

Developing Creative Collaborators, Flexible Partners, and Resilient Citizens

Activity Guide



Developing Creative Collaborators, Flexible Partners, and Resilient Citizens Activity Guide

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Foreword

What a gift this team of 2024 Emerging Leaders has created for the American Association of School Librarians (AASL) and for all of us to use in our school libraries. The *Developing Creative Collaborators, Flexible Partners, and Resilient Citizens Activity Guide* is proof that this group exemplified the Key Commitment of the Collaborate Shared Foundation in the *National School Library Standards for Learners, School Librarians, and School Libraries*, “Work effectively with others to broaden perspectives and work toward common goals.”

This diverse group of school librarians was charged with creating an activity guide for “Collaborate,” one of six Shared Foundations in a series of projects taken on by Emerging Leaders groups over the last several years. You will find activity guides to the other Shared Foundations—Inquire, Include, Curate, Explore, and Engage—on the AASL Standards website under Support Materials: standards.aasl.org/materials.

This Shared Foundation also connects deeply with the focus of my presidential year—Building Relationships. Collaboration is at the heart of how school librarians connect with others. We are, by nature, folks who are embedded into the fabric of our school communities and beyond the walls of our physical libraries. We are natural connectors of people, ideas, and spaces. We exemplify the spirit of collaboration because it is ingrained into almost everything we do.

Not only do we interact with all learners in our school buildings and districts, but we also make connections with community members and with others beyond our communities, like fellow school librarians and other educators, as well as authors and professional experts.

Collaboration does not simply stop with us, though. We encourage our learners to collaborate with others as well. We know that to not only be successful but to thrive as citizens in a global community, our learners need to be comfortable working with others. As such, we provide opportunities for learners to connect with people within our own schools as well as the surrounding community and greater world.

As I read through the *Developing Creative Collaborators, Flexible Partners, and Resilient Citizens Activity Guide*, I knew this was a document I would be personally referencing over and over and something I know I will share with colleagues as it is full of ideas that all school librarians can easily put into practice.

Thank you to Charlotte Chung (WV), Cassi Flores (MO), Mia Gittlen (CA), Dawn Shirk (NC), Kristin Tarnas (HI), and Ariana Varela (CA) who created such a robust and thoughtful

activity guide as inspiration for future collaborative endeavors. And, thank you to Hannah Byrd Little (TN) for being their AASL member guide throughout this process.

Your work has defied expectations, and I am so grateful for you collaborating on this project, as it will make such a difference to school librarians everywhere.

Courtney Pentland

AASL President, 2023-2024

Introduction

Fred Rogers said that “It’s through relationships that we learn best and grow best” (Loewen 2023). School librarians are tasked with practicing and reflecting positive collaborative relationships based on personal and academic learning and growth to our learners and the broader community. These collaborative efforts are an essential part of our role as school librarians and are a primary reason why “the school library is a unique and essential part of a learning community.” (American Association of School Librarians 2018, 11). These collaborative relationships act as the heart of the school, where students learn and grow together. It is therefore no surprise that “Collaborate” is a Shared Foundation in AASL’s *National School Library Standards for Learners, School Librarians, and School Libraries*.

For learners, collaboration benefits them by opening their world to greater opportunities and experiences, as well as teaching them how to work together to accomplish greater ends. This is an invaluable life skill that learners will utilize their whole lives. In this way, Collaborate is arguably the intrinsic part of the other AASL Shared Foundations. When we work together, we can more effectively Inquire, Include, Curate, Explore, and Engage.

“It’s through relationships that we learn best and grow best.”

Fred Rogers

Collaboration in the school library does not only benefit the academic and personal growth of learners. Kammer and Mooreland (2020, 41) find that “School librarians are motivated to collaborate with others not only for the learners but also to improve their own job satisfaction. Library collaboration can create friendships, inspire new ideas, and develop supportive advocacy networks when it is desperately needed.” When we collaborate with others, we bring fresh and innovative ideas and perspectives to our school library. We also help others (parents, caregivers, educators, administrators, and community members) learn and understand what the school library’s role is. More now than ever, it is important that we work together to remind our

community what that role is, what our jobs are as school librarians, and that as Mychal Threets says: “Libraries are so much more than books... It’s a place that’s there for you. The doors are open. The library is for everybody” (Page 2024). By inviting and fostering collaboration, we embody the message that our doors are open and that everybody is welcome here.

The AASL cohort of the 2024 American Library Association (ALA) Emerging Leaders were tasked with creating an activity guide to develop materials that support professional development and instruction around the skills inherent in the *National School Library Standards* Shared Foundation of Collaborate—to “work effectively with others to broaden perspectives and work toward common goals” (85). The development of this guide was itself

a collaborative effort stemming from a team of librarians across almost every time zone of the United States. The team included elementary, middle, high school, and academic librarians from five different states and school librarians in public and independent schools and from urban and rural communities, as well as from schools that serve varied population sizes and communities.

As a team collaborating, we grew and developed as we integrated our diverse backgrounds, experiences, and perspectives into our common goal of creating a useful activity guide. We believe that what we created will help school librarians develop collaborative communities of learners, other educators, and themselves that can capitalize on diversity of thinking and perspective. As school librarians cultivate a culture for collaborative learning, their learners will grow in their higher-level thinking, resilience, empathy, creativity, and self-esteem.

In this guide, you will find many examples of school librarian-led collaborative activities. These activities, rooted in collaborative relationships, may help your learners connect with nature, experience “Magic,” develop into a community of readers, exercise and grow leadership skills, grow their creativity (and basketball skills), and more! When we as school librarians, educators, community members, and learners work effectively together—when we listen and learn from, share with, and express our ideas to each other to accomplish shared goals—we can achieve amazing things!

What's in This Guide?

This activity guide is housed on the AASL Standards Web portal and is available to all professionals. The guide includes:

- **Scenarios** for learners, school librarians, and school libraries for each of the four Domains (Think, Create, Share, and Grow).
- **A collection of activities** and web resources, organized by Domain:
 - To support professional development and instruction around the process of collaborating with learners, educators, administrators, and community members.
 - To assist school librarians supporting learners as they learn to collaborate with others.
 - To encourage learners and school librarians to collaborate with people and organizations from a wide variety of perspectives.
 - To offer strategies for collaboration and relationship-building within and beyond the learning community.
- **A resource matrix** offering a quick reference for tools supporting inquiry. Organized by tool type, the matrix also indexes activities in which the resources are featured throughout the guide.
- **An infographic** to help school librarians visually display their role in collaborating with others and to facilitate conversations with other educators around the ideals of the Collaborate Shared Foundation.




This collection of resources and activities is not meant to represent all the opportunities and potential for collaboration. The ALA Emerging Leaders team hopes the guide will encourage discussions around the importance of these topics and ways to implement best practices. Table 1 provides a focus for each section of the guide and questions to begin the conversation.

[AASL Standards Framework Applied to Developing Creative Collaborators](#)

Explore the activity guide using this applied framework as an alternate table of contents. Navigate within the guide to relevant scenarios, activities, and resources for reflection and instruction to support building competency in the Shared Foundation of Collaborate.



Table 1: Understanding Collaborate through the AASL Standards Frameworks

Frameworks	Purpose	Questions
 <p>Learners</p>	<p>Empower learners to develop new knowledge through the exchange of diverse perspectives.</p>	<ul style="list-style-type: none"> • How can collaborative opportunities engage learners in developing new understandings and perspectives? • How can learners work together to solve problems? • How can collaboration help students find their strengths and learn to rely on the strengths of others? • In what ways can collaboration empower social responsibility for learning?
 <p>School Librarians</p>	<p>Create learning networks that cultivate problem solving to deepen understanding.</p>	<ul style="list-style-type: none"> • How can school librarians encourage critical thinking and exploration through collaborative learning? • How can school librarians model collaboration for learners when working with content-area educators? • How can school librarians facilitate feedback loops to support learners in soliciting and responding productively to feedback from others? • How can school librarians use collaboration to model respect for diverse perspectives?
 <p>School Libraries</p>	<p>Develop a culture of cooperation and resource sharing.</p>	<ul style="list-style-type: none"> • How can the school library foster collaboration among school librarians, content-area educators, administrators, and caregivers to better support learners? • In what ways can the school library collaborate with the learning community to support the school’s mission, vision, and values? • What role does the school library play in designing scaffolded learning to develop learner information literacies? • How can the school library connect the learning community by designing and facilitating diverse social and intellectual collaborations?



Learners

Schools today are empowered with a variety of technology tools that provide resources for learners to be exposed to new ideas and perspectives. However, learners frequently use technology to isolate themselves from others and not take advantage of these possibilities. In school libraries, learners have the chance to use collaboration to develop communication skills and be exposed to diverse perspectives and ideas. Successful learners understand how to engage with others by combining their strengths to achieve new goals. Organized by the Domains—Think, Create, Share, and Grow—the scenarios and activities in this section provide opportunities for learners to experience collaboration through collective teamwork and creative problem-solving.



Think

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Think Domain for learners and the following Competencies.

A. Think: Learners identify collaborative opportunities by:

1. Demonstrating their desire to broaden and deepen understandings.
2. Developing new understandings through engagement in a learning group.
3. Deciding to solve problems informed by group interaction.

Scenario: Sharing the Research Process with Others

Lucas is a ninth-grade learner at a new school after moving states with his family. Lucas' biology teacher, Ms. Banks, is starting the school year with an ecology unit involving a collaborative research project. She has arranged the class into groups and is allowing each group to choose an endangered species or ecological problem to research. Each group is responsible for creating an informational poster with a solution to the problem and then presenting their poster to the class. The groups will be visiting the school library for a few days to research their topic and access library space and supplies to complete their poster.

Because Lucas is new to this school, he doesn't know his group members well and is hesitant to divide up the work of the project. He approaches Mr. Smith, the school librarian, to ask for help on the best way to choose a topic and complete the project with his group members.

Questions for Further Discussion:

- How can learners share collaborative work in an equal way while highlighting each learner's unique skills?
- What are strategies that the classroom educator and school librarian can use to facilitate effective collaboration between learners?
- How can the school librarian broaden and deepen group discussion about a shared project?

Activity #1: Creating a Shared Group Contract

Objective: Learners create a shared vision for how to work together and complete tasks.

School librarians and other educators can support learners with starting a group project by building in time for learners to create a shared vision and end goal for their project. A group contract will look different for each grade level and content area but will ultimately allow learners to identify how best to complete the project. When participating in a group project, learners can use a group contract to ensure collaborative work.

A group contract can include:

- each member's strengths and weaknesses,
- the roles or tasks each member will take on,
- a timeline for different steps of the project, and/or
- a shared vision for what the end goal of the project is.

Learners should then sign off on the agreed contract to claim accountability for their role in the shared work. The collaborating educator or school librarian can review these documents with the group to ensure that the work has been divided equally.

A template or guide will help learners complete an effective group contract. Figure 1a-1b provides one example of a group contract template and more examples can be found at [Magnify Learning](#).

Figure 1a. Example Group Contract—Page 1

GROUP CONTRACT

Project Name: _____ Team Name: _____

Project Start Date: _____ Project End Date: _____

A. Group Members/Personal Information

Name	Phone #	Email

B. Goals/Purpose of Group

1. What is/are the specific purpose(s) /goal(s) of this group?

2. Briefly explain why each member is important and must be included to achieve the purpose/goal listed above.

3. How will your group know they are on track to be successful during the project? (Be specific- Meet benchmarks, everyone has a task and gets it done, etc.)

4. How will your group promote “active membership” (making sure that everyone participates) throughout the project?

5. Individual Goals for this project:
 Ex: Miss Gibson/ Work on Oral Presentation skills by practicing three times before presentation day.

Team Member’s Name/ Goal:

Team Member’s Name/ Goal:

Team Member’s Name /Goal:

Team Member’s Name / Goal

Source: Example from [Magnify Learning](https://magnifylearning.com/)

Figure 1b. Example Group Contract—Page 2

C. Group Norms (Reflect upon the class norms. Then use the class norms and add any additional ones that meet the specific needs of your group.)

1. Trust-
2. Respect-
3. Responsibility-
4. Group Norm-

D. Group Agreements

Please describe the group’s shared expectations about behavior during the group process. These agreements should be in accordance with the norms and expectations of the classroom.

Category	Agreements
Decision- Making: How will your group make decisions?(Consensus, Majority Rules, etc.) Pick a process from the sheet provided.	
Conflict: How will you deal with conflict? (Talk it out, talk with a facilitator, etc.)	
Communication: How will you communicate as a group? (Group Check-Ins, Text, Email, GoogleDocs etc.)	
Attendance: What is your policy for people who are absent? How many days can a person miss and not be fired from the group? (Excused vs. Unexcused)	
Sharing Work: How will you get work to one another esp. if someone is absent? (Flashdrive, Google Docs, Email etc.)	

Source: Example from [Magnify Learning](https://magnifylearning.com)

Activity #2: Using Group Discussion to Develop New Ideas

Objective: Learners will build connections between ideas using hexagonal thinking.

Once a lesson or unit of learning is completed, learners need an opportunity to organize and reflect on the learning. Reflection done collaboratively can be highly effective as learners scaffold their thinking with classmates. One way to engage in collaborative reflection is through [Hexagonal Thinking](#), an activity created by Betsy Potash. Hexagonal thinking prompts inquiry-based discussion while teaching learners how to collaboratively share ideas and make decisions.

1. Start by providing hexagons for learners to manipulate. This can be done using paper or a digital tool like Google Slides or Microsoft PowerPoint.
2. Give learners a word bank of vocabulary words and ideas from the current lesson or unit of study.
3. Instruct learners to write the words from the word bank on the hexagons.
4. Through discussion, learners determine how to make connections between the words and construct a grid with the hexagons.
5. Learners can extend this learning by sharing their thoughts through written explanation, oral presentation, adding visuals or artwork, or participating in a gallery walk.

Learners can use hexagonal thinking to combine thoughts about different but related topics or think about a variety of ideas from a unit in a new way. Examples of hexagonal thinking (figure 2) might include connecting the book *Long Way Down* to gun violence in the news or

relating the book *1984* with modern technology. The activity can be completed in small groups or larger groups as long as each learner is able to share their unique perspective.



Figure 2. Hexagonal Thinking Example

In this example of hexagonal thinking using vocabulary words about the Vietnam War, learners considered the relationships between words to organize them in this order.

Source: Example from Betsy Potash, [Cult of Pedagogy](#)

Activity #3: Identifying Solutions in a Group Discussion

Objective: Learners will develop solutions to a problem using the Question Formulation Technique.

The Question Formulation Technique (QFT) is an interactive protocol for developing the skill of asking thoughtful and effective questions (Right Question Institute 2022). QFT can be easily used with learners from third grade to adults. It could be modified with writing support to be used with younger learners. QFT is an effective way to encourage learners to critically think in a collaborative way. As learners are participating in the technique they are practicing hearing information and feedback from others and reacting positively. Learners will better be able to work in groups or pairs when they can create new ideas with others.

One way to use the QFT is to have learners work in groups to develop a solution to a problem. In groups, QFT is an effective way for learners to collaboratively share the work of problem solving and highlight their unique perspectives.

In this example, middle school learners are ending their Holocaust unit by coming up with ideas on what should have happened to the people who were incarcerated in concentration camps.

1. First, instruct the group of learners to start by brainstorming questions about concentration camps and the end of World War II.
2. Then, guide learners clarify questions as open-ended or close-ended.
3. Lastly, ask learners to prioritize the questions and determine if they will help with finding the solutions.

At the end of the activity, learners can use the questions created to help them write an essay, make a project, or reflect on their World War II unit.



Create

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Create Domain for learners and the following Competencies.

B. Create: Learners participate in personal, social, and intellectual networks by:

1. Using a variety of communication tools and resources.
2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Scenario: Using Technology to Connect with Others

Sara is a curious, seventh-grade learner in a rural school in Texas. Her English teacher, Mr. Lopez, has just finished reading *Wonder* by R.J. Palacio to the class. Mr. Lopez asks the learners to write short stories about a character who has experienced bullying and how they overcame the situation.

Sara really liked reading *Wonder* but is struggling to come up with ideas for her short story. Because her school community is small, Sara is limited to the number of people she can share ideas with. She wants to use some kind of technology tool to reach out to other learners who might have some experience with bullying and can share their perspectives. Sara visits her school librarian, Ms. Castillo, for help. How can Ms. Castillo guide Sara in finding and using the right tool to connect with others interested in discussion?

Questions for Further Discussion:

- What are some technology tools that learners can use to connect with others?
- How can the school librarian encourage learners to participate in a community outside of their direct peer group?
- How can learners be safe digital citizens while using technology tools?

Activity #1: Sharing and Building Prior Knowledge in a Group

Objective: Learners will create a mind-map to build and organize ideas in a group setting.

