Developing Critical Curators Seeking Diverse Perspectives

Activity Guide

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Acknowledgements

AASL gratefully acknowledges the following in the development of this toolkit:

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Foreword

Dear Readers,

Within the pages of this activity guide, *Developing Critical Curators Seeking Diverse Perspectives*, you will find practical tips on how to incorporate the Shared Foundation Curate into your school library practices. I am so excited to have even the small role of writing the forward for this document, because of all the Shared Foundations in the *National School Library Standards for Learners, School Librarians, and School Libraries*, this is the one I feel most strongly represents the unique aspect of school librarianship. School librarians have long been the curators of our collections, and as the packaging of information has changed over time, from print to digital, we have shifted from doing all the curation of physical collections to teaching curation of personal and digital collections. School librarians teach learners not only how to use tools to find the information they need, but also how to organize information to meet their needs, explore what else is available, include other perspectives, inquire about what is missing, collaborate with others, and engage with the entirety of the Human Record. Through curation, we can teach how to make connections between topics, create new knowledge, and add new perspectives to the world story.

Please join me in immersing yourself in this amazing work of the 2022 Emerging Leaders who have created materials that explain what this Shared Foundation looks like in practice through all of the integrated frameworks. I know I will spend a lot of time with this activity guide over the next year as I study and improve my own practice. I look forward to hearing how others use this guide as well.

Thank you, Sarah Degenhart, Stephanie Goh, Nanyamakah Mars, Sheila Michaels, and Laurel Taylor for all of your hard work this year, and for sharing your learning with us. And thank you to Jennifer Sturge and Stephanie Book for guiding them and helping them design such wonderful final products. Thank you for learning, leading, and participating in AASL's growth.

Sincerely Yours,

Jennisen Lucas
AASL President, 2021-2022

Introduction

As described within the Common Beliefs of the American Association of School Librarians' (AASL) *National School Library Standards for Learners, School Librarians, and School Libraries*, "School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers" (AASL 2022, Common Belief #4). School librarians must thoughtfully curate the resources available to learners in school libraries to support learners' personal and academic pursuits.

Curating a school library's collection is one of the most recognized aspects of a school librarian's job, but thoughtfully curating resources goes beyond knowing the popular titles for which learners are likely to read. As information becomes available in new and expanding ways, and as more people become invested in what school libraries provide and how students access information, the job of curating resources has become more complex. Learners need both access to a variety of reliable resources and instruction about how to curate resources for their own needs. School librarians are both curators and teachers of curation skills.

To support school librarians as they strive to develop learners—students and educators alike—who critically curate their own resources and include multiple perspectives, the AASL tasked an ALA Emerging Leaders team with developing an activity guide with resources focused on the Curate Shared Foundation in the *National School Library Standards*. Using this activity guide, school librarians will reflect and be inspired as they collaborate with other educators and develop collections. The ALA Emerging Leaders team designed and curated resources to support librarians as they create school libraries that are places of information access and knowledge sharing.

Curating stories and information while teaching learners the skills of curation has never been more important in an information market that is ever expanding and increasingly complex. This activity guide supplies resources and ideas for fully embracing the Curate Shared Foundation as school librarians support learners gathering information from diverse perspectives, evaluating and organizing their findings, and reflecting on their understanding of the information.

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 curating school library resources.
  - To assist school librarians supporting learners as they learn to curate resources.
  - To encourage learners and school librarians to curate resources with a wide variety of perspectives.
  - To offer strategies for information organization and exchange within and beyond the learning community.
- **An infographic** to help school librarians visually display their role in curating resources with and for learning communities and to facilitate conversations with other educators around the ideals of the Curate Shared Foundation.

This collection of resources and activities is not meant to represent the entire conversation surrounding curation. 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 Critical Curators](#)
Explore this activity guide using the AASL Standards Framework as an alternate table of contents. Navigate to relevant scenarios, activities, and resources for reflection and instruction to support building competency in the Shared Foundation of Curate.

Table 1: Understanding Curate through the AASL Standards Frameworks

Frameworks	Purpose	Questions
Learners	Empower learners' information needs	How can learners evaluate diverse perspectives to ensure inclusivity? How can learners collaboratively and ethically construct information to be shared with others? How can learners analyze and participate in the curation process?
School Librarians	Develop school librarians' practices	In what ways can school librarians collaborate with educators and learners to gather information? How can school librarians facilitate opportunities for educators and learners to evaluate and contribute to collaboratively constructed information? How can school librarians modify their existing activities to include learners' and educators' reflections on their decision-making processes when selecting sources or materials?
School Library	Curate an inclusive school library that facilitates information sharing	How can school libraries develop inclusive collections with a wide range of resources? How can the school library establish and maintain policies and procedures that include stakeholders' voices? How can the school library protect learner confidentiality while promoting unimpeded access to materials? How can the school library reduce the interval for assistance between time of need and the stakeholder's acquisition of needed materials?

Learners

In today's school libraries, learners are not passive consumers of information. Learners are expected to actively think, create, share, and grow in the learning process. Learners have a voice in their school library, their school, and their community. They collect and contribute to information that represents diverse perspectives while assessing the information for its validity and accuracy, and openly share their processes with others. Organized by the Domains—Think, Create, Share, and Grow—the scenarios and activities in this section provide opportunities for learners to collaboratively curate sources of information that reflect their learning community and the world, while evaluating the sources for biases, validity, and accuracy. These activities allow the learners to have a voice in their school library and to be agents of change.

Think

The scenarios and activities in this section are built on the Curate Shared Foundation using the Think Domain for learners and the following Competencies (AASL 2018, 37):

A. Think: Learners act on an information need by:
1. Determining the need to gather information.
2. Identifying possible sources of information.
3. Making critical choices about information sources to use.

Scenario: Representation in the School Library

Tori is president of her high school's Gay Straight Alliance (GSA) club and is excited that the school librarian has allowed the group to meet in the library for their after-school activities. As the club grows, Tori realizes the need for group members to have novels with LGBTQIA+ representation. Many of the student members talk about their personal stories and the fact that they are required to choose novels for English classes but can't find books that reflect their experiences.

Tori decides to invite Ms. Wilson, the school librarian, to a club meeting so that she can hear the students' ideas. The student members are very clear about what they would like to see in the school library collection, but Ms. Wilson doesn't know where to start. She isn't sure how many books in the school library include LGBTQIA+ characters and isn't clear on how many she should have. What would representation look like for her collection? How can she utilize student group input and collection development tools to ensure an inclusive collection?

Questions for Further Discussion:
- What can the school librarian do to get a thorough picture of what learners in the GSA are looking for regarding representation in the school library?
- How can the school librarian facilitate learners' creating a list of authors and titles that they would like to see in the school library?
- What tools (Goodreads, BookTok, etc.) can the learners use to assess novels and e-books that would best meet their needs?
- What can learners do to solicit input from other learners who may be interested in LGBTQIA+ books but are not part of the GSA?
- How can learners collaborate with the school librarian to promote new titles, create inclusivity, and provide feedback about the changes in the school library space?

Activity #1: Develop a Picture of Diversity in the Learning Community

Objective: Learners assess diversity in the student body to seek representation in the school library collection.

This activity is designed with the preceding scenario in mind; however, it can easily be adapted for any student group, topic, or grade level. Learners at all levels are working through developmental stages involving identity and autonomy. Though many learners will have strong ideas of who they are becoming, others will be just beginning to explore differences and will seek out resources for information. Meeting with student leadership teams (clubs, class officers, student council, etc.) for a brainstorming session on how the school library meets the needs of learners can be a good place to start.

