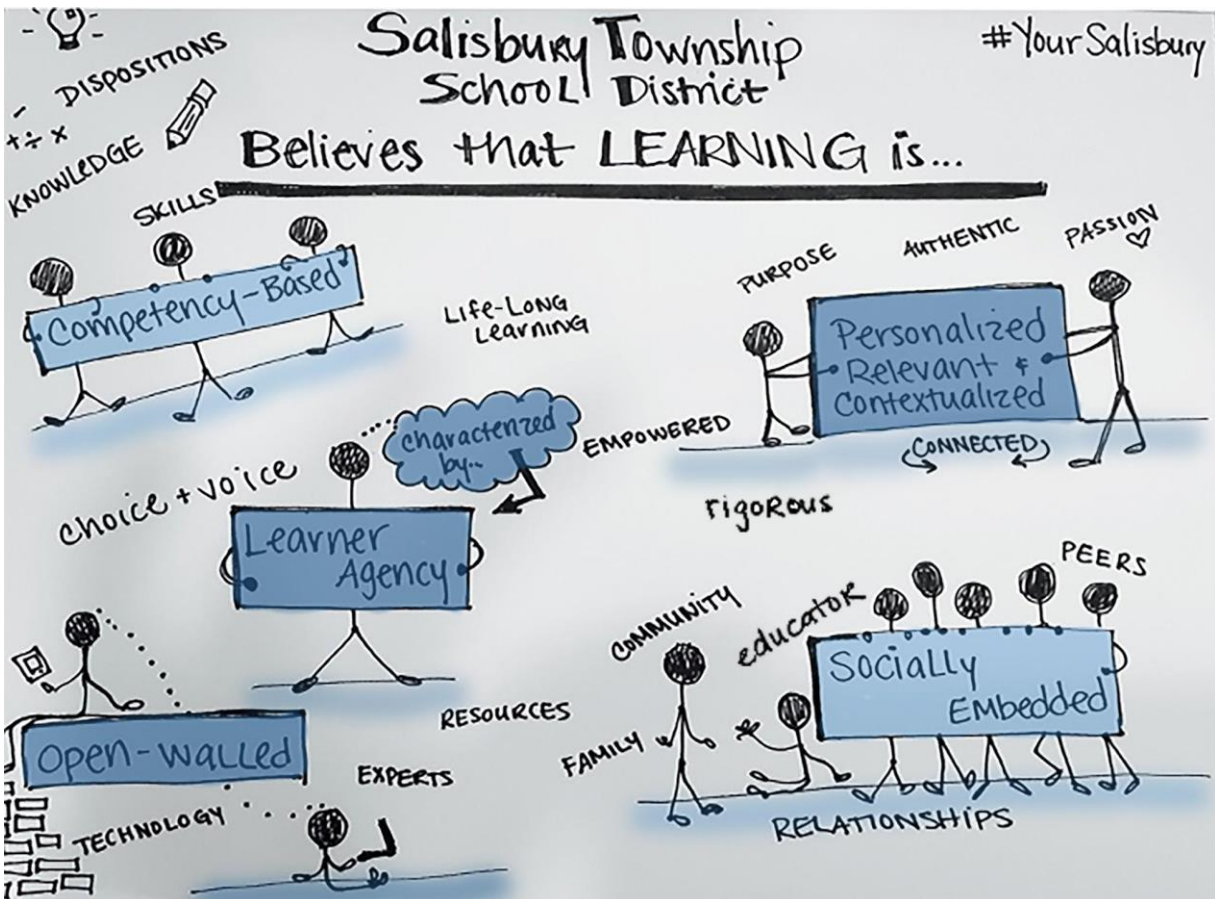


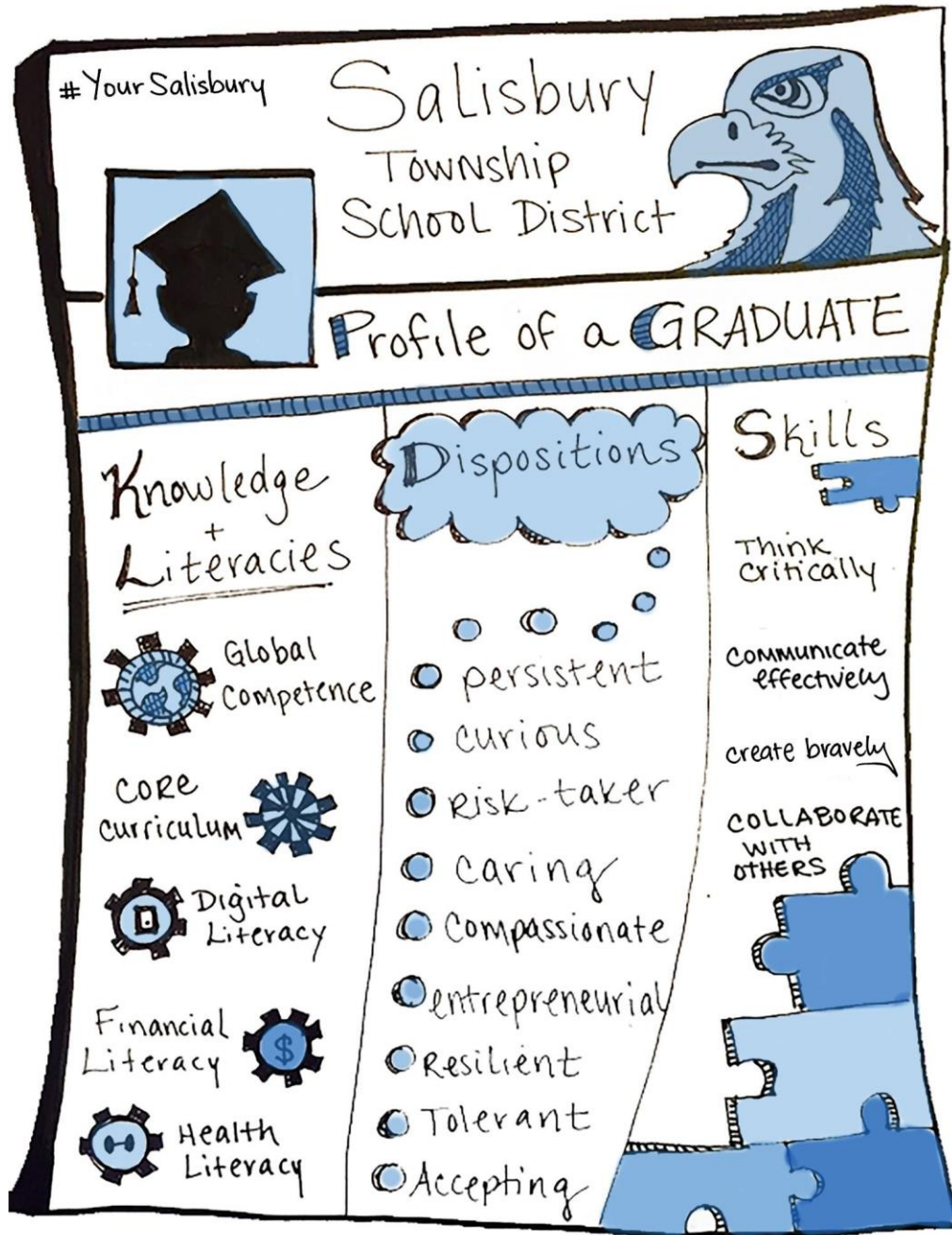
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House Education Committee Testimony
 Tuesday, August 30, 2016

Changing times call for changing schools which include school libraries. In terms of education reform over the past several years, there has been a louder voice calling for a move *away from* the structures and systems of an industrial era model of information push and little learner control *toward* one of **content curation** and **greater learner agency**. This vision reflects life and learning in the world outside of schooling. The Salisbury Township School District has been working for almost a decade to design and implement a compelling vision for learning in the classroom. Our librarians have been critical in our transformation. It is not hyperbole to suggest that we would not be where we are today, without the leadership and work of these educational specialists.

Salisbury Township School District is a district of 1600 students located outside of Allentown. Every student, K-12, has access to a district-provided digital device. Our technology implementation has been recognized by Apple, Inc., Project RED and the National School Boards Association. Despite the high level of access to digital content through technology, technology is not our focus. The work that we do in the classroom is focused on a clear vision embodied in our *Portrait of a Graduate* and *Learning Beliefs*.





What is the role of the 21st century librarian in supporting the transformation of our classrooms, schools and districts, moving us closer to the vision communicated in the sketches above?

- The library is the hub of the school, one of the few places that all learners - children and adults - have anytime access. 21st century librarians design the library space (both physical and digital) to promote the development of inquiry, creativity, collaboration and community.
- 21st century librarians are instructional leaders, pushing out of the library to collaborate with classroom teachers in designing instruction that integrates critical thinking, information literacy including content curation, digital citizenship, creativity, innovation and the integration of technology.

- Content curation is the new curriculum, particularly in a world that is more focused on personalization and individual voice and choice. 21st century librarians lead in the selection, integration, organization and sharing of digital resources and tools to support transformational teaching and learning and develop the digital curation skills of both children and adults.