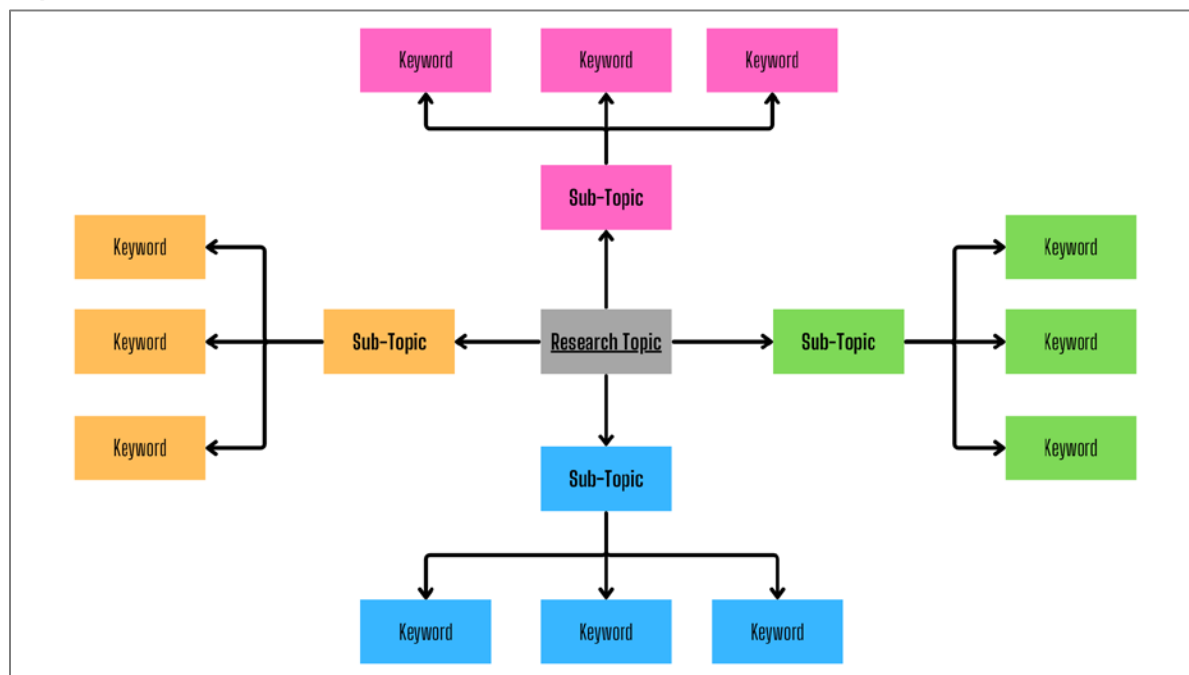
When starting a research project, learners need to effectively organize and stimulate their prior knowledge. They can do this by creating a mind-map. Mind-mapping “creates an opportunity for the learner to make connections between facts, ideas, or concepts” (University of Southern Maine, n.d.). Mind-mapping can be an excellent collaborative tool because it enables groups of learners to create a visual depiction of their thoughts and ideas. It gives learners an opportunity to understand how others’ ideas connect and contribute to that thought process.

School librarians can start by showing an [introductory video](#) about mind-mapping or by completing an example with the class. Ultimately, the way a mind-map is organized is up to the learners and can be determined throughout the process. A mind-map can be completed using paper and coloring utensils or by using digital tools like [Canva](#), [Miro](#), [Excalidraw](#), or [Draw.io](#).

In a research setting, once learners have completed the mind-map they can organize what they have written into categories and then use it to generate research questions, find search

terms, or define their research topics. Figure 3 shows an example of how learners can organize their research ideas.

Figure 3. Research Mind-Map Template



Source: Template created by Cassi Flores

Activity #2: Creating Social Media Posts to Share Ideas

Objective: Learners will create Instagram-style posts to convince others of an idea or topic.

In the current age, our learners are avid users of social media. According to Pew Research Center, 95% of teenagers use at least one social media platform (Vogels et al. 2022). Social media gives learners a chance to engage with a much wider audience than their school community and educators can guide this opportunity by incorporating social media into their lessons. Educators can use social media to build choice into their assignments and allow learners to feel a greater connection to the why of their learning.

This activity can be performed in a variety of ways using digital tools such as [Canva](#), [Adobe Express](#), or [Clips](#). Learners can use these tools to create static images like those that might be found on [Instagram](#) or short videos like those found on [TikTok](#). Visually engaging social media communications may include images, short text, statistics, quizzes, video, narration, and more. Learners can use their personal interests and their own social media presence to guide and inspire them on what to create.

Once created, allow learners to choose whether to post their social media communications on their preferred platforms. Posting their creations empowers learners to engage with their personal network of peers and friends in positive ways, as well as opens a potential to connect with others outside of that group but with similar interests.

If social media is not an option at your school due to learners' age or school policies, there are other options for them to still be able to participate in sharing ideas. Connect your learners with classrooms in other locations and countries using the e-pen pal program at [Go Pangea](#). Or classes from other schools in the district or state can be added to the same class group in Flip, where they can share videos and discuss.

Alternatively, consider inviting learners to create posts for school- or library-managed social media accounts, which supports advocacy and engagement on those platforms. Learners can do a social media "takeover" and collaborate on creating a social media campaign. Evaluate the school calendar and divide activities and events among learners to create posts and write captions. Learners can collaborate on shared colors and branding for their posts to create consistency while still displaying individual creativity.

Activity #3: Creating a Collaborative Book Using Book Creator

Objective: Learners will build a collaborative book using art and writing samples.

School librarians and collaborating educators can foster collaboration among learners through the creation of a collaborative book, where each learner contributes 1-2 pages to the book. A collaborative book gives each learner a sense of ownership in their own pages while still connecting to others through a shared theme or idea. [Book Creator](#) is an excellent digital tool to create the project, as it has lots of built-in creative features that are easy for all ages to learn to use.

The collaborative book can be centered around a curricular topic, current event, story prompt, emotion, idea, etc. Learners can each write and contribute a part of the same story or individually develop their own writing sample in the form of a story or poem around a common theme.

1. Offer a class prompt to help learners begin brainstorming ideas, and then write their contributions based off the prompt.
2. Next, introduce the digital creation tool, and instruct learners to design their individual pages for group publishing.
3. Once the digital pages are completed, the learners can work together to edit and organize the book and create a cover.

4. Share the finished book with the other educators, the administration, the parents, and the local community. Publish it online and/or print a copy for viewing in the school library.

Since 2015, Book Creator has been facilitating "[The World is My Audience](#)," a collaborative project where classes worldwide create collections of poetry around the theme "This is Me," with narratives from each learner expressing their individual identities. These books are shared globally, allowing learners to participate in a larger community and appreciate diverse perspectives. Importantly, Book Creator also ensures privacy by publishing books with shareable links that do not include personal information, promoting safe and inclusive collaboration. School librarians and other educators can submit their classes' books to be featured.

The first iteration of this [project](#) was created in 2015 and featured 35 classes from 22 different states and countries. The collection included 163 pages of poetry about what represented each class' unique perspective and community.



Share

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Share Domain for learners and the following Competencies.

C. Share: Learners work productively with others to solve problems by:

1. Soliciting and responding to feedback from others.
2. Involving diverse perspectives in their own inquiry processes.

Scenario: Developing a Community of Diverse Readers

Braden is in fourth grade and sometimes finds himself at a loss when his classmates and friends excitedly head to the school library for browsing time during class. The school librarian, Mr. Yamanaka, reminds the class that browsing entails looking for, finding, and exploring books. Braden has enjoyed finding *Waldo* in books with his friends and being shocked with these same friends at all the crazy things people do in the *Guinness Book of World Records*.

When the class is asked to find chapter books during school library browsing, Braden has a hard time finding a book. He is convinced he won't like any of them, as he has noticed that lots of chapter books are boring. When asked to share about books he likes, Braden mostly remembers funny picture books from when he was younger. Braden knows that his friends

enjoy looking at the *Guinness Book of World Records* with him and laughing at the pictures, but he is pretty sure he is the only one who can't seem to find or enjoy chapter books. Mr. Yamanaka asked Braden what kinds of stories he likes, but Braden wasn't sure, so he just said, "Action stories." When Mr. Yamanaka guided Braden toward a few action titles, Braden pretended to like the books but just put them in the return bin or borrowed books and returned them the next week without reading them.

Questions for Further Discussion:

- How can learners develop an inclusive and engaged reading community in the school library through thoughtfully designed library routines?
- How can learners feel empowered and able to provide effective and sensitive peer readers advisory when they notice their classmates struggling to find books?
- What do learners need to generate and pose authentic questions that lead to increased awareness of diverse perspectives?
- What motivates learners to seek feedback on their work as researchers?
- How can learners use inquiry to assist their classmates with finding books and resources that meet their needs?
- How can learners respond productively to feedback?

Activity #1: Readers Advisory Zines

Objective: Learners share books, research, and ideas with their peers using zines.

Interest in a book, series, or topic increases exponentially when it is enthusiastically shared by peers. Creating accessible artifacts is an enjoyable way for learners to share reading interests and to inspire others to pick up a book or explore a new topic. A creative artifact, like a zine, is an engaging and vibrant format. Zines provide a space for learners to express themselves and collaborate around literature appreciation by sharing personal reading interests and making peer connections with books and information.



Figure 4. Examples of DIY Zines

Source: Image from *School Library Journal* article, "[DIY Zines and Homemade Mini Activity Books](#)" by Karen Jensen, MLS on April 8, 2020.

What is a zine?

Zine is short for "magazine" or "fanzine." It is a DIY, self-published artifact made with paper and can be easily reproduced with a printer or photocopier. The ease, creativity, accessibility, and affordability of zines has created a dynamic community of zinesters,

people who create zines. The format of a zine is a creative, hands-on way to express ideas and an engaging way to learn about the ideas and stories of others. [Purdue University describes a zine](#) as “a pamphlet-like publication that can include text, images, artwork, found objects, or any other creative material that helps to express the author's message” (Tinio 2021).

Creating & Sharing Readers Advisory Zines

1. Decide what type of readers advisory learners want to share about—fiction books, nonfiction topics, genres, or formats like graphic novels or magazines?
2. Introduce learners to the concept and format of a zine:
 - a. Introduce zines by explaining the goal of the zine, sharing an example, and demonstrating how it is created. Stacey Peters, on her site [Expressive Monkey](#), shares a helpful post called [Zine Folding 101](#), which includes instructions and resources.
 - b. Watching a video is another engaging way to introduce zines. For example, the Middle Country Public Library in New York created “[An Introduction to Zines](#)” that is accessible for older learners.
3. Present the purpose and style of zines that learners will create. For example:
 - a. K-2 learners could work together to create a folded card-style zine that shares their favorite picture book over four pages. Elements of literature can be a part of the project by including a page about setting, character, plot, etc.
 - b. Grade 3-5 learners could collaborate to brainstorm what information about a book, genre, or topic would be most persuasive for their peers. They might enjoy the mini-zine format (figure 4), which could be demonstrated in person or with a video like this “[How to Make a Mini-Zine](#)” video from [San Mateo County Libraries](#). Zines could be made by individuals or collaborative teams.
 - c. Ninth-grade learners at the [Metropolitan Expeditionary Learning School \(MELS\)](#) in New York City participated in [The Project Zine](#) and used zines to share their learning after a class reading of *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Christina Lamb and Malala Yousafzai.
4. Share zines!
 - a. As a gallery display: Zines can be displayed as a project gallery that learners can explore to learn about a class read or literature unit.
 - b. As shelf-talkers: Zines could be placed on shelves to provide specific book or genre information recommendations.
 - c. As an activity: Another class could read zines as an activity and choose books based on their zines and even respond with their own zines!
 - d. As a handout: Zines that assist other learners with selecting books could be reproduced and made available as handouts. For instance, zines that recommend books in a genre, read-alikes, or favorites in a specific format are helpful handouts.

Activity #2: Generate Literary Thinking and Displays with the Headlines Thinking Routine

Objective: Learners generate and analyze questions that become headlines to hook their peers and inspire them to explore stories and information.

This activity introduces learners to a powerful intellectual tool that can be applied across the curriculum and to all levels of learning. This activity focuses on several small groups collaborating to develop a headline that engages school library users with a genre, book, or book series. The process of crafting a headline together will provide learners with a productive opportunity to work together and benefit from the unique ideas that each learner brings to the discussion. Learners will work with their peers to generate keywords

and phrases that are clear, persuasive, and communicate big ideas.

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Headlines

A routine for capturing essence.

Write a headline that captures the most important aspect of this topic/issue.

How does your headline differ from what you would have said yesterday?

Figure 5. The Headlines Thinking Routine

Source: The Headlines Thinking Routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.

What are Thinking Routines?

Harvard University's Project Zero developed [Thinking Routines](#), which "are easy to use mini-strategies that can be repeatedly used in the classroom, across a variety of content and grade levels." These routines have been rigorously tested, and the [Headlines](#) (2019) routine featured in this activity (figure 5) is designed to sum up ideas and topics.

Guide learners to create inspiring Headlines:

1. Create groups of three or more. Each group will collaborate on a genre, book, or book series.
2. Instruct learners to discuss their topic as a group and use the [Headlines](#) Thinking Routine to create a headline.
3. Then, ask learner groups to create displays featuring their headlines. Displays could be in books, on shelves, or placed strategically in the school library or other common area school spaces.

Activity #3: “You Are Here,” Advocacy Project for Local Literature

Objective: Learners collaborate to create media that advocates for local literature within the school and wider community.

Mirrors can be tricky—just ask Snow White’s stepmother, the Evil Queen! Learners in our schools each have complex individual identities that influence their reading. Dr. Rudine Sims Bishop stated that “our classrooms need to be places where all the children from all the cultures that make up the salad bowl of American society can find their mirrors” (1990). Getting learners involved in locating and making the work of local writers visible can be a powerful way for them to find literary mirrors, connect to books as a school community, and experience agency as readers. Connecting with local writers opens doors for learners as both readers and writers.

“You Are Here” Project Ideas to Advocate for Local Literature

- Learners create “You Are Here” posters that highlight a local author or book and list the ways that readers can find connections to the author and their book(s).
 - Younger learners can work together to create a single poster focused on a specific book used in a class read-aloud, adding connections they have to the book.
 - Older learners can work in groups or pairs to create a choice of media focusing on multiple works of a local author, making connections not only to the books, but also to the author’s life.
 - Learners can create posters that highlight the author’s ancestry and sense of place that connects to their literary works.
- Learners work together to write letters to local authors with questions and messages. Learners can invite the author to visit the school library or respond with a letter of their own. Learner groups can then post questions and responses in a “You Are Here” collage-style poster.
- Groups of learners design, plan, and record interviews with local authors and post “You Are Here” interviews in school and community news venues as audio, video, or text.
- Designed and run by the learners, a local literature award program could be developed for the school community to vote and participate in. This is feasible if there is enough local literature to choose at least three titles written for specific age ranges of learners who would vote.

Sharing “You Are Here” Project Media as Advocacy Artifacts

- Post visual media in the school library or other school display areas. Audio or video projects can be shared with a QR code post.

- Projects can be shared in school news and support the school in connecting with the community.
- Share projects with public libraries, [AASL Chapter](#) organizations, and [ALA state chapters](#).
- Connect with local newspapers, which may want to report on learners' "You Are Here" Projects to share some good news with their readers!
- Learners can use project media to encourage state student-choice awards and literacy support programs like [Battle of the Books](#) or [Read Across America](#) to include local books on their lists.

Concepts to Include in or Extend a "You Are Here" project

When introducing a "You Are Here" project include one or more of the following information literacy concepts depending on the age of learners and the time available:

- An important function of literature is to reflect and validate the live experience of the readers. This is one aspect of literature addressed in Dr. Rudine Sims Bishop's article (1990).
- Discuss the need for diverse books, using [We Need Diverse Books](#) as a resource. Explore the ways in which literature reflects diverse readers, with a focus on how locally written literature connects to learners, such as mirroring settings and elements of regional environments, cultures, and activities.
- Explore the idea that a story can be different for different readers. As Louise Rosenblatt states in her book "Literature as Exploration" (1995), "the experience of literature, far from being for the reader a passive process of absorption, is a form of intense personal activity."