Invite a student group such as the GSA, Black Student Union, or other multicultural or spiritual student organization to the school library for a discussion of what they would like to see in the collection and the school library environment. Ask for the group's input on what kind of survey questions would foster the most informative responses. Open-ended responses and anonymity are vital to this activity to assure student safety and accurate representation of the individuals present. Simply providing a checklist or multiple choices may not comprehensively address the needs of all learners. Data can then be collected anonymously from the student body using the survey created through this activity. Distribute the survey with a Google form or using paper slips and a collection box available on a table in the school library. Compile your findings into a word cloud that can be displayed for the next club meeting.

Solicit feedback from learners after the survey results have been shared. Is there anything missing? Are there gaps that learners see that need to be filled in? Invite learners to discuss aloud or provide written feedback anonymously on slips of paper that can be collected.

Activity #2: Construct a Pool of Representation Resources

Objective: Learners explore the availability of diverse resources to ensure representation in the school library collection and environment.

Media choices are a part of daily life for learners. With so many options available, it can be difficult to discern the best avenues for reliable, comprehensive resources.

This activity can follow Learner/Think Activity #1, or it can be completed on its own for learners to further explore diversity in the school library by researching available resources and compiling a list of reliable sources on any topic or issue to help build the school library collection. The process could be done with varying grade levels using scaffolding where necessary. Elementary learners can be given sample lists, while secondary learners could be freer to find their own resource lists from which to work. Learners at any grade level can have input about collection building.

Invite learners to a focus group discussion: Where do you go when you need ideas or suggestions for media? Direct the group to brainstorm on the question and share-out their ideas. Compile the list of ideas on a poster board or projected screen. If needed, provide a sample list to aid the discussion, such as the [ALA Review Resources List](#). After the group's list is completed, look at the list with the learners and decide which resources look the most promising in terms of ease of use and financial considerations. Divide the group into smaller teams and assign each team one to two resources from the master list to explore.

Ask teams to share their findings with the group. What types of materials (books, media, posters, signage) are available through each resource? Are there materials that correspond with the learner-created list of diversity needs from Activity #1 that could be added to the school library collection? How can the resources and materials be used to create a school library space with inclusive representation? Use the learners' input to add relevant and reflective resources to the school library collection.

Activity #3: Looking through the Selection Lens

Objective: Learners analyze media to assess correlation with library selection criteria.

Learners can have valuable input for school library spaces and resources. Along with suggesting media to build representation, learners can also view new resources through the lens of selection criteria, thereby putting themselves in the role of the school librarian and analyzing resources and selection criteria. This culminating activity is designed to follow

Learner/Think Activities #1 and #2, or it can be adapted as a stand-alone process for use at any grade level.

Invite learners to a "Snack and Unpack" session where they will examine the list of media and materials compiled in Activity #2 in context with the school district library materials selection criteria or criteria from the [ALA Selection Policy Toolkit](). Divide the session participants into smaller groups of 3 to 4 learners and give each group a copy of the selection criteria and a portion of the sample list of media and materials. Direct groups to discuss their list in context with the selection criteria. Do the materials fit within the framework? If not, what needs to change? Open a large group discussion about learner driven lists vs. school selection criteria. Gather feedback from learners about what is relevant to them and how that fits within the school library selection policy or practice.

This valuable feedback can be shared with other district librarians and the school administrator to advocate for more diverse resources and materials in the district libraries and modifications to the material selection criteria as needed.

Create

The scenarios and activities in this section are built on the Curate Shared Foundation using the Create Domain for learners and the following Competencies (AASL 2018, 37):

B. Create: Learners gather information appropriate to the task by:
1. Seeking a variety of sources.
2. Collecting information representing diverse perspectives.
3. Systematically questioning and assessing the validity and accuracy of information.
4. Organizing information by priority, topic, or other systematic scheme.

Scenario: Sources Featuring Inclusive Perspectives

Sixth-grade social studies educator, Tony, is introducing the annual research project to his class. This will be the sixth graders' first experience writing a research paper. The assignment is based on the year-long work the sixth grade Social Studies classes are doing with the United Nations' 17 Sustainable Development Goals (SDG). Tony is asking his class to explore the ways life can be improved for different people in various parts of the world. He is assigning one SDG to each learner, and the learners must choose a country to research.

A learner in Tony's class, Alexis, is exploring the fourth SDG, Quality Education. Specifically, Alexis is researching ways to improve girls' education in Pakistan. Tony's class has been

working closely with the school librarian, Traci, to understand how to locate and analyze credible sources. So far, Alexis has successfully used the school library's digital resources and can find some helpful news articles online from different media outlets. However, Alexis's sources are missing the perspectives of people directly impacted by the quality of education in Pakistan. How can Traci support Alexis with finding sources that feature the perspectives of people from Pakistan?

Questions for Further Discussion:
- How can the school librarian encourage learners to value the expertise of lived experiences?
- What kinds of conversations might the school librarian have with this learner to help them think through the types of resources they are looking for?
- Where might the school librarian point this learner to help them find first-person accounts and research conducted by those most closely connected to their topic?

Activity #1: The ACT UP Method
Objective: Learners use a systematic questioning method to assess the validity, accuracy, and bias of information.

Learners are encountering more misinformation and bias now than ever before. It is crucial for learners to develop the skills to assess information for accuracy and bias. The ACT UP (*Author*, *Currency*, *Truth*, *Unbiased*, and *Privilege*) method is an online source evaluation tool developed by academic librarian, Dawn Stahura. The primary function of the ACT UP method goes beyond evaluating the credibility of sources. It helps learners to push against privilege and break out of dominant narrative search cycles.

The ACT UP method is not a checklist, but more so a protocol or reflection questions that learners can use to critically analyze a source and their own bias in order to make an informed decision about the credibility of that source as it pertains to their research purpose. When introducing the method, it is important to explore each step and model the process of systematically questioning sources. The following method demonstrates Dawn Stahura's approach to assessing sources, but can be adapted to meet the needs of learners and learning communities.

A: Author
- Who wrote/published the source?
- Conduct an online search about the author/publisher.
  - Background information matters!
- Do they have a personal website or social media?
- What else have they written? Where else have they published?

C: Currency
- When was the source published?
- Does your assignment require current information?

T: Truth
- Is the information relevant to your assignment?
- How accurate and reliable is the source?
    - Can you verify any of the claims in other sources?
- Does the language evoke an emotional response?
- Are there typos and spelling mistakes?

U: Unbiased
- Is the source impartial?
    - Resources unless otherwise stated should be impartial.
- Is the source's agenda or bias hidden or clearly stated.
- Is the information presented to sway the audience to a particular point of view?

P: Privilege
- Check the privilege of the author(s).
    - Are they the only people who might write or publish on this topic?
- Who is missing in this conversation?
- Critically evaluate the subject terms associated with each resource you found. How are they described? What are the inherent biases?
- Where and how else might you find more inclusive sources and/or different perspectives?

Activity #2: Exploring Bias through Diverse Perspectives

Objective: Learners demonstrate assessing bias while collecting information representing diverse perspectives.

Helping learners understand the impact of bias and oppressive practices in media and scholarly publications is crucial for school librarians. It is important to guide learners toward practices that help them to identify and incorporate diverse perspectives into their collection of sources. The following resources include websites and strategies for exploring diverse perspectives and implicit and explicit bias in information.

