erican Associat

FLORIDA STATE

Background and Objectives

A A
’ (AA) :
(A)
(E -00-15-0114-15, 2015
2020)
- , -
(1)

.

,

, :

A

;

AA ’
e
(2018);

.

OBJECTIVES

.

.

, ,
,
-

12 .

The complete CLASS II report is available at:
. . / /

FIGURE 1. CLASS research agenda phases.

Research Process

AA

( )

(2),

-

.

E

E A (E A)

(3).

AA .

A

-

.

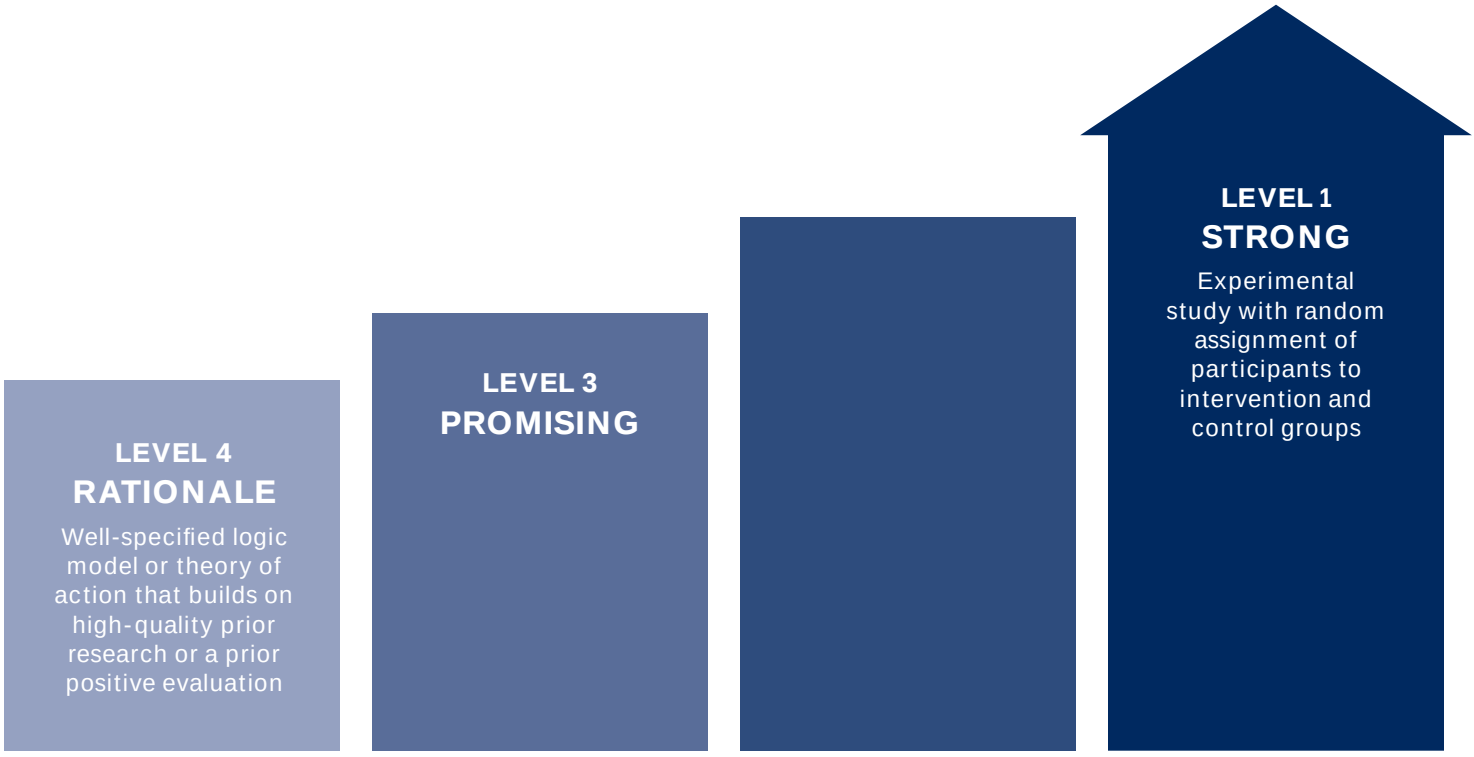
HE E EA CH E ION

What causal relationships between school-based malleable factors and student learning are present in published research?