Ideas for Finding Local Authors

- Reach out to local bookstores and publishers as they often have already built connections with local authors. For instance, in Hawai'i school librarians can reach out to local bookstores [Basically Books](#) and [Native Books](#), and local publisher [Bess Press](#).
- [Authors Village](#), a community of children's book authors and illustrators.
- [Diverse BookFinder](#) is a broad resource for finding authors.
- [Connecticut Center for the Book, Young Adult Authors](#) is an example of one of the state affiliate [Centers for the Book](#) set up by the Library of Congress.
- [Multnomah County Library Best of the Library Writers Project](#) is an example of a public library collection of local authors.
- [Popular Colorado Authors Books](#) is an example of a collection curated by book recommendation services such as Goodreads.
- [Pacific Islanders in Publishing](#) is an example of a regional published books resource.
- [Talk Story: Resources – APALA](#) is an example of the kind of resource that could help with seeking authors in a region.

- [Do You Know These Houston Kid Lit Authors?](#) is a list from a local bookstore, Brazos Bookstore, which is another great resource for local authors.
- [Appalachian young adult novel list](#) is a literary website that can be useful in curating local literature; similarly local educators, librarians, and literature enthusiasts may curate lists on their websites and blogs.



Grow

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Grow Domain for learners and the following Competencies.

D. Grow: Learners actively participate with others in learning situations by:

1. Actively contributing to group discussions.
2. Recognizing learning as a social responsibility.

Scenario: Maker Education in the School Library

Ms. Calderon received a sizable grant for her school library to acquire brand-new makerspace equipment and materials including a laser cutter, 3D printers, cutting machines, heat press, button makers, and more. What was formerly the computer lab in the school library, and more recently a storage space for extra furniture and school decorations, will now become an innovation lab under her direction. In preparation for this transformation, Ms. Calderon's school funded several professional development experiences locally, including classes at a local community makerspace. Ms. Calderon is now familiar with how to use the equipment but not quite sure how to incorporate it into her school library instruction. Because she only teaches occasional discrete library lessons to learners throughout the year with an intermittent push-in lesson to support research activities in classrooms, Ms. Calderon is not sure when learners will have time in their day to utilize these new cutting-edge resources.

Through some preliminary Internet searching, Ms. Calderon stumbled onto information about ways other school librarians have implemented making in their learning communities. She started following some of these school librarians on social media and discovered they are using more student-centered approaches such as design thinking and project-based learning to share their creations with authentic audiences. She did some searching for resources from Stanford's d.school and Buck Institute's [PBLWorks](#) and found sample projects where learners utilized these frameworks to solve relevant, real world problems.

Armed with this knowledge, Ms. Calderon was excited to collaborate with other educators at her school to design their own project-based learning interdisciplinary unit utilizing the new makerspace. The humanities educators were willing to work with her if they could find ways to connect a project with their adopted curriculum and the state standards. They started discussing how project-based learning might inspire a different approach to their upcoming novel study. The collaborative team began applying the design thinking methodology to their planning. Then they realized the framework could also be applied to the novel itself.

Questions for Further Discussion:

- How can learners design projects that build empathy through literature?
- What interactions with literature help learners consider their roles in their communities?
- How can learner-centered pedagogy deepen group discussions and learners' impact on the world around them?

Activity #1: Applying Design Thinking

Objective: Learners applying design thinking to literature.

This activity is designed with the Learner/Grow scenario in mind. Using the [design thinking framework](#) (figure 6), learners walk through each step of the process with a piece of literature such as a novel, short story, or picture book in mind. Ideally, [this activity](#) can be

incorporated before learners finish the reading or as an extension to imagine other possible endings.

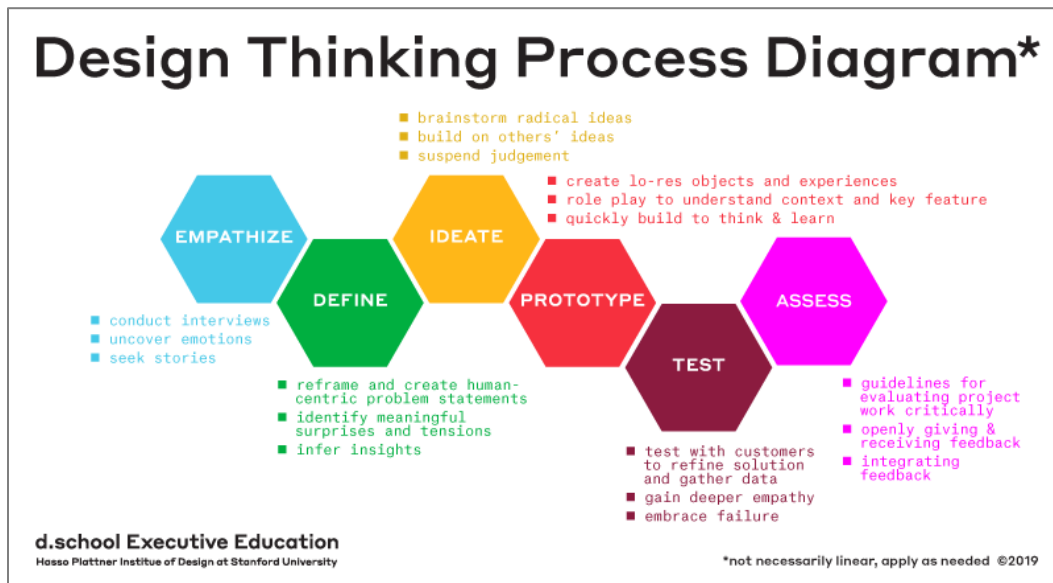


Figure 6. Design Thinking Process Diagram

Source: [Design Thinking Framework from Empathize@It](#)

Steps to Apply the Design Thinking Process to Literature

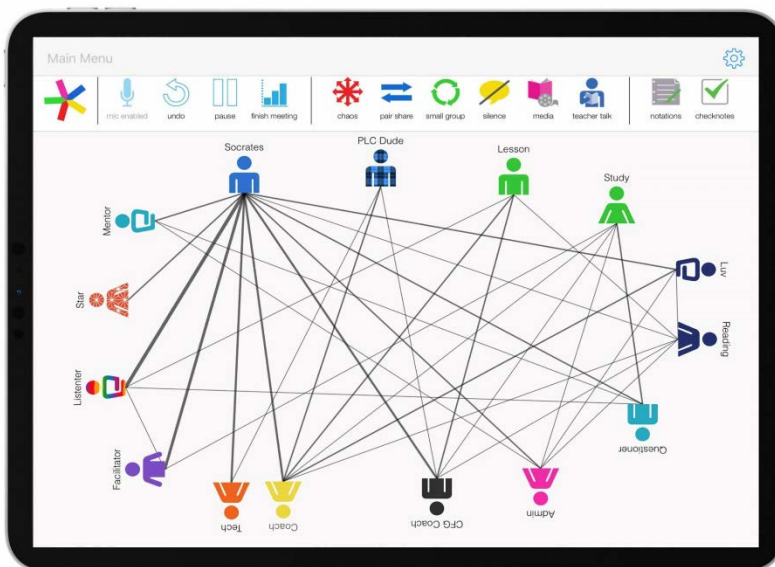
1. First, learners empathize with the character and define the problem the character is experiencing. Then, they ideate by brainstorming as many possible solutions to the character's problem as possible. This may be done using Post-it notes by recording

one idea per Post-it. Similar to the Question Formulation Technique, learners have a set amount of time to develop as many solutions as possible without pausing to critique or judge their answers.

2. Then, learners sort and prioritize their ideas. Once they select the best one, they collaboratively design a prototype of the solution. This may involve sketching on paper, whiteboards, or a digital whiteboard, or creating a simple 3D model.
3. Finally, learners' prototypes can be shared with a larger group to get feedback. After testing their idea, learners reflect on the impact their idea had on solving the problem the character experienced. This is a way for learners to dig deeper into literature, cultivate empathy, tackle real-world problems, and inspire student action.

Activity #2: Using Equity Maps During Socratic Seminars or Harkness Discussions

Objective: Learners use Equity Maps to track student participation in group discussions



Holding class discussions is a powerful way for learners to communicate with one another, contribute and build on each other's ideas, and extend their thinking. Document a group discussion using the [Equity Maps](#) app (Figure 7) by tracking speakers, making note of ideas shared, and monitoring the amount of participation.

Figure 7. Equity Maps App Screenshot

Source: [EquityMaps](#)

Set up Equity Maps before the class meets by adding learners, creating a seating arrangement, and determining types of contributions to track (such as "refers to the text" or "builds on an idea"). During a class discussion such as a Socratic Seminar, project Equity Maps to show the speaking order and note big ideas. Learners are encouraged to actively participate and share the air space. After the discussion, play the discussion back to review and reflect on the conversation.

Activity #3: Participating in KQED Youth Media Challenges

Objective: Learners create media to participate in a national conversation.

KQED, the San Francisco Bay Area PBS affiliate, offers [youth media challenges](#) for learners in grades 6-12 across the country, providing opportunities to create media showcased to an authentic national audience. Learner submissions are viewable on the KQED website, showcased at special events, included in KQED newsletters, and selections are broadcast on radio and television.

To grow their reach, learners may individually or in groups create and share media with KQED in the following categories: call for change (commentaries), show what you know (informational pieces), and first person (narratives). A variety of media formats are accepted for each category such as audio recordings, videos, political cartoons, infographics, and photo essays.

The KQED Youth Media website provides standards-aligned curriculum for getting started including graphic organizers, rubrics, and [student examples](#) featured in their Youth Media Challenge Showcase.



School Librarians

School librarians develop learning environments that center collaboration, problem solving, critical thinking, and learning around diverse experiences. They model collaborative dispositions through working with content-area educators on selecting resources, developing lesson plans, and creating outreach opportunities that support scaffolded learning. The work of school librarians complements larger school and community efforts to develop information literacy and critical thinking in learners through collaborative peer work where learners encounter multiple perspectives, come up with creative solutions, and select the most appropriate approach given the task or problem at hand. These efforts work to advance the mission of the school and contribute to the enrichment of the larger community. This section features scenarios and activities that demonstrate how school librarians can work with educators to develop a virtual training program, advocate for school library resources and services, and advance learners' information-seeking skills through collaborative problem solving.



Think

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Think Domain for school librarians and the following Competencies.

A. Think: School librarians facilitate collaborative opportunities by:

1. Challenging learners to work with others to broaden and deepen understandings.
2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group.
3. Organizing learner groups for decision making and problem solving.

Scenario: Collaborating Toward Scaffolded Learning

Marisol is a high school librarian working in an urban K-12 school, where a majority of learners come from immigrant and working-class households. All 10th-grade learners are required to complete a personal project for the International Baccalaureate (IB) program. As the sole school librarian, Marisol is asked to support the 10th-grade learners in developing their research topics, demonstrating database searching, and imparting information literacy skills in one-shot sessions during English class. The IB program encourages critical evaluation of information, but there is limited time dedicated to developing research skills during regular class time. After meeting with a few learners, Marisol realizes many do not have access to computers at home. While observing how the learners search for information, she notices they all navigate to Google by default and feel discouraged when they don't retrieve

the expected results. The learners also select the first source that seems related, without evaluating the source for credibility.

The school's community includes a large four-year university in close proximity. Despite this proximity, there has never been a partnership between the university and school before to help develop transferable academic and research skills in learners. Many of the learners will go on to be first-generation college students.

Marisol wants to explore a collaboration with the academic librarians at the local university to develop an information literacy program that introduces learners to foundational information literacy skills. She also wants to help support content-area educators in embedding information literacy skills into their assignments and assessments. These collaborations will promote scaffolded learning, introduce learners to developing a research topic, and support their critical evaluation of information.

Questions for Further Discussion:

- What steps can the school librarian take to investigate a collaboration with the academic librarians at the local university and to encourage transferable information literacy skills in learners?
- What learning activities can the school librarian develop to encourage collaborative and scaffolded information-seeking behaviors?
- How can the school librarian collaborate with learning coordinators at her school to embed information literacy skills into the assessment of learners' research projects?

Activity #1: Brainstorming Keywords for Iterative Searching

Objective: Guide learners towards developing keywords for research.

An important initial step for learners as they approach searching for information on their research topic is to develop keywords. The school librarian can create a lesson plan and worksheet where learners collaborate with a partner to write a research topic, underline keywords, and brainstorm broader and narrower terms to try when searching. Oftentimes, learners assume they understand their research topic and know terms related to their topic. Creating an activity where two learners swap research topics and practice brainstorming keywords for their partner's topic can encourage them to actively engage with the exercise of highlighting themes and developing synonyms to think about how researchers, libraries, and the community might all talk about the same issue using different words.

Using this [sample worksheet](#), from the University of Illinois University Library, this activity demonstrates the multiple terms that can be used to describe one thing, and the need for iterative searching techniques:

1. Walk learners through discussing their ideas for research with their partner.

2. Then, demonstrate how to find the key ideas and themes from a research statement or question the learner developed for their partner.
3. Finally, guide learners in developing synonyms—broader and narrower terms—for each of the main idea keywords to encourage learners to try out different search strategies.

This worksheet can also be adapted for digital technologies so the school librarian can display learners' ideas and works on a projector to encourage peer and collaborative learning. Learners can see what their classmates are studying, see how their peers are approaching their research assignment, and gain ideas for additional terms to approach their research topic. [Padlet](#) can be a useful digital technology that facilitates displaying collaborative work.

Additional tools for developing keyword searches:

- [Gale Tools Topic Finder](#) — Gale Topic Finder is a helpful tool for school librarians to demonstrate to learners. It allows learners to narrow down their topic and see related keywords.
- [JSTOR Text Analyzer](#) — School librarians can demonstrate how to extract keywords, topics, names, and organizations using JSTOR's Text Analyzer. This tool also shows related articles available on JSTOR.

Activity #2: Micro-Lessons to Address Gaps in Professional Development

Objective: Train content-area educators in incorporating information literacy principles into assignments.

Reinforcing information literacy skills through scaffolded assignments or repeated exposure is an effective way of building information-literate learners. Developing scaffolded research assignments and reinforced learning is challenging without content-area educator collaboration. With the limited or nonexistent time afforded to school librarians during school-wide professional development trainings, micro-lessons can be an effective tool for sharing information to content-area educators and creating additional opportunities for collaboration. You can create micro-lessons on incorporating information literacy standards into lesson plans, services offered through your school library, among many other topics.

What are micro-lessons?

Micro-lessons are short online lessons developed for microlearning. Microlearning is defined by [Niche Academy](#) as self-directed learning that happens in small segments in an online environment (Niche Academy 2022). Microlearning is especially helpful because it reduces the amount of time needed to complete each lesson, allows users to select the content they

are interested in, and offers professional development in an asynchronous environment without the need of a formal instructor.

Developing micro-lessons

1. Identify measurable learning outcomes you want content-area educators to walk away with after working through each module.
2. Develop “motivation” for completing a micro-lesson. Track content-area educator learning and offer incentives like certificates for annual review documentation.
3. Identify technology you have available to create videos, screen recordings, and voiceovers.
 - o [Screencastify](#) is a free Chrome extension that allows you to record your computer window.
 - o [Canva](#) allows for free video creation and editing. Consider purchasing an external microphone to record voiceovers. You can also record audio on your cellphone and import the audio file into Canva to create a video.
4. Identify tutorial software or an online repository to house your micro-lessons and learning assessments.
 - o One option is to use [Google Sites](#) for storing videos and creating guided lessons.
 - o [LibWizard](#) is paid software that allows for active learning prompts next to embedded videos.
5. Create a [script](#) (figure 8) for each micro-lesson and note the visual components to accompany the directed learning. Make sure to upload the script as captions for the video or include a transcript of the video in the module for accessibility purposes.

Figure 8. Tutorial Storyboard Template

Title Ideas	<ul style="list-style-type: none"> • ... • ... 		
Learning Outcomes	<ul style="list-style-type: none"> • ... • ... 	Assessment	<ul style="list-style-type: none"> • ... • ...
Storyboard			
What You See	What You Hear		

Source: Developed by Annie Pho for University of California, Los Angeles, Powell Library.

6. Develop active learning prompts that can assess learning and measure whether the learning objective was met.
7. Promote your online modules to your school administration and content-area educators at faculty and/or department meetings. Revise the content based on user feedback and create new micro-lessons to reflect innovations in school librarian practice and policies.

Activity #3: Critically Analyzing Web-Based Sources

Objective: Support learners' analysis of authority in social media sources.

One of the critical literacy skills for learners to develop is evaluating information they come across via social media. Using the [SIFT Method](#) developed by Mike Caulfield and [problem-based learning](#), school librarians can organize learners in groups to evaluate the claims and authority within a source to determine whether the group would use it in a research project.