- [IF I APPLY](#) (Created by Kat Phillips) - Offer learners these steps and questions for reflecting on both personal and source biases.
- [Imagining Power Structures](#) (Created by Ashley Blinstrub) - Reflecting on both the source and the author of the information adds to learners' research.
- [Informable](#) (Mobile application created News Literacy Project) - Build news literacy skills through gaming.
- [KQED Media Literacy Resources](#) - Help learners to critically question media sources and their impacts.

- [NewseumED](#) - Cultivating the First Amendment critically with an emphasis on media literacy skills.

Activity #3: Four Steps to a Helpful Source

Objective: Learners work to curate reliable and relevant sources by selecting, justifying, and discussing their choices.

School librarians are often tasked with introducing learners to healthy searching habits. Through thoughtful library lessons, learners gain the skills needed to curate resources for a variety of purposes, both academic and personal. This activity gives school librarians, other educators, and learners an engaging way to practice curating resources and collaborating on a common understanding of what makes a resource useful.

After a mini lesson on effective online searching, confirm that learners have specific topics they are researching. This can be specific to an assignment or one selected as practice.

Give each learner a copy of the [Research Foursquare handout](#) (Worksheet 1). Each learner, after locating a source they find reliable and relevant, fills out the first square on the handout by giving the title of the source and an explanation of why it is a reliable and relevant source.

After completing the first square, learners may fill out the remaining squares in any order they desire. This allows all learners to be working at the same time and at their own pace.

Learners complete the top right square by talking to a classmate about their source and explaining their rationale for selecting their source. After the discussion, the classmate signs their paper.

Learners complete the bottom left box by talking to either the classroom educator or the school librarian and explaining their rationale. This is an opportunity for the school librarian and other educators to give feedback, ask follow up questions, extend learning, assess learning, and give encouragement. Learners complete this box by getting the signature of the adult they talked to.

Learners complete the bottom right box by finding another source that confirms the information their first source provided. This allows learners to practice lateral reading, think about the need to confirm information, and practice the skills/use the tools discussed in the mini lesson.

This structure can be adapted to any grade level by changing the topics assigned for research.

Worksheet 1: Research Foursquare handout

Research Foursquare

It's time to start researching. Find **ONE** source you can use in your paper. You're going to spend some time thinking/talking about your source.

Talk About Your Source	**Talk to a Classmate**
What is the title of your source? Where did you find it?	Tell one of your classmates about your source. Make sure to explain why it is relevant to your research.
How can you tell that it is a reliable source?	Student signature:
Talk to a Teacher/Librarian	**More Proof**
Tell one of the teachers or librarians about your source. They will probably have questions for you, so be ready!	Reliable information can be confirmed in multiple places. Now that you've really thought through your source, find one more source that provides similar information.
	Source:
Teacher/Librarian signature:	Reason you find this source reliable and relevant:

Source: Created by Laurel Taylor for Alexandria City High School, VA

Share

The scenarios and activities in this section are built on the Curate Shared Foundation using the Share Domain for learners and the following Competencies (AASL 2018, 37):

C. Share: Learners exchange information resources within and beyond their learning community by:
1. Accessing and evaluating collaboratively constructed information sites.
2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

Scenario: Stop the Littering Campaign

Jamal is a fourth-grade learner at a third through fifth grade intermediate school. The learners at his school live in a suburban lower-middle socioeconomic neighborhood just twenty minutes away from a major midwestern city. Jamal has a strong desire to make a positive impact on his school and community. He has a love for animals and recently learned the impacts that littering has on animals.

One day when playing football at recess, Jamal noticed there was trash on the playground. He started noticing trash on the ground after every recess. Jamal talked about the problem with a few friends, and the group decided that they wanted to influence change at their school. Jamal and his friends found their school librarian, Mr. Hughes, during recess to talk about the problem. Mr. Hughes challenged the learners to observe where else litter might be a problem.

Jamal and his friends noticed litter in different areas of their school campus and in the community. The learners met with Mr. Hughes again to report their findings. The learners decided to create a school-wide campaign to get other kids invested in keeping their campus and community litter free. The learners also wanted to create a "Stop the Littering" campaign for their local community.

Questions for Further Discussion:
- How can the school librarian encourage these learners to use reliable websites and databases as they collaboratively construct information so that it is helpful for their campaign?

- What types of human resources, such as an environmental agency, can the school librarian guide learners toward to curate information?
- How can the learners make littering issues meaningful to their peers and community in their reporting?
- Once the learners have collected the information, how can Mr. Hughes help them ethically use and reproduce other's work?
- What format options could the learners consider for presenting their curated information to their school and the community?

Activity #1: Student Campaigns

Objective: Learners use reliable websites and databases as they collaboratively construct information.

Using the interests of learners who are often passionate advocates for their community and the world, learners can be guided towards reliable websites and databases as they grow to be contributing members of society. Campaign projects that allow learners to investigate issues of personal interest for the betterment of society are not only excellent collaborative curation exercises, but empower learners to become agents of change.

Inform learners that they will be creating a campaign to persuade others to support or get involved in an issue of their choosing. Learners will individually research a topic of their passion using different websites and databases. AASL's Best Digital Tools for Teaching and Learning offers many research resources for considered use. The learners will then discuss their findings with one another and with their librarian to discover commonalities in their findings. The learners will then be grouped together in small groups that share commonalities in focus to create one campaign per group.

Once the campaign focus or focuses have been selected, learners can work together to collaboratively construct information sites, resources, and materials to promote their cause. As learners work, remind them to consider their audience(s) while constructing their campaigns. What information will be the most persuasive and what channels will be most successful in reaching those audiences. Assist learners in citing their sources to back-up their claims in persuading their audiences.

Learners can create campaign materials using various online tools. Using Powtoon, an AASL 2014 Best Website for Teaching and Learning, learners can create an animated video to be shared during school wide announcements. Canva, an AASL 2016 Best App for Teaching and Learning, can help learners (must be at least 13 years old) create visually appealing posters to display in the school library, other locations on campus and in the community.

Additional tools and resources for creating campaign materials:
- Create a podcast using Anchor (must be at least 13 years old to use, with parent/guardian permission), or the Garageband app, an AASL 2013 Best App for Teaching and Learning (Per Common Sense Media: 3rd-12th Grade)
- Create a video using Screencastify (K- 12), Movie Maker or iMovie app
- Create a poster or presentation using Google Slides, SlidesMania, or Pixie (K - 8)
- Create comics and animation using Pixton or Scratch

Activity #2: Media Biases

Objective: Learners compare and contrast one topic from three different political perspectives to gain a better understanding of media biases that exists.

It is important that learners develop skills to compare and contrast information that has been constructed from different information sites. Media biases might be difficult for learners to identify without being exposed to articles reflecting different political perspectives. The AllSides website is one that allows learners to examine biases that exist in the media.

Instruct learners to open the website allsides.com/unbiased-balanced-news and choose one current news topic to investigate. Using a Venn Diagram (figure 1) to gain a better understanding of the media biases that exist, have learners compare and contrast their chosen topic from three different political perspectives (left, center, and right leanings). Learners would then discuss their findings in small groups.

Figure 1: Venn Diagram from Math-Aids.com

Activity #3: Human Library

Objective: Learners curate primary sources by collecting personal stories from their community.

The Human Library is an organization that recognizes people as "books" that can be read and can provide insight and empathy through sharing their stories. Libraries in all settings have taken this concept and used it to curate the stories of their local community. This activity shares two ways school libraries may approach creating a Human Library of their learning community. Either approach can also make for an engaging collaboration with a number of classroom or subject-area educators.