CHOOL-BA ED FAC O :

Learning activities that occur within school, such as classroom practices, after-school programming, or other factors that might be manipulated within a school.

See the complete research report for full abstracts, additional findings and queries, field studies, and conjecture maps illustrating each of the Shared Foundations. Visit **www.ala.org/aasl/research**


LEVEL 4
RATIONALE
Well-specified logic model or theory of action that builds on high-quality prior research or a prior positive evaluation
LEVEL 3
PROMISING
LEVEL 1
STRONG
Experimental study with random assignment of participants to intervention and control groups

A

,

.

MAJO HEME AND P OMI ING P AC ICE

AA

2017, A

.

,

AA ; ,

,

.

1

A

.E

HA ED FO NDA ION	E EA CH N HE I A EA		
	LEA NE	CHOOL LIB A IAN	CHOOL LIB A
INQ I E	Strengthening Intellectual Tools • Goal Setting •		

TABLE 1. Major areas from research syntheses.

SHARED FOUNDATION

Inquire

School librarians and other educators engage learners in the use of inquiry-based models, and learners benefit from guides to their inquiry processes. Instructional design, learning activities, a collaborative approach, and development of critical thinking skills are fundamental to research related to this Shared Foundation.

LEARNER

ENG HENING
IN ELLEC AL OOL

,

, ,

:

Goal Setting. ,

-

, .

SHARED FOUNDATION

Include

Inclusive Learning.

SHARED FOUNDATION

In education research, collaboration may be seen a bit di erently than how school librarians see it. For example, educators may consider working with parents as collaboration. In some schools, a building-wide commitment to collaborative decision making is a form of collaboration. While collaboration is a frequently discussed and researched topic in school librarianship, it has not been the focus of many causal research studies.

LEARNER

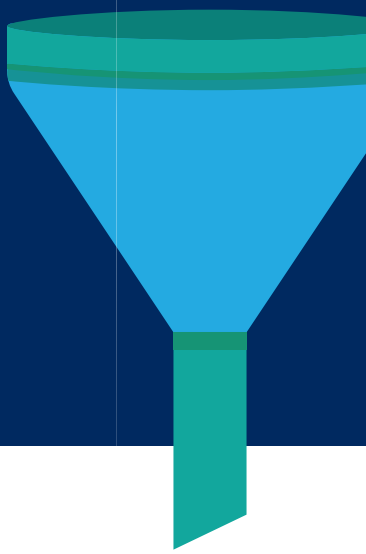
Shared Learning Experiences.

SCHOOL LIBRARIAN

Co-Planning and Co-Teaching Strategies.

SHARED FOUNDATION

Curate



The Curate Shared Foundation involves the e□ective use of ideas and information as a result of finding, evaluating, selecting, and organizing resources appropriate to a given task. A vital component of this foundation includes providing access to resources. What the school librarian does to curate a collection of resources for the school's information and curricular needs, is scaled to the learner's level of need to evaluate and select resources.

LEARNER

Thinking Skills and Strategies.

A

What nonverbal and engaging activities could enhance reading skills through instruction in the visual arts?

Which curation skills can the school librarian model for learners to impact learning?

SHARED FOUNDATION

Explore

Studies in the CLASS aggregation supported the use of manipulatives, real-world materials, and other hands-on explorations and models related to learning in content areas like math, science, or social studies. Reading as “the core of personal and academic competency” (AASL 2018, 13) is also explicitly addressed in the Explore Shared Foundation.

LEARNER

Experiential Learning.

How do school libraries facilitate hands-on learning through the provision of spaces for exploration and discovery such as makerspaces?

Talk about Reading.

. - -

, ,

. A -

,

SHARED FOUNDATION

Self-Perception.

Structured Curricula.

C

AA ’ , AA

,

:

-

.

. (2019)

, ,

. AA

A

.

Works Cited

A A
. 2019. A
A
. < ://ˆ . .
/ / /11213/10819/
AA .
? =1&ˆA = >
(. 16, 2020).

A A
. 2018. , ,
e
, ,
A
A :

, ., . . , A.
A , . , A. ,E .
. - ,E . . , .
, . , . , . .
, . . , . 2017.

E
A :E . < .
. / / / / /
/ 1500/ 1550-
3/ A 1550-3. > (
. 27, 2020).

See the complete report of the CLASS II research project for citations and references. Additional CLASS publications and products are also featured. Visit . . / /