Analyze Sources Using SIFT

1. Organize learners in groups of three and share a research topic they will all be working with. Example topics may involve health advice from an Instagram nutritionist or researching a local city measure to determine how each learner would vote.
2. Set up the "problem": Learners need to use a reliable source for their research paper or report. How do they begin to analyze a post concerning their topic on a discussion board, Instagram reel, or TikTok video?
3. Model using the SIFT method to analyze a sample Instagram or TikTok post that shares information related to health, politics, or science.
4. Share a [physical worksheet that outlines the four SIFT interventions](#) (figure 9) for learners to take notes (this can also be adapted to a digital worksheet using [Google Docs](#)).
5. Then, assign each group of learners a preselected social media post to analyze with their group using the SIFT method.
6. As a group, the learners will walk through the four SIFT interventions: Stop, Investigate, Find Better Coverage, and Trace Claims Back to Original Source.
7. Learners will then determine whether the information is accurately represented in the social media post and whether they would use it in their research paper or report.

Figure 9. Analyzing Sources Using the SIFT Method

The SIFT method is an evaluation strategy developed by digital literacy expert, Mike Caulfield, to help determine whether online content can be trusted as credible or reliable sources of information. There are four interventions to the SIFT method: Stop, Investigate the Source, Find Better Coverage, and Trace Claims Back to Original Source. Practice analyzing an online source using the SIFT method.

1. **Stop** — be aware of your emotional response. What do you know about the subject? Do you know the source publisher and their reputation?

Reflection:

2. **Interrogate the Source** — look up the author and publishing site. What can you find about the author? What is the publisher's mission? Would their assessment be biased?

Investigation:

3. **Find Better Coverage** — find additional sources and use lateral reading to see if they agree with or dispute the claims made in your original source. You can use fact checking sites for claims about politics or science (snopes.com or FactCheck.org).

Additional Coverage:

4. **Trace Claims Back to Original Source** — trace the original source of claims, quotes, or media. Is information being taken out of context? Was the claim, quote, or media fairly represented?

Reflection:

Final Assessment — Would you use this source in a school project or paper? Why?

Reflection:

Source: Developed by Ariana Varela for the University of Southern California Libraries, Los Angeles.



Create

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Create Domain for school librarians and the following Competencies.

B. Create: School librarians demonstrate the importance of personal, social, and intellectual networks by:

1. Modeling the use of a variety of communication tools and resources.
2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.

Scenario: Creating an Online Professional Learning Community

Mrs. Sato is a K-8 school librarian in an independent school in a rural area. She is an experienced classroom educator who has recently shifted to the school librarian role and is the only person working in her library. As a grade-level educator she had a strong in-person collegial team to connect with and did not have an active online professional learning community. Now she is the only librarian on her school campus and wishes she had other school librarians to share with and learn from. She has a fixed teaching schedule with the elementary classes and a flexible teaching schedule with middle school learners and educators. From her library coursework, she knows that collaboration between school librarians and classroom educators is an essential element for providing services to her learning community.

When she has integrated ideas from classroom topics, the collaborative element feels shallow, and she is not sure whether the lessons she is providing in the school library are having any significant impact on student learning in their classrooms.

Knowing that her school promotes collaboration in their curriculum as part of their goals to teach 21st-century learning skills, Mrs. Sato knows that integrating learning from other classes is an expectation and she also believes that working with other educators is a great way to model collaboration for learners.

However, her ideas are theoretical, and she is finding it challenging to create connections with classroom educators who are always busy. While they are friendly, they seem overwhelmed by her overtures to collaborate. After reviewing her textbooks, she feels frustrated, isolated, and wishes she could talk with a more experienced school librarian colleague.

Because Mrs. Sato is geographically isolated from other school librarians and library events, she knows that making online connections may be her best bet, but she is not sure where and how to start.

Questions for Further Discussion:

- How can the school librarian create a virtual/distance/online community with other school librarians that is inspiring and helpful without being overwhelming and unsustainable?
- How can the school librarian create connections with educators in other roles that are mutually supportive and allow collaborations to develop to support student learning?
- What tools can the school librarian use to collect data that informs her collaborations?
- What are some valuable ways that as a new school librarian she can connect with, learn from, and support experienced colleagues in librarianship?

Activity #1: Put on Your Virtual Oxygen Mask First!

Objective: Create an online Professional Learning Network (PLN) to collaborate with other educators, strengthen professional practices, and model the use of resources and tools.

Building Relationships BINGO				
Connect with your public librarian	Attend an event	Host or attend a student club or group	Make an introduction	YOUR IDEA
Follow someone new on social media	Meet with admin to share your story	Send a message to a board member	Attend professional development	Send a note to a colleague
Volunteer for a committee	Send a positive reply to someone's post	FREE SPACE	Connect with a librarian above/below your grade level	Create & share content for a newsletter
Join, start, or expand a library advisory group	Offer professional development	Get to know a new colleague	Start a group text/chat	Connect with parents
YOUR IDEA	Join or renew a professional membership	Post a library story on school's social or website	Send a thank you to a supporter or volunteer	Invite a decision maker to visit your library

Collaboration is an essential element of a school librarian’s best practices. Therefore, it is something school librarians are always striving to do better. However, chances are that you are already more connected than you realize. To get a baseline and see how connected you are already, this activity utilizes a simple BINGO game! “[Building Relationships BINGO Fun](#)” is a *Knowledge Quest* article by Courtney Pentland, AASL president 2023-24, in which she shares a [Library Relationships BINGO template](#) (figure 10) that you can try out and customize.

Figure 10. Building Relationships BINGO

Source: [Building Relationships BINGO Fun](#) by [Courtney Pentland, AASL president 2023-24](#)

Why a Virtual PLN?

While professional silos are common in schools, often school librarians are the only educators or one of very few in their position. The school librarian's roles are unique, which can make it challenging to create a rich, in-person, professional learning network, and further reinforces why having a strong virtual professional network is so valuable for school librarians (figure 11). Luckily, school librarians are service oriented and thus provide support for each other generously and tend to have the desire and the skillset to connect virtually!

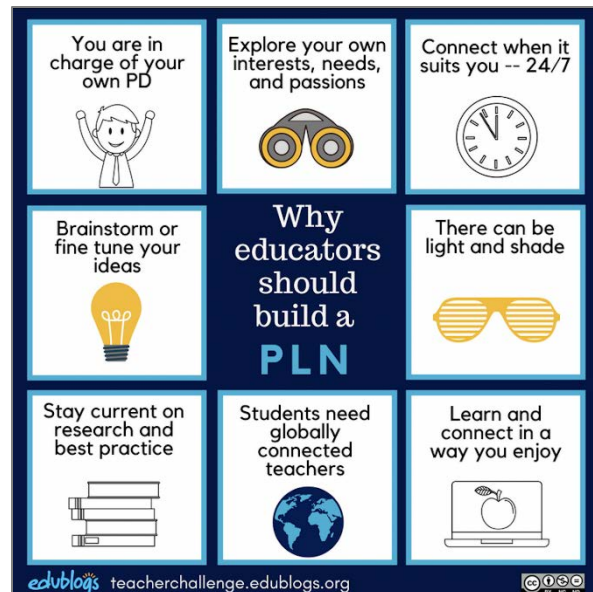


Figure 11. Why Build a PLN?

Source: [Teacher Challenge, Step 1: What is a PLN?](#)

How to Curate Your Crowd

Library Media Specialist Ashley Cooksey shares strategies in her *Knowledge Quest* article, "[Growing Your #PLN: Search. Follow. Connect.](#)" Here are some other ideas:

- Start where you are.
 - You are already here, so you are connected to AASL! Take advantage of [AASL Communities of Practice \(CoP\)](#) and find discussions that you enjoy.
 - Think local and use the [AASL Chapter Directory](#) to find your state chapter.
 - Think national and connect even more with [Community in AASL](#) including [AASL Member Forum](#), the [Knowledge Quest website](#), and links to AASL on social media platforms.
 - What media platforms are you already using? Seek out other school librarians on platforms you are already comfortable with like [Spotify podcasts](#), [Facebook groups](#) like [Future Ready Librarians](#), [Instagram school librarians](#), TikTok, X (previously Twitter), LinkedIn, etc.
- Start slow. One valuable connection can be powerful and choosing another connection from that source may fill you without overwhelming you or your email inbox. Here are some ideas to get you started:
 - ALA 2024 [I Love My Librarian](#) awardees:
 - [Melissa Corey](#) (Linktree)
 - [Gabriel Graña](#) (Instagram)
 - Kelsey Bogan's blog — [Don't Shush Me: Adventures of a High School Librarian](#)
 - Amy Hermon's podcast — [School Librarians United](#)
 - Shannon Balloon's podcast — [Middle Grade Matters](#)
 - Shannon McClintock Miller's blog — [The Library Voice](#)

- Follow a favorite author like [Kate DiCamillo](#) (Facebook), [Jacqueline Woodson](#), [Jason Reynolds](#) (X)
- Get personal. Feed the heart of your professional practice by connecting with others for inspiration.
 - Select a few sources that you find personally inspiring and tap into them whenever you can and especially if you are experiencing professional confusion, frustration, or needing a boost.
 - Use the [AASL Events Calendar](#) to find opportunities to get together with other school librarians!

Modeling Learning Networks

School librarians who engage in a lively professional community online are able to share and guide learners and colleagues in using online resources more effectively to support their own learning and interests. School librarian Klaudia Janek writes about the importance of modeling lifelong learning in her article "[Why Should You Join Educator Communities?](#)"

Resources to model digital networking:

- Provide PLN support for collegial groups by sharing targeted collections of professional sources like this [School Librarians to Follow on Wakelet!](#) collection or collections around a curriculum topic with sources who focus on reading in early elementary or a pedagogy collection with educators and professionals who share about differentiation.
- Support faculty and administrators with PLN leads by sharing just one or two sources when you find sources in the online community that connect to a unit or a goal they have mentioned to you.
- Share the value of a strong PLN by letting learners know when you are using ideas of another educator. For instance, you could say, "Today, we are going to use a [Book Talk Wheel](#), an idea I learned about from [Cari White](#), a librarian who write a blog called, '[Library Learners.](#)'"
- Engage learners in creating and accessing their own digital networks with collections of book recommendations and other crowd-sourced ideas that are relevant to their lives. Tools like [Padlet](#) and [Flip](#) are easy for learners to use for sharing, collaborating, and connecting. QR codes and school websites are a great way to make learner voices visible.

Activity #2: Collaborating on *Library Love!* for a Learner-Centered School Library

Objective: Cultivate a network of learners who care for and learn from the school library by facilitating an “adopt a shelf” program.

Learners thrive on making personal connections and having real responsibilities and tangible ways to apply their knowledge and skills. Facilitating some *Library Love!* by adopting and interacting with an area of books or media in the school library is a great way to engage

learners and collaborate with them to create a learner-centered school library environment and collection. Searching [adopt-a-shelf](#) library programs (figure 12) will give you many ideas; however, the language of *Library Love!* has the benefit of alliteration and a sense of the dramatic!

Have you ever noticed that, even after library lessons on how books are organized and what spine labels mean, some learners seem confused when actually looking for a book? Perhaps you find yourself giving repeated reminders about how to treat books, where to put them, and all the ways they can get lost in the school library! Once learners take ownership of areas of the school library, they will become your collaborators, and soon some of them will even be giving reminders, sighing over misplaced books, proudly finding books that have been lost in the school library for ages, and impulsively reaching out to straighten shelves!



Figure 12. Why We Need Books

Source: [Liana Etling's Adopt-a-Shelf program shared on X](#)

How *Library Love!* Works:

1. Introduce *Library Love!* as an opportunity for learners to help take care of some of their favorite parts of the school library collection.
2. Begin by allowing learners to volunteer and identify several of their favorite areas of books, or even areas they enjoyed when they were younger.
3. Announce *Library Love!* shelf assignments with excitement and give learners a chance to get acquainted with their shelves.
4. Brainstorm ideas with the group for making their parts of the school library the best they can be. Guide the learners to consider what makes their shelves inviting and accessible. Share some cool librarian tricks for taking care of shelves and books like “fronting books.”

5. Provide short bits of time during each school library visit for learners to give a little *Library Love!* maintenance to their shelves based on their ideas for keeping it attractive and organized.
6. Use these *Library Love!* areas to extend and apply library and literacy learning and skills.

Library Love! Applications and Extensions

Collaborating with learners on collection management practices in the school library provides rich opportunities to apply and extend thinking about literature and a sense of belonging in the school library. Here are a few ideas:

- Learners share about the genre and subjects in their *Library Love!* areas and visit each other's areas to learn about other genres.
- With the knowledge that learners gain about their area, they can then provide readers advisory services to their classmates.
- Invite learners to be alert for books that need to be weeded based on a student-friendly, or even student-generated set of criteria. A guideline like the pictured MUSTIE (Larson 2012) infographic designed by librarian [Tina Raventós](#) (figure 13) could be shared as an example of how librarians choose what books to weed and then used or modified with learners.
- As learners become familiar with their *Library Love!* areas, invite them to make recommendations and seek peer recommendations for books that would improve their part of the collection.
- Learners can use themes they want to highlight and design library displays, as librarian [Liana Etling](#) does in her school library.
- When focusing on a literary concept such as *Book as Mirrors, Favorite Story Themes*, or *Books with Boring Covers That Are Great Anyway*, learner can pull book examples from their shelves.

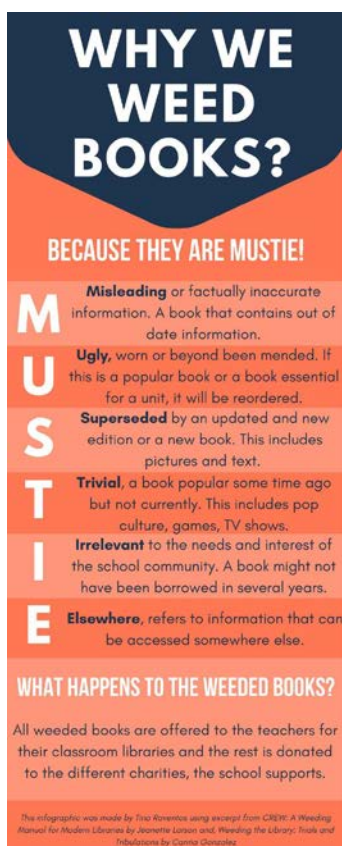


Figure 13. Why We Need Books

Source: [MUSTIE Infographic by Tina Raventós](#)

Activity #3: Welcome to Your Public Library

Objective: Cultivate a partnership with the local public library to help introduce learners to a lifelong resource and community.

School libraries are specialized to align with curriculum needs and to help scaffold learners' understanding and use of a library space and collection. At all ages public libraries provide learners with additional access to resources and to a different library community. Reaching out to local public libraries and making a connection between your school and public libraries is valuable for learners and their families.

Common ways that school librarians can collaborate with public libraries

- Offer to display or hand out public library information in the school library, such as bookmarks with library hours, public library booklists, library card applications, and information about special events in the public library.
- Collaborate with public libraries on possible interlibrary loan programs for books, multiple copies of books, and learner access to public library online collections and services through their website or apps. For instance, schools may be able to use [Sora to connect their learners with their public library digital collection](#), even without a library card!
- Post public library resources on school library websites and include public library information in newsletters.
- Invite your public librarian to your school library to share about the public library, to read a book, and/or to promote a specific public library program.
- Take a field trip to a public library to introduce learners to their community resources. In some places, public libraries will let school librarians facilitate student library cards with parent permission, which makes the trip especially exciting!
- Plan a research trip to your public library with a class or a group of learners working on a project. Public librarians are often willing to pre-curate some resources for learners or be available to assist with information seeking.
- Host a display in the public library created by learners.
- Participate in public library events such as book poster contests, and media to celebrate reading and libraries like [National Library Week](#) (figure 14).
- Offer to collaborate with the public library when bringing an author to the school library for an author visit and add an appearance to the author's trip at the public library as well.
- Consider engaging with the public library to support reading teams or book clubs with learners who come from different schools.



Figure 14. National Library Week 2024 theme poster

Source: [National Library Week Press Kit](#)

Knowledge Quest authors Kammer and Moreland noted that “School librarians are motivated to collaborate with others not only for the learners but also to improve their own job satisfaction. Library collaboration can create friendships, inspire new ideas, and develop supportive

advocacy networks when it is desperately needed” (2020). In a later *Knowledge Quest* article, “[The Experience of School and Public Library Collaboration](#),” the authors conducted

a study focused on collaborations in rural areas and discussed some of the challenges and solutions to successful collaborations.

The AASL/Association for Library Service to Children (ALSC)/Young Adult Library Services Association (YALSA) Interdivisional Committee on School/Public Library Cooperation created [The Public Library & School Library Collaboration Toolkit](#), a helpful guide as school librarians embark on making connections to their public libraries.

Additional resources for cultivating partnerships:

- [Sora + Public Library CONNECT](#)
- [School-Public Library Partnerships | ALSC](#)
- [Opportunities for Sharing and Community Connections](#)
- [Partners in Success: When school and public librarians join forces, kids win](#)



Share

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Share Domain for school librarians and the following Competencies.