Physical Human Library
Host an in-person event in which learners, staff, and community members agree to be "books." In this case, participants agree to sit for a period of time and allow attendees to "read" them (hear their stories). These events have the power to break stereotypes, build community, and help people better understand those whose experiences differ from their own.

Libraries can decide to host a Human Library that focuses on a specific theme (coming of age stories, stories from a particular event or series of events that happened in the community's past, people's stories about disabilities or challenges, etc.) or focused on a specific neighborhood, time period, or cultural experience. To make sure that "books" feel comfortable, hold meetings that allow "books" to practice their stories and make sure they fit with the theme and the time constraints. For example, to celebrate School Library Month, a school library could have "books" tell their stories of interacting with school libraries.

Digital Human Library
To create a digital Human Library, work with learners and staff members to interview, record, and share the stories of community members inside and outside the walls of the school. These stories are recorded in audio or video form and posted on a Libguide, Weebly, the school library's webpage, Flipgrid, or any other digital platform that works well for the learners and community members.

Examples from three school libraries below focus on local history, breaking stereotypes, and specific historical time periods. Work collaboratively with learners and educators to determine the focus of the Human Library, best interview practices, and most functional formatting.
- Calvert High School Human Library, Calvert County, MD
- Washtenway Human Library, Ann Arbor, MI
- Tompkins Cortland Human Library, Dryden, NY

Grow

The scenarios and activities in this section are built on the Curate Shared Foundation using the Grow Domain for learners and the following Competencies (AASL 2018, 37):

D. Grow: Learners select and organize information for a variety of audiences by:
1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
3. Openly communicating curation processes for others to use, interpret, and validate.

Scenario: Every Community Member is a Learner

Helen, an experienced elementary school librarian, has changed districts and has been having a fairly smooth transition. The principal and many of the other educators have been at this school for quite some time, and they take a great deal of pride in their community. A number of the learners are the children of former students. Helen has even heard the school described as "a well-oiled machine." She views all of the members of her community as potential learners and has been working throughout the first quarter to discern what needs exist that she can meet.

Just before Thanksgiving, Helen discovers some very inaccurate generalizations happening in the lower grades when it comes to Indigenous culture and customs. Since the learners are following the plans that the classroom educators have been implementing for years, Helen realizes that she must speak to the incomplete story that is being shared by these educators through professional development.

Questions for Further Discussion:
- What unique challenges emerge in terms of curating resources when the learners are peers? How do you address those challenges?
- How does one remain reflective about quality, usefulness, and accuracy of information when the need for professional development is urgent? If a sacrifice must be made, which of these is the most important to preserve?
- Could the school librarian have made decisions that would have allowed her to anticipate this need sooner?
- What foundations are created in forming a conceptual knowledge network that can be leveraged for future PD work?

- How does a school librarian simultaneously remain open to others' interpretation and validation of their curation process while also affirming the importance of how and what is being curated?
- How does a school community objectively curate their practices and traditions?

Activity #1: The Last Chance Cafe

Objective: Learners examine and consider the quality, usefulness, and accuracy of curated materials at a book tasting event.

Weeding materials is a critical part of managing a current and useful school library collection. However, in that process, school librarians often run across books that, although underused in circulation data, are well-aligned to curriculum or learner interests. Hosting a "Last Chance Cafe" may be the perfect opportunity to identify underused titles that deserve a second life in the school library collection.

After the weeding process, take time to reflect on the items and consider criteria from the *Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries* from the ALA Office for Intellectual Freedom that may make an item eligible for the Last Chance Cafe. Some of the criteria to consider include:

- Support and enrich the curriculum and/or students' personal interests and learning.
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
- Be appropriate for the subject area and for the age, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources.
- Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel.
- Exhibit a high degree of potential user appeal and interest.
- Represent differing viewpoints on controversial issues.
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.

If any of the weeded materials from your collection meet a meaningful number of these criteria, consider featuring them at the Last Chance Cafe (LCC). Held at a designated table or reading area in the school library, this book tasting event would be accessible to the learning community any time the library is open. Consider the frequency in which the LLC would be useful to your learners and to the school library's weeding schedule:

- **regularly occurring event**—a month's worth of weeded materials that meet the criteria but are all over the map in terms of topic.

- **ongoing event with a rotating theme**—save weeded books with common strengths and rotate them into the LCC every couple of weeks.
- **as-needed events**—the science fair is looming, so materials that meet the criteria for enriching the curriculum and providing authentic factual information have pride of place.

The cafe concept offers plenty of opportunity to be creative with your materials for collecting feedback from your cafe patrons. The sample Z fold "menu" was created using Canva (figures 2a and 2b).

Additional resources for hosting a book tasting:
- Canva Place Card Templates - Use these place card templates to dress up your cafe tables.
- Book Tastings - A YALSA blog post about a specific book tasting experience.
- Book Tasting as Gallery Walk - A *Knowledge Quest* blog post offering a gallery walk as an alternative format to a restaurant when introducing books.
- You Can't Taste a Book by its Cover - An ALA blog post with tips on how to host a successful book tasting.

Figure 2a: Menu cover featuring books
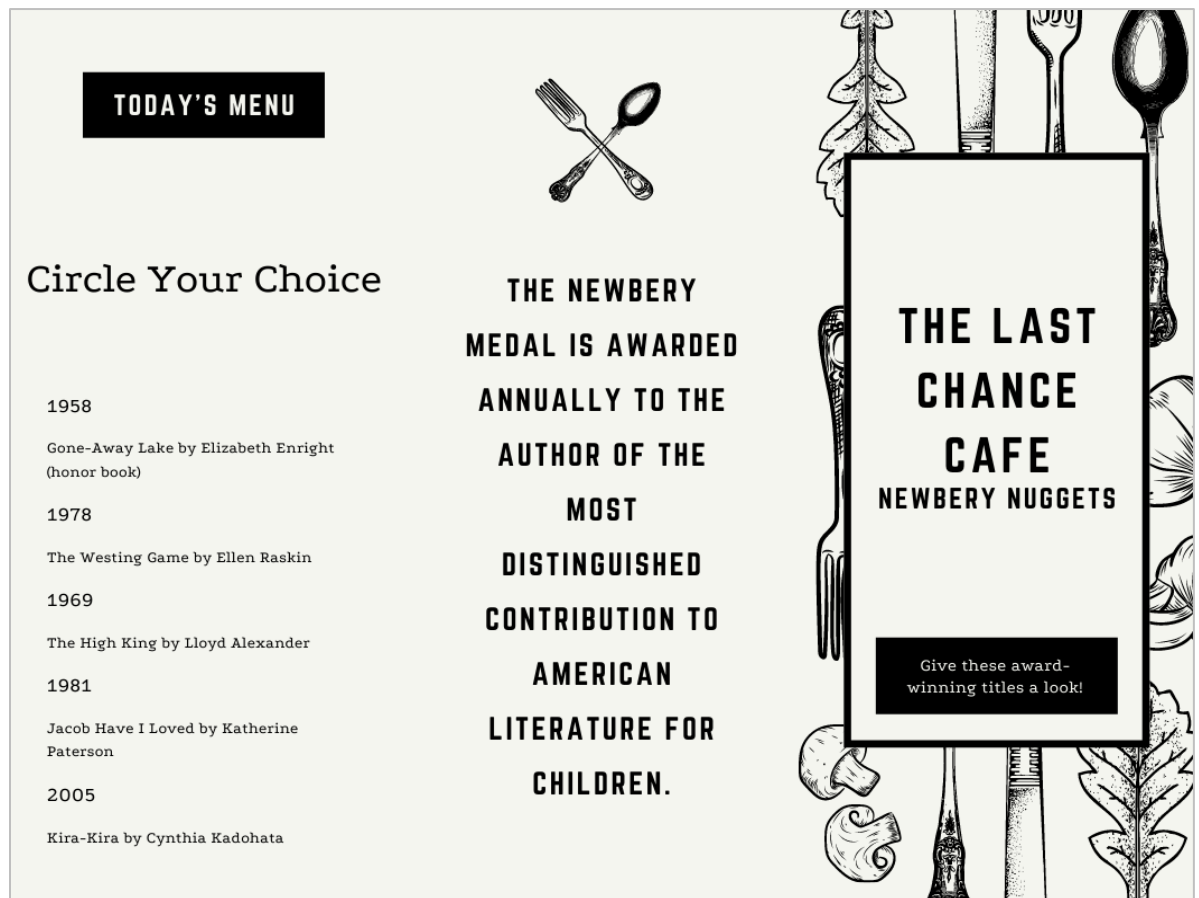
Source: Created by Sarah Degenhart for Our Lady of the Pillar School, St. Louis, MO.