- Librarians collaborate with other teacher leaders to provide professional learning opportunities that move the school toward the compelling vision for learning. 21st century librarians facilitate professional learning opportunities that build capacity to understand the knowledge, skills and dispositions that comprise a graduate poised for success beyond high school.
- All children deserve equitable access to learning resources - traditional and digital. The 21st century librarian ensures that all students have equitable access to digital tools, resources and books.
- Privacy is of great concern in the digital age. 21st century librarians lead the way in teaching and promoting data privacy through instruction and modeling.
- Librarians are a key stakeholder in the transition to digital. 21st century librarians participate in district vision planning sessions, fostering a culture of collaboration and innovation.

School leaders and policymakers share responsibility for leveraging the knowledge and skills of the 21st century librarian:

School leaders:

- Lead stakeholders to articulate a compelling vision for learning in the classroom. Librarians must be included in this process.
- Build the capacity of all school leaders to see the benefit of a highly qualified 21st century librarian and the value of the library space in supporting learning.
- Build the capacity of school librarians to be leaders in a digital transformation. This can start with redefining the role and updating the job description. A next step might include examining the allocation of financial and human resources and supporting attendance at professional conferences including PSLA and AASL.

Policymakers:

- Ensure that all learners have access to a qualified librarian necessary to support the development of the knowledge, skills and dispositions associated with a compelling vision for learning in the classroom.
- Creating policy structures, including accountability, that provide space to create systems and structures that support the real-world knowledge, skills and dispositions graduates will need for success in college and career. Accountability systems need to embrace measures beyond core subject area knowledge and span the entire range of the graduate profile.
- Acknowledge 21st century librarians on par with their educational peers.