C. Share: School librarians promote working productively with others to solve problems by:

1. Demonstrating how to solicit and respond to feedback from others.
2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.

Scenario: Building Relationships with Colleagues

Marcus is a veteran educator and school librarian who has started in a new middle school. He is eager to have a lively, collaborative environment in his school library, and knows that he needs to get acquainted with the staff quickly, so he can find people who are willing to work with him. Marcus feels that if he can do that early on, others will be more apt to see how collaboration can enhance their teaching and learners' experiences.

He knows it can be challenging to make connections with other educators when you are new and is considering ways to first get feedback from content-area educators to assess the needs and the willingness to collaborate.

Questions for Further Discussion:

- How can the school librarian quickly and efficiently assess the needs and wants of the other educators in his learning community?

- What are some informal ways the school librarian can facilitate a meet and greet to introduce himself?
- How can the school librarian share his skills and knowledge with the other educators and learners to enhance the curriculum?
- What are some innovative tools the school librarian can bring to the collaboration table?

Activity #1: Infographics for Visualizing Collaboration

Objective: Promote collaboration between school librarians and other educators with the power and magic of infographics.



One of the best ways for school librarians to build a sense of community at their school is by sharing all the things *happening* in the school library. Creating infographics can be an inviting way to share opportunities for library engagement. A well-designed infographic can “encourage conversation, suggestions, and communication” (McNair, 2018).

Infographics can be used to advocate for partnerships with other educators showcasing successful collaborations. A library menu can display the different options or “meals” that educators can choose from to interact with school library resources or to bring the school librarian into their classroom. In figure 15, the school librarian organized the information by types of collaboration and provided examples within each of the lessons, activities, and programming the school library can support.

Figure 15. School Library Menu for Educators

Source: Angela Weisner, Dyer Library

Tools and Resources for Creating Infographics

The following include tools with templates that are adjustable to your data.

- [Canva](#) is a great, free tool for creating your own infographic from scratch or adapting the plethora of templates provided.
- [Venngage](#) is designed specifically for creating infographics and has plenty of templates to adapt.

- [Piktochart](#) is another free resource to easily change templates to fit your needs.
- [Wakelet](#) can also be used to create a monthly infographic or newsletter highlighting what has happened in the school library and encourage conversation like this [example](#).

Need more help on designing infographics?

The following resources can support school librarians in determining the best way to share information.

- [Students Need Libraries](#) has some great information and examples with links to free resources.
- [Super Library Marketing](#) gives you the “whys” and “hows” of marketing your school library with infographics.
- [James Allen](#) has created a tutorial on how to use [Looker Studio](#) from Google to create a low-stress infographic that updates itself.

Activity #2: Surveying Students to Hear their Voice

Objective: Invite diverse learner perspectives and feedback through interest surveys in the school library.

Student interest surveys have long been utilized by educators to gather feedback and foster understanding of their diverse group of learners. M. Grande defines interest inventories as “... questionnaires or surveys of student interests that include closed and open-ended questions whose answers will allow the surveyor to learn more about the interests of the surveyee. Questions should also be designed to allow for the identification of both internal and external motivators. Inventories can be completed by students independently or with assistance depending on ability” (2008, 56). While these surveys may have been traditionally completed on paper, school librarians can also consider conducting digital surveys.

Through inviting individualized feedback from learners this way, school librarians send the message to each learner that they value students’ interests and ideas in the school library. Ensuring that individuals feel heard, valued, and understood is an essential first part of the collaborative process!

Continuously garnering feedback is also an essential part of the learner/librarian collaborative relationship. Learners’ interests evolve and change as they grow personally and academically throughout the year. For example, how many school librarians were suddenly asked for books and resources on Travis Kelce starting in the fall of 2023? By conducting ongoing surveys, school librarians can stay on top of trends while also reaffirming with learners that their opinions, ideas, and interests matter in the school library!

Resources for developing interest surveys:

- Do you want to incorporate interest surveys in the school library but don't know where to start? Check out [Leigh Collazo's](#) helpful article "[7 Easy Ways to Use Reading Interest Surveys in Your Library.](#)"
- [Joanna Kozel](#) (English Language Arts demonstration teacher with Monongalia County, West Virginia, Schools) developed a reading interest survey for K-8 students. [You can view the survey here.](#) [You can download a pdf of the survey here](#) and also rework the questions to make it more applicable to your specific school population.
- Short on time? Have a large learner population that makes conducting individual assessments too laborious? School librarians can also seek and gain feedback from learners (and educators) through informal surveys! For example: Create a space for learners to post what they'd like to see in the school library (figure 16).

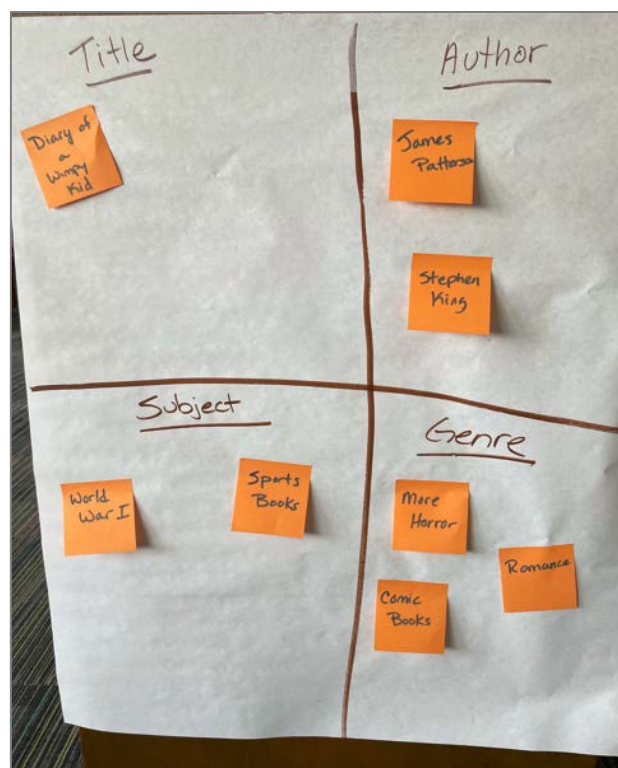


Figure 16. Example of an Informal Feedback Collector

Source: Dawn Shirk, Swann Middle School

Activity #3: Student Designed School Library Displays

Objective: Showcase diverse perspectives in the school library through learner-created displays and social media.

As stated elsewhere in this guide, Rudine Sims Bishop (1990) reminds us that our libraries must be “mirrors” for our learners. Diverse groups in the community and beyond should be reflected in the school library, and all learners should feel that their experiences and knowledge are valued and matter. Furthermore, school libraries can and should be spaces of learning and gaining greater understanding of the experiences of others.

One way to help learners feel that their experiences are valued in the school library and to have diverse perspectives mirrored in the library is to have learners (and other community members) develop library displays.

- Invite different groups in the school, such as clubs, organizations, departments, etc., to create monthly displays in the library. These displays could highlight a shared theme such as Women’s History Month or Autism Awareness, or showcase a group’s specific interest, such as a genre of interest to a book club, or the work of the STEM club.
- Community participation would fit easily into this project, by inviting community groups, public libraries, and businesses to create a display.
- Learners from neighboring schools could join in as well. For example, a middle school might ask a high school to create a display that piques learners’ interest as they begin thinking about transitioning to the next level of education.
- Extend learning and learner/community involvement in the school library by allowing learners to create and post information and announcements in social media sites managed by the school library!



Grow

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Grow Domain for school librarians and the following Competencies.

D. Grow: School librarians foster active participation in learning situations by:

1. Stimulating learners to actively contribute to group discussions.
2. Creating a learning environment in which learners understand that learning is a social responsibility.

Scenario: Creating an Inclusive Environment for Learners

Ernie is the new school librarian at a Title I elementary school. Ernie is eager to develop strong collaborative relationships with other educators and learners, but they find the school library is not being utilized beyond learners checking out books during the assigned library times. Furthermore, circulation numbers seem low for a school of 600 learners and 90 staff.

Ernie investigates why the school library is underutilized by the school community. First, Ernie finds out that many learners refuse to check out books for fear of losing them and owing fines. Second, they realize that the school community has long viewed the school library as a quiet space for reading and checking out books, not as a space for learners and educators to think, create, share, and grow. Collaboration between the school librarian and other educators has not been a practice at the school, and some educators are adamant that the school library should continue operating as a quiet space of introspection.

Ernie knows that the school library can and should be a more dynamic and meaningful learning environment for learners and other educators. Ernie and the principal meet to discuss ways to make the school library the “heart” of the school—a place where all learners can feel safe and supported.

Questions for Further Discussion:

- How can the school librarian foster a school library space where learners and other educators want to participate in collaborative learning and growth?
- Can the school librarian develop a dynamic learning space where learners think, create, share, and grow while also maintaining a positive relationship with the other educators who wish the school library to continue its current course?
- How can the school librarian develop a school library space where learners and other educators feel safe and compelled to actively participate and contribute to their own learning and the learning of others?

Activity #1: Student Book Clubs

Objective: Coordinate learners into book clubs based on their interests.

School librarians are an ideal facilitator of book clubs at schools, as they often have the space, resources, and flexibility to organize and run such programs. Book clubs help learners engage in collaborative learning and growth, as they “enable students to learn from the freedoms given, which lead to a deeper understanding of their reading, developing a deeper understanding of other people through their conversations, and providing opportunities to safely fail and celebrate success” (Petrich 2015).

When organizing a book club, school librarians should begin by soliciting learner ideas and opinions on book selection. Donalyn Miller emphasizes that learners need to be able to have access to books that they choose, arguing that “readers without power to make their own choices are unmotivated” (2009, 23). To motivate learners to buy in to the book club, learners must be given the opportunity to choose their own books.

To solicit ideas on learner interests, consider distributing interest surveys, holding informal discussions, or have the learners completely run the book club by choosing their own groups and books.

Resources and approaches for facilitating book clubs:

- Consider offering a “[silent book club](#).” Silent book clubs offer introverted learners a chance to socialize and offer all learners a quiet space to reflect and read.
- Consider developing a “Buddy Shelf” at your elementary school library. A “Buddy Shelf” is a distinct shelf or entire bookshelf unit of books that have multiple copies in

the school library. Learners can easily locate books with multiple copies to develop their own informal book clubs with friends.

- Need a book club theme? Genre-based book clubs may entice students who only read specific genres of books and may also attract students who want to try something new.
- Don't have a budget for multiple copies of titles? Consider collaborating with other schools in your district and your local public library to establish interlibrary loan accounts to secure more copies.

Activity #2: *Magic: The Library Gathering*

Objective: Collaborate with educators, learners, and others to bring “*Magic*” to the school library.

Magic: The Gathering is a social multiplayer tabletop card game that has existed in various forms since the 1990s. The game is marketed as being appropriate for individuals ages 13+, so it would be appropriate for the upper middle and high school population. *Magic: The Gathering* involves critical thinking (strategy), reading, and math (calculating life totals, number of creature tokens being created, and more)! Middle and high school librarians may consider developing a *Magic: The Gathering* club in the school library.

New to the game and not sure where to get started?

Collaborate with your local game store! Game stores often have free or low-cost *Magic: The Gathering* game nights open to all players (new and old) where you can learn the game. Your local game store can also help with providing you with basic information about the game, resources, and can recommend game decks and specific cards to get started. Wizards of the Coast offers a [search engine](#) to locate *Magic: The Gathering* events at the game store closest to you.

No budget to purchase cards for you and your students?

No problem! Contact [MagiKids](#). This 501(c)(3) charity based out of Rochester, Minn., has a mission to educate younger persons and others in how to play *Magic: The Gathering*, to assist others in such educational activities and to educate persons and entities regarding the societal benefits of games like *Magic* among youth. MagiKids may be able to provide you with cards and other game materials (such as dice), and also has resources to help you teach learners the basics of the game. [“The Professor” from Tolarian Community College](#) in Oregon published a YouTube video outlining the benefits of learners playing *Magic: The Gathering*, and what MagiKids may be able to offer your school. Your local game store may also have cards and other materials they may want to donate to your new program.

Need help facilitating games and coaching players?

Put a call out to learners to see if anyone already plays *Magic: The Gathering*. Learners who already play the game can help you instruct others. *Magic: The Gathering* is a fun and exciting game, but there are also a lot of rules, language, and strategy to learn. Teachers of the game will develop patience, understanding, and flexibility as they help others learn.

Consider also putting out a call to parents and caregivers. Since *Magic: The Gathering* has existed for over 30 years and has many players, you will most likely have adults in your school community you can collaborate with to bring the game to your school library.

Additional tips and resources for gaming in the school library:

- There are multiple formats to playing *Magic: The Gathering*.
 - [Commander](#) is one good option for the school library setting since it's casual and can be played by three to five players (120 minutes per game). If you have a budget, Commander is an easy format to start with since you can buy premade Commander decks for each learner.
 - [Jumpstart](#) is another good format to use in the school library since games are short and decks can be easily constructed out of two Jumpstart booster packs.
- There are other tabletop card games your learners may be already playing such as Dungeons & Dragons, Lorcana, Pokemon, and Yu-Gi-Oh! If your learners are already interested in another tabletop card game, start with what they are already playing and collaborate with them to start and build upon the club.

Activity #3: Inclusive Reading Challenges

Objective: Collaborate with other educators and community members to develop an inclusive reading challenge and engage reluctant readers.

Reading challenges can be an exciting way to encourage learners to read more, but they can also cause stress for learners who are reluctant readers. For example, many reluctant readers may struggle with a reading challenge that focuses on the number of books read.

The [Festival of Literary Diversity \(FOLD\)](#) in Canada releases an annual 12-book challenge focused on having readers diversify their selections. You can implement or modify the FOLD reading challenge for your school community. The FOLD has posters (figures 17a and 17b) and resources for librarians and learners to implement their challenge.

You may also consider working with other educators and community members to organize and implement a challenge similar to the FOLD challenge where books push learners to diversify their reading selections to learn about the myriad experiences, backgrounds, values, and worldviews that make up their community and beyond. Using the FOLD challenge model, school librarians and other educators can foster conversations and

The FOLD Challenge

12 Great Ways to Diversify Your Reading

Month	Reading Goal
JANUARY	A book by a Palestinian author
FEBRUARY	A book that has been challenged in Canadian schools
MARCH	Young adult mystery by a racialized author
APRIL	A book by a Sikh author
MAY	Historical fiction by a South Asian author
JUNE	A book by a Cree author
JULY	Translated book by an independent Canadian press
AUGUST	Novel or book of poetry by a Caribbean author
SEPTEMBER	Fiction by a neuro-divergent author
OCTOBER	Non-fiction by a non-binary and/or transgender author
NOVEMBER	An ACCESSIBLE* book by a marginalized author
DECEMBER	2024 in Reflection

For monthly reading suggestions visit thefoldcanada.org/readingchallenge2024

*A book available in all formats—braille, audio, large print, etc.

THE FOLD | audible

Figure 17a. The FOLD Challenge

Source: [The FOLD](https://thefoldcanada.org/)

The FOLD KIDS Challenge

Discover Great New Books Every Month!

Month	Reading Goal
JANUARY	A book by a Palestinian author
FEBRUARY	A book that has been challenged in Canadian schools
MARCH	A mystery book by a racialized author
APRIL	A book by a Sikh author
MAY	A book based on a true story by a South Asian author
JUNE	A book by a Cree author
JULY	A book that explores a different language (indie Can. press)
AUGUST	Novel or book of poetry by a Caribbean author
SEPTEMBER	A book about a neuro-divergent character
OCTOBER	A book by a non-binary and/or transgender author
NOVEMBER	An ACCESSIBLE* book by a marginalized author
DECEMBER	2024 in Reflection

For monthly reading suggestions visit thefoldcanada.org/kidschallenge24

*A book available in all formats—braille, audio, large print, etc.

Figure 17b. The FOLD Kids Challenge

Source: [The FOLD Kids](https://thefoldcanada.org/kidschallenge24)

extended learning around specific topics. For example, using the April 2024 topic for the FOLD challenge model, you can set up recommended books by Sikh authors. You may also involve local Sikh community members to extend learning in the school library and classroom by having guest speakers and special units on Sikhism. Alternately, consider collaborating with other educators to modify the FOLD model and identify and align inclusive monthly topics with curriculum needs. Then, share the library challenge calendar with caregivers and community organizations at the beginning of the school year to help promote book donations and other collaborations around monthly challenge topics.

Additional resources and tips for reading challenges:

- Check out this [CBC article](#) on the various forms of reading challenges, and their benefits and drawbacks.
- [Project Lit Book Club](#) is a grassroots literacy movement that also releases lists of books with diverse authors and characters for middle and high school learners. Like the FOLD Challenge, their lists can be used in a flexible manner—you can choose how you want to implement them in your school library.