Figure 2b: Menu inside spread for collecting feedback

♥

READ THE FIRST 3 PAGES

ORDER NOW

First Bite

Entree

Check One

What do you think of the cover?

How many pages does it have?

How readable is the type? (Check One)

☐   No problem whatsoever

☐   As if

How do the tone and the author's voice make you feel?

What questions do you find yourself asking?

With 5 being the most interested. Rate your interest in this book.

1   2   3   4   5

☐   I plan to check out this book

☐   This book makes me want to read something like it.

☐   I know someone who I think would like this book.

☐   This book is not interesting or useful to me or anyone I know.

Source: Created by Sarah Degenhart for Our Lady of the Pillar School, St. Louis MO.

Activity #2: Mapping Community Histories

Objective: Learners consolidate and illustrate learning gleaned from various resources in a conceptual knowledge network.

This activity could be used with a variety of age groups depending on the time available to the educators or the autonomy of the learners. Create a digital slideshow template featuring as a slide background a blank map outline of the learners' community, or if applicable, even more targeted sites in the community such as the school property. Next, develop research guides beginning with the time period historians believe people first lived in that area and the groups of people who lived on the land.

Assign different periods of time to groups of learners to research. Using the slide template, learner groups will title their slide and fill the map outline with facts about the people who lived in the area during their assigned time period and (if available) accurate, respectful, and ethically reproduced images.

Finally, groups should combine their slides into a single presentation, adding slide transitions to each unique map (e.g. zooms, fades, etc.). If you use Powerpoint, you can adjust the timing so that each slide remains visible for an amount of time proportional to the time that group of people dwelt on the land. Learners may build more animation into a slide if one group has left an area while another remains (i.e. relocation of indiginous people, migration of Mormons, migration north of descendents of formerly enslaved people during the Great Migration, etc.). Display the completed slideshow on a loop in areas where people linger and have free time, like the cafeteria, school library, entryway, etc.

Link to an example project: [Who has lived in the City of St. Louis?](#) Created by Sarah Degenhart for Our Lady of the Pillar School, St. Louis, MO

More resources for creating collaborative presentations:
- [Slides Mania](#): This resource provides customizable slide templates for Google Slides and PowerPoint.
- [Wakelet:](#) This platform allows collaborators to work together on information collections. Learners can use Wakelet to gather research notes or create a gallery of sources. In the context of this project, participants could create a Wakelet companion to the slideshow so that viewers can learn about each group in a more in-depth way.

Resources for map outlines and images, and population information:
- [New York Public Library Digital Collection:](#) "This site is a living database with new materials added every day, featuring prints, photographs, maps, manuscripts, streaming video, and more."
- [The U.S. Census](#)
- [Library of Congress Digital Map Collection](#)
- City Government Archives and Collections, for example: [The City of St. Louis](#)
- State or Local Historical Societies, for example: [The State Historical Society of Missouri](#)
- Resources from universities in your region, for example: [*Kathryn M. Buder Center for American Indian Studies,* Washington University in St. Louis, MO](#)
- Individual Tribes' or Nations' sites or materials, for example: [The Otoe-Missouria Tribe](#)
- Ethnic Societies or Clubs' materials, for example: [St. Louis Bosnian](#)

Activity #3: Read This, Not That

Objective: Learners communicate curation processes for others to use, evaluate, and discuss.

This activity encourages learners to evaluate sources to determine if the source meets their research goals. Begin with a mini lesson introducing learners to criteria used to evaluate a source. Possible reflection questions could include:

- What is the goal/purpose of the author? Is this clickbait? Are they selling something?
- How does the website make money? Are they funded by a specific group or company or are they an independent research organization?
- Is this author an expert or reference the work of experts?
- Does this author have a bias based on personal belief? Employment?
- What does lateral reading reveal about how others view this information or organization?
- How current is the information?
- Does the source answer your specific research question?

There are many ways to introduce learners to criteria for evaluation and the critical thinking needed for deciding how to weigh each convention, depending on the situation. For example, bias does not always eliminate a source, as long as the information is accurate and well supported. A few resources follow that introduce some of these concepts in unique ways:

- News Literacy Project Educator Resources: The News Literacy Project provides quizzes, lessons, and videos that discuss how to avoid misinformation and disinformation.
- Introduction to Lateral Reading: A quick video giving an overview of why lateral reading is important and how to engage in lateral reading
- The SIFT Method: The SIFT method of evaluating sources is meant to be a quick and realistic approach to evaluating sources.

After providing direct instruction and opportunities to practice skills like lateral reading, give learners an opportunity to apply those skills through a mini research project. Individually, or in pairs or groups, learners can be assigned or self-select a current event related to a specific curriculum objective. Depending on the grade level and goals of the lesson, give the learners a collection of sources (preferred for younger learners) or task learners with finding their own examples through an effective online search.

Whether learners are finding their own examples or choosing from a set of options, instruct them to locate one article they identify as relevant and reliable and one article they find to be an example of unreliable information. This source could be unreliable because it is outdated, doesn't address the topic clearly, or is mis/disinformation. Ask learners to create a one-page flier or slide encouraging people to read their preferred article and to not read the

less reliable article. Learners should list three specific reasons why their preferred article is reliable and list three specific reasons why the other article is less reliable. The finished product may look something like figure 3.

Possible options for creating the final document could include:
- Canva, a 2016 AASL Best App for Teaching and Learning
- Pixton, a 2021 AASL Best Digital Tool for Teaching and Learning
- Google Slides

Figure 3: Example of *Read This! Not That!* flyer

Source: Created by Laurel Taylor for Alexandria City High School, VA

School Librarians

School librarians are an integral part of guiding learners through research and evaluation of inclusive resources in the school library. School librarians inspire learners and educators to pursue new sources, acknowledge marginalized voices, and to share these findings with a wider learning community. The following scenarios and corresponding activities demonstrate ways school librarians can collaborate with other educators and help learners become competent curators who Think, Create, Share, and Grow.

Think

The scenarios and activities in this section are built on the Curate Shared Foundation using the Think Domain for school librarians and the following Competencies (AASL 2018, 50):

A. Think: School librarians challenge learners to act on an information need by:
1. Modeling the response to a need to gather and organize information.
2. Designing opportunities for learners to explore possible information sources.
3. Guiding learners to make critical choices about information sources to use.