School Libraries

In our current cultural landscape where school libraries face multiple challenges to intellectual freedom, collaboration remains a powerful tool to ensure learners can work with their peers from multiple life experiences and learn about diverse perspectives. To continue to provide impactful and diverse learning environments, school libraries must build relationships with key stakeholders like content-area educators, administrators, caregivers, and learners. Promoting a collaborative culture and facilitating collaborative learning environments situates the school library as a central partner in developing information literacy skills and supporting learner and community needs. Fostering collaboration creates a larger network of advocates for the school library and can help demonstrate the impact the school library has on learners and educators. This section features scenarios and activities that demonstrate the multiple ways the school library serves as the nexus for the school community, fostering collaboration among learners, educators, administrators, parents, and community members.



Think

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Think Domain for school libraries and the following Alignments.

A. Think: The school library facilitates opportunities to integrate collaborative and shared learning by:

1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.
2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.

Scenario: Collaboration Beyond Our Schools

Wilbert is a new school librarian at an elementary school in a midsize Appalachian college town. While other educators have worked with the previous school librarian on projects, he finds that the school library has been operating as a “bubble” with no outside collaboration. Wilbert knows from his training that his school library should be establishing strong collaborative partnerships with individuals and organizations beyond his school.

He is approached by a fifth-grade educator, Ms. Tsai, who wants to collaborate on a Civil War research project. Ms. Tsai is also eager to expose her students to learning opportunities

and experiences beyond school walls. Speaking with the principal, Wilbert realizes that there is currently no funding available for transportation for field trips.

Wilbert's school is equipped with ample resources to incorporate technology with learning. For example, each learner has their own Chromebook, the school library has iPads for checkout, and the school has access to a strong and stable Wi-Fi connection. Wilbert decides to speak to Ms. Tsai about how they can draw upon outside individuals and groups with expertise on the Civil War, as well as using their technological resources, to scaffold learning and broaden the fifth graders' understanding of the Civil War.

Questions for Further Discussion:

- How should the school librarian begin to seek out partnerships/relationships between the school library and community members and organizations?
- What kinds of groups/organizations lend themselves well to strong collaborations/relationships with school libraries?
- How can the school librarian foster and maintain strong collaborations and ongoing relationships with individuals and community groups/organizations?

Activity #1: Collaborative Creativity Challenge

Objective: Coordinate a cross-disciplinary "creativity challenge" that involves information, media, visual, and technical literacies.

The Harlem Globetrotters hold an annual [Court of Creativity Challenge](#) for elementary school students. The school library can be the heart of this challenge, where the school librarian facilitates the collaborative entities (learners and educators) and is the line of communication to the Court of Creativity Challenge organizers.

Work with other educators and learners to develop and execute a plan to complete this challenge. You know the strengths and interests of your student body and should keep this in mind when brainstorming who to involve in the challenge. For example, is there a specific grade classroom that most enjoys arts-related activities? Is there a learner or educator who enjoys filming/editing who can assist with this element of the submission? Are there specific educators who enjoy organizing special events? Work to harness the interests and special talents of your specific school community.

Being a Harlem Globetrotters challenge, you may want to approach the Physical Education educator to see if they can overlap any basketball-specific units with the submission timeline. Second, hold formal or informal brainstorming sessions with grade level and related arts educators to come up with creativity challenge parameters. For example, will you limit challenge participants to a specific grade or do a school-wide activity? Will you focus on one discipline (for example: music) in combination with basketball in developing your

submission, or will you be open to a multidisciplinary approach? For inspiration and guidance, [you can view past submissions for the contest here](#).

Learning and brainstorming for the challenge among learners should begin in the school library! For example, kickstart the challenge in the school library by reading one of these titles:

- [Swish!: The Slam-Dunking, Alley-Ooping, High-Flying Harlem Globetrotters \(2020\) by Suzanne Slade \(illustrated by Don Tate\)](#)
- [Hoop Genius: How a Desperate Teacher and a Rowdy Gym Class Invented Basketball \(2013\) by John Coy \(illustrated by Joe Morse\)](#)

Prompt discussion during and after these read-alouds by asking some of the following questions:

1. How did the Harlem Globetrotters and Naismith Memorial Basketball Hall of Fame use creativity to solve challenges and be innovative leaders?
2. Why is taking risks important to being creative? How do you deal with failure when you take a risk and it does not go the way you hoped?
3. How are you creative every day? Are you artists, athletes, or inventors?
4. The Harlem Globetrotters and Naismith both emphasize the importance of working as a team when tackling challenges. Why is working as a team beneficial when trying to solve problems and learn new ideas?
5. How does your class work as a team to tackle challenges and find solutions? What is your special role in your class team?

Many state cultural and other organizations run challenges and activities for learners. For example, Blenko Glass Co. and WVU Industrial Extension hold [an annual Student Design Challenge](#) for students in West Virginia. The winning design will serve as inspiration for an original Blenko creation. Marshall University in Huntington, West Virginia, also hosts an annual [Cardboard Boat Regatta](#) where grade 3-12 learners use their science, technology, engineering, and mathematics (STEM) knowledge and problem-solving skills to create cardboard boats that they race across a swimming pool. Research what competitions your state offers and consider how the school library may act as the heart of collaboration in tackling these challenges.

Activity #2: Peep into the Library!

Objective: Coordinate with a local or state-level birding group to develop resources that broaden and deepen learners’ STEM understanding and exploration.

Birding is a low-cost educational hobby that can be done anytime and anywhere by individuals or groups, so it is an inclusive activity to promote to our diverse learners in the school library. There are also a plethora of local, state, and national birding organizations that school libraries can partner with to provide resources to learners and educators.



Figure 18. Birding Backpack Resources Flyer

Source: Created by 2024 Emerging Leaders Team A

With this activity, school libraries collaborate with birding organizations and grade-level educators to develop birding backpacks for checkout. [Birding backpack programs](#) have been running at many public libraries over the last decade and can be successfully developed at K-12 schools.

To begin, research local birding groups. [National Audubon](#) has a search tool to [find your local chapter](#) of this national birding organization. Local birding groups can potentially help you with funding for the birding backpacks and developing the backpacks themselves. For example, they can recommend age-appropriate bird guides that reference birds native to your area and share knowledge about popular birding sites such as local trails that you can include in your backpack. They can also recommend age-

appropriate quality binoculars for purchase. Consider creating an infographic poster to help promote your birding program and the materials found inside each birding backpack for check-out (figure 18).

You may also want to research state-level and local birding rescues. For example, [The Missouri Prairie Foundation](#) offers birdwatching trips and even donated books related to birding to the St. Louis Public Library recently. Local birding groups are also a wealth of knowledge and resources. For example, [The Avian Conservation Center of Appalachia, Inc.](#), which is licensed to possess non-releasable birds for educational purposes, holds free educational programs with live rescue birds such as American Kestrels, screech-owls, and red-tailed hawks for schools. Live and educational bird demonstrations provide learners with an exciting opportunity to experience the world of birding.

Local universities may also have expert birders on faculty who can help develop resources, lead lectures for learners and educators on birding, and host educational birding activities on and off school sites such as bird-banding workshops, bird watching nature walks, and more.

Additional resources to aid bird-watching with learners:

- [eBird](#) is an online database of bird observations providing scientists, researchers, and amateur naturalists with real-time data about bird distribution and abundance. With the eBird app, learners and educators can track their individual or group bird sightings while contributing to a scientific database run by the Cornell Lab of Ornithology. Consider researching rare birds in your area and challenge learners to spot each rare bird first!
- Need a hook for birding to intrigue high school learners? Check out *This American Life's* podcast episode "[The Feather Heist](#)" on the true story of how a flute player broke into a British museum to escape with over a million dollars-worth of dead bird specimens.
- No windows or ability to take learners on birdwatching walks? No problem! Check out live birding camera streams on www.explore.org.
- Inspired to extend learning even further? Start your own birding club or class! The Webb School in Bellbuckle, Tennessee, has their own birding class. You can seek inspiration by checking out their [LibGuide on ornithology here](#).

Activity #3: Career Week in the School Library

Objective: Collaborate with educators, caregivers, and the broader community to deepen and broaden learner understandings of career opportunities!

It is crucial that learners are exposed to a diversity of career opportunities so that they can explore a broader horizon of future possibilities. Career weeks are an optimal way for learners to be exposed to the variety of careers that they may pursue. Career days also enable learners to, in the words of *Sesame Street*: Meet “the people in your neighborhood!”

Leverage your relationships with other educators and community members to help facilitate a career day in the school library and extend learning through displays and choice boards. Collaborate with other educators to invite parents, caregivers, and community members to present their careers to learners. Provide books and choice boards to educators in advance of the presentations so that learners can explore careers they may be interested in before the event.



Figure 19. Examples of Pop Bottle Figures

Moore and Klemkowsky’s Grade Two Students (a marine biologist, arborist, computer scientist, and paleontologist) displayed in the school library.

Source: Suncrest Elementary School, Morgantown, West Virginia

At Suncrest Elementary School in Morgantown, West Virginia, second-grade educators Bryanna Moore and Tammy Klemkowsky

extended learning and exploration even further by having learners work with their caregivers to create pop-bottle figures of themselves working in their desired career ([a template of their letter to caregivers](#)). These creations were partnered with essays on why the learner wanted to explore their selected career. Moore and Klemkowsky held a family night where learners dressed up as themselves working in their future career. Each learner stood beside their pop-bottle figure and answered questions posed by family members and educators on why they chose their specific career. The pop bottle figures were then displayed in the school library after the event (figure 19) so that other learners and educators could learn about career paths.

Additional resources for career exploration:

- Invite parents, caregivers, and alumni as speakers for your career day. Local speakers can share resources and inspire your learners. In turn, speakers are welcomed into the school library and can learn about its goals, mission, and resources.
- Consider sharing the [Occupational Outlook Handbook](#) by the U.S. Bureau of Labor Statistics with your learners. This handbook is divided into occupation groups and shares information about specific jobs including: position descriptions, average pay, typical education/training required, and job outlook.
- Consider introducing your senior learners to [LinkedIn](#) and have them connect with school alumni who work in a career they are interested in pursuing.



Create

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Create Domain for school libraries and the following Alignments.

B. Create: The school library's policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by:

1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission.
2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis.
3. Including the school community in the development of school library policies and procedures.

Scenario: Collaborative Strategic Plans as Advocacy Tools

Christal is a middle school librarian in a rural community. The school library is facing challenges from the outside community about what topics learners are engaging with and the learning theories used in the school library curriculum. Christal has strong partnerships with her administration, classroom educators, and the learners' caregivers. She decides to create a collaborative strategic plan with her partners to create an advocacy tool that showcases what the school library provides.

The collaborative strategic plan allows Christal to justify school library curriculum and events using learning standards and the school's mission, vision, and values. Creating a collaborative strategic plan also allows community partners to contribute to the future of school library initiatives, creating a greater sense of buy-in from key stakeholders.

Christal organizes information sessions for administrators, classroom educators, and parents to highlight the value of a strategic plan and the process of creating a collaborative document. She invites participants to review the *National School Library Standards*, the school's mission, vision, and values, and brainstorm how these documents can intersect to support student learning.

Questions for Further Discussion:

- What kinds of information does the school librarian need to collect in her information sessions with stakeholders to help ensure school library curriculum and programming remain relevant to the school community?
- What role does the school library play in directing and assessing student learning in collaboration with the school or district standards?
- How can a school library strategic plan be used as a marketing tool to the larger community?
- How can collaboratively drafted school library policies increase community participation and buy-in?
- How can the school librarian approach the task of collaboratively drafting school library policies?

Activity #1: Community-Driven Strategic Plan

Objective: Develop a collaborative strategic plan to guide future school library initiatives.

Strategic plans are an effective tool for planning the future of school library initiatives, changes in physical space, and community collaborations. Strategic plans can serve as an advocacy tool, justifying an increase in budget or the need for additional staffing. At their core, strategic plans share the vision, mission, and values of a school library as influenced by their community's needs and district or school mission.

Developing a strategic plan does not happen in a vacuum. The school librarian must work to understand the needs of key stakeholders like learners, content-area educators, and parents to create a strategic plan that is responsive to the larger school's needs. One method of creating a responsive and collaborative strategic plan is to create exactly that, a collaboratively designed strategic plan.

The [North Carolina Library Advocacy coalition](#) created helpful planning worksheets and a step-by-step outline of how to approach creating a strategic plan for a school library. The first step outlined is to conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. Dr. Anthony Chow recommends creating a steering committee composed of key stakeholders like parents, educators, school administrators, learners, and district staff.

If you are unable to convene everyone in the same meeting, you can consider convening this meeting virtually and creating a collaborative notes document through a tool like Google Docs.

After conducting a SWOT analysis, work with your steering committee to identify a vision, mission, and organizational core values. Refer to the [American Association of School Librarians' Common Beliefs](#) for guidance on creating aspirational values for your school library. The mission statement signals to the larger community what the school library does on a regular basis to work toward the vision statement, as well as identifies key stakeholders. To create buy-in from the school library community on adopting, promoting, and implementing the strategic plan, it is important to collaboratively create these key statements with educators, school administration, and other important stakeholders. It is also important for stakeholders to see progress in the strategic plan over time. This living document can serve as an assessment tool to measure the impact of instruction, programming, and collaborations. Consider creating an end-of-year report sharing advancements made as guided by the strategic plan.

Additional resources for strategic planning:

- [Managing the Successful School Library: Strategic Planning and Reflective Practice](#), by Lesley S.J. Farmer (2017).
- Sample of a [completed school library strategic plan](#) developed by the Cameron Elementary School Library in North Carolina (2016).

Activity #2: Curriculum Mapping

Objective: Identify key times for school library involvement in school curriculum.

Curriculum mapping is the process of “collecting data about the operational curriculum in a school or district referenced directly to the calendar” with the intention of improving student performance and continuously assessing curriculum and teaching practices (Jacobs 2004). In the school library context, curriculum mapping is a tool for linking information literacy learning outcomes with the larger school’s curriculum and individual class learning outcomes. Curriculum maps can serve as an advocacy tool to your larger school community by highlighting the role of school library instruction in learner development and diverse programming the school library hosts. It can also serve as a visual aid to charting the *National School Library Standards* with your local school curriculum.

It can help identify classes where information literacy instruction is happening, and where school librarian intervention would be most beneficial for scaffolded student learning. Although curriculum mapping has primarily been written about in an academic library context, it is a helpful tool for school librarians and classroom or content-area educators to

collaborate on, scaffolding school library instruction and transferable information seeking skills.

How to Create a Curriculum Map

Curriculum mapping will help you understand the flow of courses over a school year and identify the best times for school library instruction and outreach. Reviewing the course outcomes and activities for each subject is daunting, so it is best to start with one subject at a time and focus on fostering relationships with those content-area educators initially. You will need to work in depth with classroom and content-area educators to identify their course learning objectives, standards, and activities (figure 20).

1. Open a separate spreadsheet document for each grade-level or content-area in your school, and add tabs for each of the specific educators you are working with in that area.
2. Create a mapping template using columns for the months that you will be mapping and rows for course learning objectives, content discussed by month, tangible skills, standards, materials, and assignments.
3. Identify the objectives and skills most aligned with information literacy skills.
4. Link course objectives with school library standards and learner outcomes.
5. Collaborate with classroom or content-area educators to align their standards and plan school library instruction sessions or outreach activities at the time of highest need.

Additional resources for curriculum mapping:

- [Getting Results with Curriculum Mapping](#) — book with practical advice on starting the curriculum mapping process to improve teaching and learning.
- [Curriculum Mapping as a Strategic Planning Tool](#) — journal article that documents how two librarians at Loyola Marymount University utilized curriculum mapping in library instruction to have a greater impact on student learning.

Figure 20. Sample Draft Curriculum Map

Teacher: Mr. Garibay	Course: Social Studies	Grade Level: 8th	Year: 2025 - 26
	JANUARY	FEBRUARY	MARCH
Course Learning Objective	Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amid growing cultural diversity; and discuss the new wave of nativism.
Content	Abraham Lincoln's "House Divided" speech (1858)	<i>Ain't Nothing But a Man: My Quest to Find the Real John Henry</i>	Newspaper articles with nativism rhetoric compared to those encouraging migration.
Skills	Identify reference/background sources.	Distinguish fact from opinion.	Identify primary sources.
AASL Standards Framework for Learners and Learner Outcomes	IV.B. (Curate/Create): Learners gather information appropriate to the task by: Constructing an effective and efficient process for critically examining information resources.	I.A. (Inquire/Think): Learners display curiosity and initiative by: Privately identifying personal identity, prejudices, and perspectives.	II.B. (Include/Create): Learners adjust their awareness of the global learning community by: Understanding differing perspectives and biases through digital literacy.
Content-Area Learning Standards			
Other Library Book(s) or Resource(s)?			