Scenario: Collaborating to Find Inclusive Texts

Classroom educator Tony is struggling with his freshman learners who are having difficulty connecting with the required novel, *To Kill a Mockingbird*. They find the text dry and the "white savior" storyline no longer relevant. The novel is taught at the same time that freshmen are researching the Great Depression in their history class. Tony sees the value in literature that reflects history but doesn't know how to provide more engaging texts to his learners.

While conducting a database lesson for the freshman history class, the school librarian, Mr. Garcia, notices that several learners have copies of *To Kill A Mockingbird* lying on the tables with their other books. He asks the learners how the book is going so far and learns that they are struggling with the story and don't have much understanding of the setting and how it is relevant. Mr. Garcia decides to stop by Tony's room after school and talk with him about how the novel is being received by learners. Tony is forthcoming about the learners' struggles with the novel. Tony also expresses his frustration at not having a comparable text that would meet the learning goals of the class while offering more opportunities for learner engagement.

Questions for Further Discussion:

- How can the school librarian and classroom educator work together to pull in texts that support the curriculum standards and feature diverse authors and characters?
- What process can they use to ensure a list of texts that support learner engagement and reading levels?
- How can the educator and school librarian support learners in their research of historical events while simultaneously providing literature that reflects current events?

Activity #1: Clearing Paths to Collaboration

Objective: Create a clear process for other educators to request support from the school librarian.

Open communication between the school librarian and other educators is vital to the success of the school library. When the school librarian is involved in learning activities and instructional support, learners benefit from the collaboration. Designing and sharing a clear process to facilitate school library collaboration with other educators will empower them to get the support they need.

Create a working-lunch schedule allowing educators to reserve meeting time with the school librarian for collaboration. Ask the educator(s) to fill out a survey ahead of the meeting so that curriculum goals are communicated in advance and the time for collaboration can be used more efficiently. By using the information gathered from the survey to prepare for the working lunch, you can offer resources and instructional ideas to jumpstart brainstorming at the meeting.

Some questions you might include on the educator survey:

1. What is the course/subject?
2. What are the goals for the activity or lesson?
3. What is the time frame for the activity?
4. How can the librarian assist you with this activity/lesson/resource?

Sample Educator Survey

Activity #2: Ask the Educator–What Inclusive Materials are Needed?

Objective: Empower educators to select inclusive resources through booklists.

Inclusive school library collections can bolster classroom instructional goals and enrich curriculum. Classroom educators are often open to adding more inclusive materials to their lesson plans, but it can be challenging to know where to start. Providing lists of current materials can help classroom educators focus their efforts at finding the right resources for their curricular goals.

This activity is designed with the above scenario in mind; however, it can be adapted for any collaboration opportunity. After reviewing feedback from the educator survey in School Librarian/Think Activity #1, or after an initial consultation with your collaborating educator, provide lists of titles they can consider to meet their curricular needs. Your lists may be a custom-curation by you. However, well-organized lists are also readily available through excellent sources, such as:

- [Social Justice Books–A Teaching for Change Project](#)
- [ALA Inclusive Booklists](#)
- [Goodreads Diversity Book Lists](#)
- [Project Lit](#)

Allow the collaborating educator time to review the lists, and then schedule a follow-up meeting to evaluate what the educator has found that would be helpful. Assist in obtaining the resources and brainstorm related instructional activities as needed.

Activity #3: Ask the Class–What Books Fit with Unit Goals?

Objective: Create an opportunity for learners to select class materials using curriculum goals.

Allowing learners to participate in the evaluation and selection of materials can be an effective way to increase engagement. Finding inclusive resources can be a complex effort, and involving stakeholders in the process offers opportunity for diverse perspectives. The following activity can be adapted and applied with any curricular goal or topic.

Collaborate with a classroom educator to establish curriculum goals for the unit. Invite the educator's class to a work session in the school library, and divide the class into working groups of four learners each. Provide the groups with a checklist of the unit goals and a set of book reviews, such as the [See What We See: Children's and Young Adult Book Reviews](#)

database. Reviews may be organized by theme, topic, or another method of the classroom educator's choosing. Instruct each group of learners to examine the book reviews in context with unit goals to determine which resources would best support the learning objectives.

Groups may share their findings with the class, giving an opportunity for the class to discuss which resources will support their goals. The classroom educator and school librarian may then create reading groups for different novels or lead the learners in selecting a single title for the whole class.

Create

The scenarios and activities in this section are built on the Curate Shared Foundation using the Create Domain for school librarians and the following Competencies (AASL 2018, 50):

B. Create: School librarians promote information gathering appropriate to the task by:
1. Sharing a variety of sources.
2. Encouraging the use of information representing diverse perspectives.
3. Fostering the questioning and assessing of validity and accuracy of information.
4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.

Scenario: Modeling Accessible Source Identification through Collaboration

Badia, a seventh-grade science educator, is collaborating with history educator Georgia on an ecological project exploring various national parks in the United States. A significant part of the project requires the land acknowledgment of Indigenous/Native American peoples and their traditions of land preservation. Inez, the school librarian, was asked to curate a list of resources for the learners to use throughout the project.

Inez is working to identify and curate sources that highlight and amplify Indigenous/Native American voices. In creating the project resource list, she hopes to model best practices for searching and curating for both her learners and colleagues. However, Inez continues to struggle with making her modeling accessible to both learners and other educators.

Questions for Further Discussion:
- What steps can the school librarian take to ensure the authenticity of voices and narrative in the sources she chooses?

- How can the school librarian curate sources that make the importance of expertise accessible for both learners and other educators?
- How does the school librarian fold her process into the lesson in order to make her modeling visible and accessible?

Activity #1: Curating Indigenous Resources

Objective: Model relevant information gathering from a variety of sources that reflect diverse perspectives and highlight lived experiences.

The school librarian is often in a position to maximize access to credible sources that highlight inclusive global perspectives. When approached by both other educators and learners for help with locating relevant information, the school librarian can supplement what is already being used with a variety of sources, which is mutually beneficial to the project or curriculum and the library as resources and reach increase.

Sample List of Sources:
- Native Land Digital: "Native Land Digital strives to create and foster conversations about the history of colonialism, Indigenous ways of knowing, and settler-Indigenous relations, through educational resources such as our map and Territory Acknowledgement Guide. We strive to go beyond old ways of talking about Indigenous people and to develop a platform where Indigenous communities can represent themselves and their histories on their own terms. In doing so, Native Land Digital creates spaces where non-Indigenous people can be invited and challenged to learn more about the lands they inhabit, the history of those lands, and how to actively be part of a better future going forward together."
- The National Museum of the American Indian: "A diverse and multifaceted cultural and educational enterprise, the National Museum of the American Indian (NMAI) is an active and visible component of the Smithsonian Institution, the world's largest museum complex. The NMAI cares for one of the world's most expansive collections of Native artifacts, including objects, photographs, archives, and media covering the entire Western Hemisphere, from the Arctic Circle to Tierra del Fuego."
- Humanities in Class Digital Library: "The National Humanities Center hosts the *Humanities in Class Digital Library*, an Open Education Resource (OER) microsite that collects and combines the best in humanities scholarship and education for use in the K-12 and collegiate classroom. Scholars share their research in a variety of forms (video lectures, primary source collections, essays, articles, etc.), and educators submit any type of instructional resource (lesson, activity, assessment, research, essay, guide, etc.). Members can modify and remix these materials as well as publish their own resources with direct citation - which transforms the traditional repository into a makerspace for scholars and educators. All submissions are reviewed by a team of digital librarians at the NHC for accurate metadata and appropriate content.

Once reviewed, each resource is published with a lead or co-author with Creative Commons license of BY-NC."

- [Britannica School](#) ($): A subscription-based service, "Britannica School offers thousands of curated and curriculum-relevant articles, images, videos, audio clips, primary sources, maps, research tools, recommended websites, and three unique but connected databases to meet every reading level. Students can use Britannica School to browse by subject, media type, or weekly rotating content. They can access the world's knowledge with accurate, nonfiction, cross-curricular multimedia content that's aligned to the next generation science, common core, and state curriculum standards."

Activity #2: Smithsonian Learning Lab

Objective: Provide a tool to organize information that easily aligns with curriculum.

The Smithsonian Learning Lab is a free platform that provides various types of users access to millions of Smithsonian digital resources. Explore existing collections or curate your own. With access to a combination of Smithsonian resources and your own school library materials you can create a comprehensive collection of resources, lessons, and activities that meets the needs of both other educators and learners in your school community. Utilize the Smithsonian's expertise in information seeking, organization, and dissemination to provide access to culturally relevant sources with the use of an accessible web-based tool.

1. Create a free [Smithsonian Learning Lab](#) account ([Getting Started](#)).
2. Explore existing collections curated by other school librarians, classroom educators, and other users ([Search Tips for Learning Lab Resources](#)).
3. Work with other educators to curate resources that align with and support curriculum goals ([Guide to Create a New Collection](#)).

Activity #3: Curating Diverse Perspectives in a Collaborative Environment

Objective: Encourage the use of resources from diverse perspectives while using the expertise in the school building.

School librarians are experts who find and evaluate resources, and having peers or colleagues who are experts in other fields can offer a huge advantage to learners. This activity is designed as a way for school librarians to encourage fellow educators to utilize the

diverse perspectives found in research. This activity also allows school librarians to gain a better understanding of the types of subject-area research used in their school.

Create a Google form to collect information about what resources educators use to build lessons, assign readings, and give learners background information. Potential questions could ask educators:

- to look at their most recent unit and share a list of sources they shared with learners
- to list their favorite teacher-resources/websites
- what they look for when seeking resources
- what kinds of resources they have difficulty finding and/or using

Surveys might be distributed at the beginning of the year when making decisions about budget priorities, mid-year in order to evaluate effectiveness of library partnerships, or towards the end of the year as a way to make a plan for the following year's budget. These surveys could be:

- sent to all staff as a way to evaluate school wide needs
- sent to staff members prior to collaborating on a lesson
- included in the sign-up forms for professional development sessions hosted by the library

Based on survey responses, identify commonly used resources, underutilized resources, and gaps in educator knowledge. Also identify voices that are not included in the resources listed and specifically build material lists for educators that highlight the voices underrepresented in current classroom materials. The school librarian's curation could be presented as a libguide, an infographic, or any other preferred format.

Consider expanding on this by also providing classroom educators with professional development opportunities that demonstrate how to find and utilize resources that include all perspectives.

Share

The scenarios and activities in this section are built on the Curate Shared Foundation using the Share Domain for school librarians and the following Competencies (AASL 2018, 50):

C. Share: School librarians contribute to and guide information resource exchange within and beyond the school learning community by:

1. Facilitating opportunities to access and evaluate collaboratively constructed information sites.

2. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work.

3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.

Scenario: Food Chain/Food Web Collaboration

Ms. Fink is a middle school librarian in a suburban school district. She has been the school librarian for twelve years and has been able to build a strong collaborative relationship with the learners and other educators. Mr. Mullins, a seventh-grade science educator, assigned his learners to research an animal and their food chain, the cycle from which organisms get their energy. Mr. Mullins would then like his learners to collaborate in small groups to determine where their animals belong within the food web. A food web shows the cycle of where organisms from within an ecosystem get their energy (sun, plants, other animals) and shows how food chains are connected.

Mr. Mullins has requested that Ms. Fink introduce the class to resources to help the learners discover more about their chosen animal and the animal's food chain. After discussing the project, Ms. Fink and Mr. Mullins decided to collaborate to curate resources for the learners to use for the project.

Questions for Further Discussion:

- Once the learners have collected the information, how can the school librarian help the learners ethically use and reproduce other's work?
- What strategies can the school librarian use to help the other educator gain a better understanding of the collaboration tools and resources available and how to use them?
- How can school librarians guide educators and learners to be critical curators of information when looking at collaboratively constructed sources?
- What tools can the school librarian use to facilitate the class creating and sharing their collaboratively created food web?

Activity #1: Curated Sites to Support Instruction

Objective: Collaborate with a team of educators to curate a digital resource for learners that supports the school district's curriculum.

District provided curriculum often does not cover all of the standards that need to be taught. Classroom or subject-area educators and school librarians still need to curate resources that can supplement the curriculum to meet the learning needs of all learners. A variety of tools exist for collaboratively curating resources with other educators to meet

district curriculum requirements, subject-area and school library standards, and learners' learning needs. Curating all of the materials for a unit in one location creates an organized go-to resource for the learners.

For this activity, you will collaborate with a classroom or subject-area educator to curate a digital resource for learners to access that supports the district's curriculum. Keeping the grade level and learning needs of the learners in mind, curate digital resources for the learners. Use a website, such as the ones listed below, to curate all of the digital resources in one place.

Tools to Collaboratively Construct Curated Websites:
- LibGuides can be used to curate all of the necessary information for learners on one website. (LibGuides is a fee-based service.)
  - Example of a LibGuide on the United States Government from the University of Central Missouri.
- Google Sites allows the learner/librarian/teacher to create a website with curated resources.
  - Example of a Google Site from the Combs Intermediate School in the Ferguson-Florissant School District, MO. This website curates the different resources available through the school library.
- Wakelet, an AASL 2021 Best Digital Tools for Teaching and Learning, is a visual curation tool.

Activity #2: Collaborative Reflection

Objective: Utilize a collaboratively constructed information site to collect reflections from learners on their experiences in the school library.

As reflective practitioners, school librarians are always looking for ways to improve learners' experiences in the school library. This activity can be completed at the end of a lesson/unit or used as a reflection piece at the end of a school year.

Set up an information site such as Padlet, an AASL 2013 Best Website for Teaching and Learning. Create two to three questions to elicit feedback from the learners. Asking open-ended questions such as, "What did you like most about the school library this year?" can help guide the school librarian as to what programs or services to retain or further enhance. It is equally important to ask questions that would elicit answers as to what is not working well in the school library, such as, "What is one thing you would change about the school library for next school year?" The information collected from this site can guide the school librarian in the decisions made for the following school year.

By using an information site such as Padlet (figure 4), learners have the opportunity to respond to one another and build onto one another's comments. Learners also have options of how they would like to answer the reflection question(s) such as, an audio recording, video recording, and/or pictures. Seeing other learners respond to the questions oftentimes encourages more learners to then respond.