Source: Adapted from Figure 7.2 in *Getting Results with Curriculum Mapping*, p. 87.

Activity #3: Demonstrating Impact At-A-Glance

Objective: Create an infographic on school library resources as an advocacy tool.

School libraries can often serve as the nexus for the school community, addressing learner needs, educator learning outcomes, and the missions and values of the school administration. But how can school librarians approach showcasing the resources and services provided to a community partner that doesn't understand the value of school library programming or spaces?

Infographics are a useful marketing tool for demonstrating values, impact, and future goals. School librarians can leverage infographics to conduct outreach to key stakeholders in the school library community and promote library values online. [Canva](#) offers free infographic templates. Advanced features are available [free for educators](#).

Designing Impactful Infographics or Newsletters

1. Identify the mission and values of your school library, and potentially your larger school community.
2. Pull statistics on outreach and service initiatives that have addressed the values of the school library and the school/district mission. The intent is to demonstrate how school library activities are mapped to larger goals and meet learner needs.
3. Highlight key activities, quotes from individual interactions, photographs of events, and statements of support from content-area educators or school administration.
4. Organize this information in an infographic or newsletter. Be mindful of avoiding cognitive overload and too much text.
5. Ensure your infographic or newsletter meets [accessibility standards](#). Adobe offers helpful tools for adding alternative text to images and/or graphics. You can also add headings and categories to text for screen readers.



Share

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Share Domain for school libraries and the following Alignments.

C. Share: The school library provides opportunities for school librarians to connect and work with the learning community by:

1. Facilitating diverse social and intellectual learner networks.

2. Designing and leading professional-development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness.
3. Promoting and modeling the importance of information-use skills by publicizing to learners, staff, and the community available services and resources; serving on school and district-wide committees; and engaging in community and professional activities.

Scenario: Creating a Library Learning Commons

Lani walked into her first year as a school librarian with an ambitious agenda and enthusiasm about all that could be possible in this school role. She interviewed for the job earlier in the summer at the large district office without seeing the state of the school library or finding out any information about the budget. Now that the school is open to educators for working days before the first day learners arrive at school, Lani received the key to the school library space.

When she opened the door and looked around, Lani was initially shocked. The school library space lacked enough furniture to fit an entire class of 30, the collection was glaringly dated, and there were not even basic office supplies, let alone library processing materials. But Lani was only momentarily detoured. She went straight to the main office to find out the process for ordering materials in the hope of stocking the school library in the early days of the school year, only to find out that due to budget cuts in recent years there weren't any funds allocated to the school library. Lani has zero budget.

Stumped, Lani started reaching out to people she met in her Master of Library and Information Science (MLIS) program and even some of her professors. First commiserating with her, Lani's colleagues provided all kinds of useful suggestions including [Donors Choose](#), information about the American Association of School Librarians (AASL) grants, educational foundations, and more.

Lani started reading about opportunities and examining the application requirements. Because her job responsibilities emphasize teaching and learning, she wants to focus on resources to support a robust school library instruction program integrated with the school's curricular program. She realized that most of these funding sources required a great deal of data about the school and her space. New in this role, Lani does not have years of experience and information to rely on to demonstrate the need. Lani recalled using Canva as a graphic design tool in some of her MLIS classes. She sat down to brainstorm and searched Canva for infographic templates.

Questions for Further Discussion:

- What possible data can the school librarian find and collect about the school library that may help her seek fast funding opportunities?

- How can the school librarian begin to develop relationships and a learning network with fellow educators that will help her gather data about the school library and its work with content areas across the school?
- How can the school librarian position the information and data she gathers to make the strongest case for funding?
- How can the school librarian most effectively present her case to convince her own administration to invest in her program?
- How will the data the school librarian collects be useful in publicizing services and resources to learners, staff, and the community?

Activity #1: Rotating Displays to Showcase the School Library

Objective: Broadcast school library information, programs, and services on a digital bulletin board.

Digital signage is a great way to catch the attention of library users and reinforce all that the school library has to offer. It means that the school community is not only better informed about all that the school library has happening, they are encouraged to connect with and make use of the school library more often. Slides that auto-advance can easily be created and customized using [Google Slides](#) or [Canva](#). These slides can be projected on screens in the school library space and other common areas around the school. They can be updated on a regular basis to highlight all kinds of school library opportunities, including but not limited to:

- library hours
- library maps
- digital resources
- new books
- special collections
- special events
- upcoming programs
- other library services and frequently asked questions
- games/trivia/contests to engage users
- surveys/polls to gather input
- learner work
- photos

Check out this free [Digital Bulletin Board template](#) from Mrs Reader Pants on Teachers Pay Teachers for inspiration.

Activity #2: Expanding Your Professional Network

Objective: Cultivate a local or regional community of school librarians to share digital and physical resources.

Creating or participating in a local or regional network of school librarians is a wonderful way to share both digital and physical resources. Begin by seeing if there is an [AASL Chapter](#) in your area and/or other local library associations. Many organizations communicate information on their websites, social media channels, and listservs. Members of those organizations are often also eager to help colleagues with information and resource sharing:

- **Digital resources** such as sample library scope and sequences, lesson plans, information for grants, inspirations for book displays, bulletin boards, and programs can all be easily shared via Google Drive.
- **Physical resources** such as book repair machines could also be made available to school librarians in the area. To spearhead that initiative, consider inviting the [Demco Book Doctor](#) to provide a free book repair workshop for librarians in your area. The workshop will include an overview of book repair equipment and supplies plus how to use them. Other possibilities include sharing and swapping other physical materials such as sets of books for book clubs and literature circles, maker equipment, and more.

Activity #3: Highlighting Literacy Resources

Objective: Model the importance of information-use skills by promoting available services and resources on the school library website.

Utilizing input from community members, add a page to the school library website featuring literacy resources available in your community. This makes the school library website more robust and useful for learners and families. Resources may include links to the local public library system and their programs and services for children and young adults, local museums, reading and writing resources, as well as information/digital literacy resources. Here are some possible resources to share that may spark your community's own curated collection.

Reading and Writing Resources:

- [826 Valencia](#)
- [National Novel Writing Month](#)
- [National Writing Project](#)
- [New York Times Contests](#)

Information/Digital Literacy:

- [Common Sense](#)
- [News Literacy Project](#)



Grow

The scenarios and activities in this section are built on the Collaborate Shared Foundation using the Grow Domain for school libraries and the following Alignments.

D. Grow: The school library supports active learner participation by:

1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community.
2. Demonstrating and reinforcing the idea that information is a shared resource.

Scenario: Making the Library a Community Space

Ms. Jeffries is a high school librarian who has recently accepted a new position at a public school library in an urban setting in a midsize city. She quickly discovers that the school library space has mostly been used for faculty meetings and testing, especially post-pandemic. While she recognizes that these are common uses for a school library, she sets a goal to bring this library to life for the learners, staff, and community. She has received a grant to replace old and outdated furniture with modern, flexible seating and workspaces. She also is looking to community resources, such as the Parent, Teacher, Student Association, businesses and organizations to fund active spaces within the school library, such as low- and high-tech makerspaces, and to host learner events such as book clubs, open mic, and career/job search fairs.

Sandra is president of the Student Government Association (SGA). She is working with the officers and other representatives to create a list of activities they would like to see in their school library. Sandra would also like to see their school library become a vibrant, academic space that welcomes creative uses and offers a safe space for learners to hang out, work, collaborate, read, etc. She has approached Ms. Jeffries to collaborate on bringing their ideas to life.

Questions for Further Discussion:

- How can the school librarian manage her time with all her plans to grow the school library and keep up with her other duties as well?
- What tasks or responsibilities are appropriate for the school librarian to delegate to Sandra Garcia and the SGA? What are some best practices when working with learner groups?
- What are some approaches the school librarian can use to enlist the help of various stakeholders—including administrators, other educators, parents, and community members—to ensure success and support?

Activity #1: Funding a Functional, Flexible School Library Workspace

Objective: Search for grants to fund the redesigning of the school library space.

To bring a more modern, flexible design to a school library, it is often necessary to secure outside funding. Sometimes financial resources can come from local stakeholders and organizations, but often a grant can fill this need. Here are some resources for finding grants:

- [Demco Free Library and Education Grant Search](#)
- [Show Me the Money: Grants and Funding](#)
- [EBSCO: Grants & Funding Sources For Libraries](#)

School librarians can also reach out to the public to obtain donations to support smaller purchases of flexible furniture and supplies. If approved by administration, [Donors Choose](#) is a website specifically designed for public schools to advocate for funding through their community members. School librarians or educators can create projects with specific items needed and advertise it to interested caregivers or organizations to make donations. Collaborating with other educators is another way to increase interest in gaining funding. When educators and school librarians work together to share the importance of new furniture or resources, granting organizations, caregivers, and community members can better see and understand the value of donating to the cause. Collaborating with other educators in your building to identify shared needs can help increase your odds of garnering funds.

Activity #2: Creating Collaborative Student Workspaces

Objective: Provide flexible spaces for learning and collaborating and make the library the HEART of the school.

The school library offers options for creating, rearranging, and recreating customized workspaces for learners and educators. Whether users are visiting the school library as part of a class, independently, or in small groups, the school library can facilitate many types of use. A school library might have separate areas for classroom engagement, formal meeting space, small group instruction or projects, and more hands-on activity areas. A quiet reading and/or study nook is also ideal. Smaller libraries can use flexible seating/furniture to create these spaces as needed. Following are some real-life examples of how school librarians used flexible seating/furniture to create dynamic collaborative spaces.

Ann Virost, librarian at Rankin Elementary in Greensboro, North Carolina, used money from Donors Choose and community organizations to furnish her school library. Knowing that



furniture is expensive, and funding can be limited, she created flexible seating areas one area at a time, with multiple funding projects. Notice that in addition to fun, movable furniture, she has bright colors on the walls, making the environment even more inviting!

Modular furniture and furniture with wheels can maximize space and make creating and recreating spaces to facilitate collaboration as needed much easier.

Source: Ann Virost, Rankin Elementary School, Greensboro, NC



Kristin Tarnas, K-8 librarian at Hawai'i Preparatory Academy, uses inexpensive floor desks for learners to use as they work in the school library. These floor desks allow learners to bring

their work across the school library (and beyond)! Tarnas also uses portable seating placed in bookshelf corners to develop cozy reading nooks for learners. Finally, Tarnas purchased an oversized bean bag chair to act as a comfy seating area for tweens and teens.



Floor desks are inexpensive and easy to order.

Source: Kristin Tarnas, K-8 Librarian at Hawai'i Preparatory Academy



At Suncrest Elementary School, school librarian Charlotte Chung collaborates with other educators to have their learners' projects displayed in the school library. Large projects (such as the fifth-grade Titanic models) can serve as barriers for noise and distractions during library classes. The school library also acts as a hallway between the kindergarten classes and the rest of the school.

Titanic models are displayed on top of curved bookshelves.

Source: Charlotte Chung, Elementary Librarian at Suncrest Elementary School

In the large class space at Francis Howell Central High School in Cottleville, Missouri, school librarian Cassi Flores wanted to upgrade the heavy wooden tables into something more mobile but couldn't get the funding to do so. The school decided instead to buy inexpensive plastic furniture sliders to attach to the legs of all the tables. Now the tables can easily be pushed around the school library space and reconfigured into whatever shape or space is



needed for different activities and events. Flores also purchased inexpensive IKEA chairs for students to relax in and created a small, quiet reading nook.

IKEA chairs are located in Francis Howell Central HS, creating a quiet reading nook for high school students.

Source: Cassi Flores, Francis Howell Central HS

Activity #3: Creating an Open Space for Community Use

Objective: Create a welcoming, functional space for all stakeholders to engage.

School librarians can create a collaborative environment by opening the school library space for members of the school and the local community. They can develop programming that invites library usage beyond the academic needs of learners and supports administrators, educators, parents, and community organizations. This creates an opportunity for community members to be more engaged in the school and library community and be exposed to the amazing resources the school library offers learners and educators.

School librarians can host events that are student-focused and empower learners to engage in extracurricular activities and share their strengths with each other. Some potential activities are:

- after-school book clubs or library advisory clubs hosted by the school librarian to encourage learner voice in the school library,
- an open mic night where students can perform through singing, playing music, reciting poetry, etc., and
- tutoring or study help sessions where learners can prepare for finals, state testing, AP exams, or college readiness exams.

The school librarian can also reach out to caregivers and community members and invite them to present to learners as an authentic learning experience. Some potential activities include:

- Career fairs, where local businesses can present to students about different types of jobs and how to best prepare for them.
- Diversity fairs, where caregivers and local community members can share unique traits, foods, holidays, and cultural practices from their diverse backgrounds.
- Literacy Night, where students and caregivers can attend and practice reading together and sign-up for a library card through the local public library.
- Individual caregivers and community members can present to learners about new experiences and perspectives (e.g. A local car mechanic can teach high schoolers how to change a tire on their cars).

The school library can also act as a community meeting space and support local organizations. The school librarian can also use these meetings for information gathering—observe and probe for ideas on how the library can further support the organizations, but also how the organizations could support the school library and learners. The PTA or parent club of the school, school board members, and or other community stakeholders can present good opportunities for hosting. Ultimately, the school librarian can create a welcoming environment for all invested in the school library to build a culture of collaboration at the school.

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Appendix

A. Resource Matrix

B. AASL Standards Framework Applied to Developing Creative Collaborators

C. Creating Collaborative Communities (infographic)

Appendix A: Resource Matrix

* Denotes tools and products that can be used with multiple contributors.
 \$ Denotes tools and products that require a fee or subscription for access.

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
Books or Booklists				
Appalachian Young Adult Authors List	A list of young adult books written by Appalachian authors.			Learners - Share: Activity 1
Brazos Bookstore - Do you Know These Houston Kid Lit Authors?	A collection of children’s books by local authors in the Houston, TX area.			Learners - Share: Activity 1
Diverse Book Finder	A collection of children's books featuring Black and Indigenous authors and characters.	●		Learners - Share: Activity 1
The FOLD Challenge	The Festival of Literary Diversity (FOLD) in Canada releases an annual 12-book challenge focused on having readers diversify their selections.			School Librarians - Grow: Activity 3
Getting Results with Curriculum Mapping, by Heidi Hayes Jacobs (2004)	Practical advice on using curriculum mapping in schools to improve teaching and learning.		\$	School Libraries - Create: Activity 2
Goodreads - Colorado Authors books	A list of books curated by Goodreads featuring authors from Colorado.			Learners - Share: Activity 1
Hoop Genius: How a Desperate Teacher and a Rowdy Gym Class Invented Basketball	A picture book by John Coy (illustrated by Joe Morse) about the true story of how Naismith invented basketball at a school in Springfield, Massachusetts in 1891.		\$	School Libraries - Think: Activity 1

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
Managing the Successful School Library: Strategic Planning and Reflective Practice by Lesley S. J. Farmer (2017).	Practical advice for school libraries aligning their strategic initiatives to school mission statements and policies, while simultaneously negotiating for proper budgets and resources alongside other departments.		\$	School Libraries - Create: Activity 1
Multnomah County Best of the Library List	A list of books by local authors in Multnomah County, OR.			Learners - Share: Activity 1
Pacific Islanders Publishing	A database of authors and illustrators from Pacific Islander heritage.			Learners - Share: Activity 1
Read Across America	This year-long initiative provides booklists, recommended authors, and teaching resources.			Learners - Share: Activity 1
Swish!: The Slam-Dunking, Alley-Ooping, High-Flying Harlem Globetrotters	A picture book by Suzanne Slade (illustrated by Don Tate) about the origins of the Harlem Globetrotters.		\$	School Libraries - Think: Activity 1
Creation tools				
Adobe Express for Education	A digital tool to create posters, videos, social media posts, and more.	●	Free for K-12 educators	Learners - Create: Activity 2
Book Creator *	Create digital books with text, images, and graphics.	●	Freemium	Learners - Create: Activity 3
Canva *	A digital graphic design tool to create flyers, newsletters, social media posts, videos, and more.	●	Free for educators	Learners - Create: Activity 1 Learners - Create: Activity 2 School Librarians - Think: Activity 2 School Librarians - Share: Activity 1 School Libraries - Create: Activity 3

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
Clips	This iPad app enables quick creation and editing of videos.	●		Learners - Create: Activity 2
Google Sites	A free website builder tool that allows you to create webpages, write your own text, and embed external content.			School Librarians - Think: Activity 2
LibWizard	Create interactive digital learning objects, including tutorials, forms, quizzes, and surveys.		\$	School Librarians - Think: Activity 2
Looker Studio	Create beautiful reports and data visualizations using this Google application.			School Librarians - Share: Activity 1
Piktochart	A simple infographic creation tool.	●	Freemium	School Librarians - Share: Activity 1
Screencastify	A Google Chrome extension that allows users to screen record their desktop.		Freemium	School Librarians - Think: Activity 2
Venngage	Create infographics using provided templates.		Freemium	School Librarians - Share: Activity 1
Wakelet	A tool to collaboratively organize information and links and create newsletters.	●	Freemium	School Librarians - Share: Activity 1
Collaboration tools				
Draw.io *	A collaborative flowchart maker and online diagram software.			Learners - Create: Activity 1
Equity Maps	An application to help track student participation in group discussion.	●	\$	Learners - Grow: Activity 2
Excalidraw *	A collaborative mind-mapping tool.			Learners - Create: Activity 1

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
Google Docs *	A collaborative online document tool.			School Librarians - Think: Activity 1
Miro *	A tool for teams to capture, organize, and map out their ideas.		Freemium	Learners - Create: Activity 1
Padlet *	A tool to collaboratively collect, organize, and display resources, text, and more.	●	Freemium	School Librarians - Think: Activity 1
Further Reading and Information				
7 Easy Ways to Use Reading Interest Surveys in Your Library	This article presents ideas on how to use reading interest surveys to increase reading engagement.			School Librarians - Share: Activity 2
American Association of School Libraries Common Beliefs	AASL defined qualities of well-prepared learners, effective school librarians, and dynamic school libraries.			School Libraries - Create: Activity 1
Building Relationships BINGO Fun	This <i>Knowledge Quest</i> article suggests using BINGO boards for networking.			School Librarians - Create: Activity 1
Cameron Elementary School Library (NC) Strategic Plan (2016)	This document is an example of a complete school library strategic plan.			School Libraries - Create: Activity 1
Curriculum Mapping as a Strategic Planning Tool by Susan Archambault and Jennifer Masunaga	From the <i>Journal of Library Administration</i> , this article discusses using curriculum mapping in library instruction to impact student learning and library initiatives.			School Libraries - Create: Activity 2
EBSCO: Grants & Funding	This article presents a collection of information about how to apply for grants and potential grants.			School Libraries - Grow: Activity 1

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
Future Ready Librarians Facebook Group	This social media group is focused on supporting students to be critical thinkers and learners.			School Librarians - Create: Activity 1
Introduction to Design Thinking Process Guide	This guide introduces applying design thinking in lessons.			Learners - Grow: Activity 1
Hexagonal Thinking - Cult of Pedagogy	This article addresses using Hexagonal Thinking in a classroom setting.			Learners - Think: Activity 2
Loud on Paper Library Guide	This Purdue University web page provides information on zines and how to make them.			Learners - Share: Activity 1
Group Contracts and Groups - Magnify Learning	This web page presents a collection of information and resources about project-based learning and group contracts.			Learners - Think: Activity 1
School Library Strategic Planning Resources - North Carolina Library Advocacy	This page offers a collection of planning worksheets and templates to develop a school library strategic plan.			School Libraries - Create: Activity 1
School Library Infographic	This blog post offers a tutorial on how to create a school library infographic using Looker Studio.			School Librarians - Share: Activity 1
School Library Marketing	This blog post gives the “why” and “how” of school library infographics.			School Librarians - Share: Activity 1
Show Me the Money: Grants and Funding	This <i>Knowledge Quest</i> article shares resources for applying for grants and receiving funding.			School Libraries - Grow: Activity 1

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
Students Need Libraries	This advocacy website supports the inclusion of libraries in all public schools.			School Librarians - Share: Activity 1
Thinking Routines - Harvard Project Zero	This resource delves into thinking routines, which deepen thinking and learning.			Learners - Share: Activity 2
Zine Basics	This website shares information about using, making, and educating with zines from Barnard College.			Learners - Share: Activity 1
Zine Folding 101 - Expressive Monkey	This article walks readers through how to create and fold a zine.			Learners - Share: Activity 1
The Zine Pavilion at ALA Annual	This blog post shares examples from ALA Annual Conference of zine collections, information about the culture of "zinesters," and ways to connect.			Learners - Share: Activity 1
The Zine Project by Jilian Ehlers	This <i>Knowledge Quest</i> article describes how ninth-grade learners at the Metropolitan Expeditionary Learning School in New York City participated in The Project Zine.			Learners - Share: Activity 1
Web Accessibility for Infographics	This infographic shares information on designing accessible infographics.			School Libraries - Create: Activity 3
Organizations				
826 Valencia	A non-profit organization supporting under-resourced students in their writing skills.			School Libraries - Share: Activity 3

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
American Association of School Librarians (AASL)	AASL is the only national professional membership organization focused on school librarians and the school library community, providing resources, awards, grants, professional development, and networking opportunities.			School Librarians - Create: Activity 1
APALA	Asian/Pacific American Library Association that provides resources for including diverse texts.			Learners - Share: Activity 3
The Author Village	A community of authors interested in author visits, conferences, and workshops.			Learners - Share: Activity 3
Battle of the Books	An organization that supports creating Battle of the Books across the US.			Learners - Share: Activity 3
Connecticut Center for the Book	A Connecticut affiliate of Center of the Book which aims to promote literacy and heritage.			Learners - Share: Activity 3
Demco: Free Grants Search	A collection of grants for libraries and schools organized by Demco.			School Libraries - Grow: Activity 1
Donors Choose	An organization that supports crowd-funding donations for schools.			School Libraries - Grow: Activity 1
KQED Teach	Free media resources for learners and educators, including youth media challenges.			Learners - Grow: Activity 3
KQED Youth Media Challenge	A middle and high school challenge to promote expressing ideas with images, text, and speech.			Learners - Grow: Activity 3

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
National Novel Writing Month	An organization supporting students in writing.			School Libraries - Share: Activity 3
National Writing Project	A network of educators and writers working to advance writing skills.			School Libraries - Share: Activity 3
We Need Diverse Books	A nonprofit organization that supports the publishing of diverse books and provides books to students in need.			Learners - Share: Activity 3
Research tools				
GALE Topic Finder	A research tool to narrow down topics and see related keywords.		\$	School Librarians - Think: Activity 1
JSTOR Text Analyzer	A tool to extract topics, keywords, names, and organizations from articles, outlines, or draft essays and shows articles related to the uploaded document.			School Librarians - Think: Activity 1
Worksheets, handouts, and other instructional tools				
Analyzing Sources Using the SIFT Method	A scaffolded worksheet for analyzing an online source using the SIFT Method.			School Librarians - Create: Activity 2
An Introduction to Zines video	Instructional Librarians Allen and Rambo from Middle Country Library share a history of zines and how to make and use them.			Learners - Share: Activity 1
Brainstorming Keywords Worksheet	This Illinois University library resource teaches students how to develop keywords.			School Librarians - Think: Activity 1
Design Thinking Student Slidedeck	A lesson on how to introduce design thinking to students.			Learners - Grow: Activity 1
How to Make a Mini-Zine	This video tutorial shows how to make a mini-zine.			Learners - Share: Activity 1

Name of Resource	Description	AASL Best Digital Tools	Paid Product	ACTIVITIES USING THIS RESOURCE
Reading Interest Survey - Joanna Kozel	Give this free reading interest survey to students to assess what books they want to read.			School Librarians - Share: Activity 2
Simple Storyboard Template	Use this storyboard template to script tutorials, learning outcomes, and visuals.			School Librarians - Create: Activity 2
Thinking Routines Toolbox	This collection of Thinking Routines offers resources for deepening thinking and learning at different phases of instruction.			Learners - Share: Activity 2
"What is Mind-Mapping?" Video	This video demonstrates the benefits of mind-mapping, how to create a mind map.			Learners - Create: Activity 1



AASL Standards Framework Applied to Developing Creative Collaborators Activity Guide

Developing Creative Collaborators, Flexible Partners, and Resilient Citizens, an activity guide developed by the 2024 ALA Emerging Leaders, uses the National School Library Standards and the Shared Foundation of Collaborate as a lens to support professional development and instruction as school librarians guide learners' working within diverse teams toward common goals. Use this framework application as a secondary table of contents to navigate to relevant scenarios, activities, and resources. To access the complete resource guide, visit standards.aasl.org/project/collaborators.

NATIONAL
SCHOOL
LIBRARY
STANDARDS

Domain	LEARNER SCENARIOS AND ACTIVITIES	SCHOOL LIBRARIAN SCENARIOS AND ACTIVITIES	SCHOOL LIBRARY SCENARIOS AND ACTIVITIES	Domain
THINK	<p>Scenario: Sharing the Research Process with Others</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Creating a Shared Group Contract: Learners create a shared vision for how to work together and complete tasks. 2. Using Group Discussion to Develop New Ideas: Learners will build connections between ideas using hexagonal thinking. 3. Identifying Solutions in a Group Discussion: Learners will develop solutions to a problem using the Question Formulation Technique. 	<p>Scenario: Collaborating Toward Scaffolded Learning</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Brainstorming Keywords for Iterative Searching: Guide learners towards developing keywords for research. 2. Micro-Lessons to Address Gaps in Professional Development: Train content-area educators in incorporating information literacy principles into assignments. 3. Critically Analyzing Web-Based Sources: Support learners' analysis of authority in social media sources. 	<p>Scenario: Collaboration Beyond Our Schools</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Collaborative Creativity Challenge: Coordinate a cross-disciplinary "creativity challenge" that involves information, media, visual, and technical literacies. 2. Peep into the Library: Coordinate with a local or state-level birding group to develop resources that broaden and deepen learners' STEM understanding and exploration. 3. Career Week in the School Library: Collaborate with educators, caregivers, and the broader community to deepen and broaden learner understandings of career opportunities. 	THINK
CREATE	<p>Scenario: Using Technology to Connect with Others</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Sharing and Building Prior Knowledge in a Group: Learners will create a mind-map to build and organize ideas in a group setting. 2. Creating Social Media Posts to Share Ideas: Learners will create Instagram-style posts to convince others of an idea or topic. 3. Creating a Collaborative Book Using Book Creator: Learners will build a collaborative book using art and writing samples. 	<p>Scenario: Creating an Online Professional Learning Community</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Put on Your Virtual Oxygen Mask First! Create an online PLN to collaborate with other educators and model the use of resources. 2. Collaborating on Library Love! for a Learner-Centered Library: Cultivate a network of learners who care for and learn from the school library by facilitating an "adopt a shelf" program. 3. Welcome to Your Public Library: Partner with the public library to help introduce learners to a lifelong resource and community. 	<p>Scenario: Collaborative Strategic Plans as Advocacy</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Community-Driven Strategic Plan: Develop a collaborative strategic plan to guide future school library initiatives. 2. Curriculum Mapping: Identify key times for school library involvement in school curriculum. 3. Demonstrating Impact At-A-Glance: Create an infographic on school library resources as an advocacy tool. 	CREATE
SHARE	<p>Scenario: Developing a Community of Diverse Readers</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Readers Advisory Zines: Learners share books, research, and ideas with their peers using zines. 2. Generate Literary Thinking and Displays: Learners generate and analyze questions that become headlines to inspire their peers. 3. "You Are Here," Advocacy Project for Local Literature: Learners collaborate to create media that advocates for local literature within the school and wider community. 	<p>Scenario: Building Relationships with Colleagues</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Infographics for Visualizing Collaboration: Promote collaboration between school librarians and other educators with the power and magic of infographics. 2. Surveying Students to Hear their Voice: Invite diverse learner perspectives and feedback through interest surveys in the library. 3. Student Designed School Library Displays: Showcase diverse perspectives in the school library through learner-created displays and social media. 	<p>Scenario: Creating a Library Learning Commons</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Rotating Displays to Showcase the School Library: Broadcast library information, programs, and services on a digital bulletin board. 2. Expanding Your Professional Network: Cultivate a local or regional community of school librarians to share digital and physical resources. 3. Highlighting Literacy Resources: Model the importance of information-use skills by promoting available services and resources on the school library website. 	SHARE
GROW	<p>Scenario: Maker Education in the School Library</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Applying Design Thinking: Learners applying design thinking to literature. 2. Using Equity Maps During Socratic Seminars or Harkness Discussions: Learners use Equity Maps to track student participation in group discussions. 3. Participating in KQED Youth Media Challenges: Learners create media to participate in a national conversation. 	<p>Scenario: Creating an Inclusive Environment</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Student Book Clubs: Coordinate learners into book clubs based on their interests. 2. Magic: The Library Gathering: Collaborate with educators, learners, and others to bring "Magic" to the school library. 3. Inclusive Reading Challenges: Collaborate with other educators and community members to develop an inclusive reading challenge and engage reluctant readers. 	<p>Scenario: Making the Library a Community Space</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. Funding a Functional, Flexible School Library Workspace: Search for grants to fund the redesigning of the school library space. 2. Creating Collaborative Student Workspaces: Provide flexible spaces for learning and collaborating and make the library the HEART of the school. 3. Creating an Open Space for Community Use: Create a welcoming, functional space for all stakeholders to engage. 	GROW



Creating Collaborative Communities

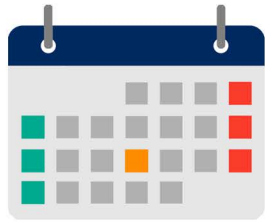
NATIONAL
SCHOOL
LIBRARY
STANDARDS

Use this infographic to help guide conversation with stakeholders about the importance of guiding learners' as they learn to work within diverse teams toward common goals. Find scenarios, activities, and tools to support inquiry in *Developing Creative Collaborators, Flexible Partners, and Resilient Citizens*. Visit standards.aasl.org/project/collaborators.

“THOSE WHO WORK IN a **collaborative** rather than individual **setting** are

50% MORE EFFECTIVE at completing tasks,

boosting their **INTRINSIC MOTIVATION** and helping them become **more engaged** with their work.”¹



When **caregivers know**

you are **working diligently** to develop and implement a **SCHOOL LIBRARY** that helps their **CHILDREN BE SUCCESSFUL**, they will become **important advocates** for your library.³



QUALITY SCHOOL LIBRARIES

boost student **ACHIEVEMENT**, contribute to **school improvement**, and help **CLOSE THE ACHIEVEMENT GAP** for our most vulnerable learners.⁵

“What we’re trying to do is **PROMOTE** a **new generation** of **well celebrated and beautifully crafted LIBRARY PROGRAMS** that **ENGAGE** not just the students but teachers and **REACH** the overall **COMMUNITY**.”²

Administrators must **CULTIVATE A CULTURE** of **instructional collaboration**.⁴



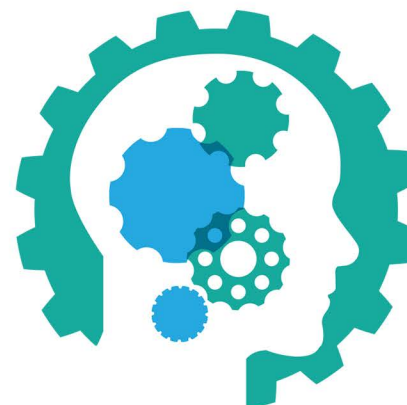
The presence of a **HIGH SCHOOL LIBRARIAN** employed at least half-time



significantly correlated with **COLLEGE** freshmen’s **GRADE POINT AVERAGE**.⁹

PARTNERSHIPS between **librarians and educators** **STRENGTHEN**

- **instruction & student skill development**
- likelihood students **TRANSFER SKILLS** outside of the library⁷



“School and **PUBLIC LIBRARY collaboration** can build **COMMUNITY CONNECTIONS**, while also **sharing resources** or **improving learning opportunities** for students.”⁶

SCHOOL LIBRARY collaboration can **CREATE FRIENDSHIPS**, inspire **new ideas**, and develop **SUPPORTIVE ADVOCACY NETWORKS**.⁶

According to a Stanford study, **employees who WORK COLLABORATIVELY** are likely to



work **64% LONGER**



get **LESS fatigued**



be **more ENGAGED**



deliver more **SUCCESSFUL outcomes**⁸

TEST SCORES tend to be **HIGHER**

where **administrators, educators, and librarians** see the school librarian as:

- » a school **leader**
- » a teacher and **CO-TEACHER**
- » a **curriculum** designer
- » an **instructional resources** manager
- » an in-service **PROFESSIONAL DEVELOPMENT** provider
- » a **READING** motivator
- » a **TECHNOLOGY** teacher
- » a **troubleshooter**
- » a source of **INSTRUCTIONAL SUPPORT**⁵



Find infographic sources listed under Works Cited in the *Developing Creative Collaborators, Flexible Partners, and Resilient Citizens* Activity Guide. Visit standards.aasl.org/project/collaborators.

American Association of School Librarians
TRANSFORMING LEARNING