Figure 4: [Example](#) of End of the Year Reflection Padlet
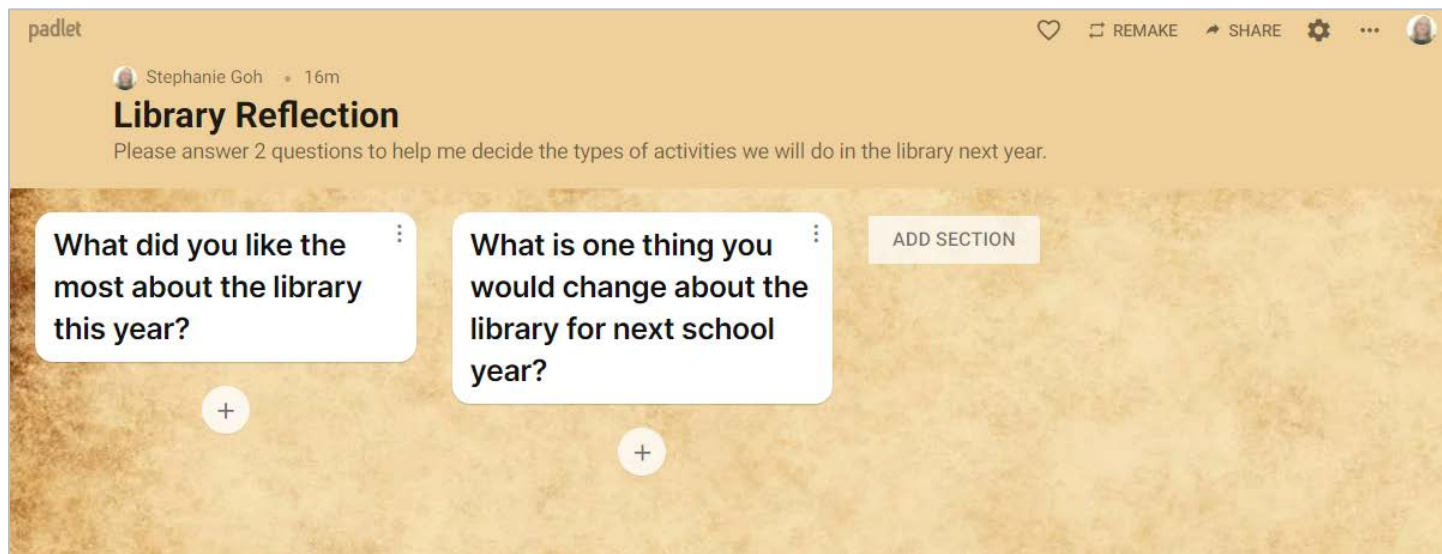
Activity #3: When the Learner Becomes the Fact-Checker

Objective: Use curation strategies with learners to evaluate the reliability of a viral social media post or article.

More and more, people are getting their news from social media scrolling. With this activity school librarians can help learners become thoughtful consumers of information as they begin to curate their own news sources on platforms that don't have the typical checks and balances of a newsroom.

Poynter, a non-profit organization focused on ethical journalism and news literacy, has a [Teen Fact-Checking Network](#) that allows teens to find something being discussed on a digital platform and go through the process of verifying or debunking the information. The teens show how they got to the bottom of the controversial information and found the information to either be true or false. These [YouTube](#) videos also not only set the record straight, they model for all news consumers how to go about researching something before getting too invested.

For this activity, learners will take on a similar task. For younger grades, the task might be as simple as confirming or denying the existence of the [fabled tree octopus](#) and for older

learners, the task might be to find their own viral video, image, or news story and go through the process of determining whether the information is accurate or not.

Once the learner has their source to debunk or confirm (either from being assigned or selecting for themselves), introduce the learners to tools they can use to verify information. For younger learners, this could be something as simple as Wikipedia, a basic lateral reading effort, or some pre-selected sources for them to use to confirm information. For other learners, the following could be used:

- Some newspapers run their own fact checking pages.
  - USA Today has a fact checking page.
  - The Washington Post rates things on a Pinnochio scale.
- Poltifact focuses on fact checking political discussions.
- The News Literacy Project has a page dedicated to a "Viral Rumor Rundown."
- Google Reverse Image Searches (instructions here)
- Lateral Reading
- NewseumED | Lesson Plan—Evidence: Do the Facts Hold Up?

Once learners have a sense of where to find fact checking information, support the learners as they determine if their assigned or selected story/image/video is true, false, or something in between.

After learners have completed their fact-finding mission, have them report their findings in a video that explains their conclusion and how they came to that conclusion. They can model it after the Teen Fact-Checking Network videos or use their own format. Several online tools that may be useful include:

- Google Slides with audio embedded
- WeVideo is a video creation website that allows students to upload or record and edit
- Screencastify or other screen recording websites allow you to record your screen and/or yourself while also adding audio
- Pixton allows students to create comics that could be used to show their research process

Grow

The scenarios and activities in this section are built on the Curate Shared Foundation using the Grow Domain for school librarians and the following Competencies (AASL 2018, 50):

D. Grow: School librarians show learners how to select and organize information for a variety of audiences by:

1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources.
3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.

Scenario: Leveraging Learners' Social Media Activity

Inez is a high school librarian at her alma mater with over a decade's worth of experience and a strong rapport with the learners in her community. Thanks to Inez, the school library has a strong social media presence, and many of the learners follow the library on those platforms. As a result, Inez can see first-hand that most learners have some sort of social media account, and she can see the beneficial effects that the school library accounts have had on how learners, other educators, and parents use the library.

Inez overhears a conversation among a group of juniors and seniors about some dishonest and possibly illegal behavior on the part of one of their favorite social media influencers. The learners were vehement that this person should lose their brand partnerships. Inez realizes that there is an opportunity for her as a school librarian to help learners examine how they curate their own social media profiles and the collection of accounts they follow. She would like to help learners transition their use of social media from simply a way to make friends and explore leisure activities to one that can be an asset to their professional growth.

Questions for Further Discussion:

- How can the school librarian help the learners communicate and hone the curation of their own social media presence both in terms of what they include in their profiles and which platforms they choose?
- What activities can the school librarian provide to assist learners in analyzing the quality, usefulness, and accuracy of who they follow on social media and on which platforms?
- What unique characteristics should the school librarian seek to foster in a conceptual knowledge network that uses social media?
- How transparent should the school librarian encourage the learners to be when curating their social media profiles–especially if her goal is to help them highlight their academic and professional strengths?
- In a well-curated social media presence and collection, how are the social and recreational facets of social media platforms separate and combined?

Activity #1: Self-Curating Social Media

Objective: Engage learners in developing a rubric to self-assess the qualities of their own social media presence and the presence of those they follow.

As learners transition from high school to the world of work or higher education, their awareness of how their activities can help or hinder the achievement of their goals becomes essential. A well-curated social media presence and consumption habits can be an asset to those learners (Morgan 2017).

Provide learners with resources about the type of traits that make a person a valuable employee and why. Describe to learners that their task is to imagine they are hiring managers. Learners will work together to create a class rubric describing the qualities they would value in a potential employee. Once the rubric is established, ask learners to then turn back to their own social media accounts and evaluate their presence using the rubric they built.

After the learners have edited their profiles and the collection of social media content they consume, they should reevaluate these materials. There are several avenues that learners or educators can choose for this process. They can use the rubric they created as their benchmark. Alternatively, the learners could engage in a journal-style reflection about their social media use or the librarian could create a post-curation evaluation tool that fits their community.

Resources for social media use and employability:
- Blog Posts
    - What are the Social Media Basics for High School Kids?
    - How Social Media Can Help and Harm Your Job Search
- Tips/Tools Handouts
    - Social Media Tip Sheet from Clemson University
    - LinkedIn Profile Rubric from Clemson University
- Lesson Plans
    - Lesson Plan Booster: The 'Facebook Score' and Hiring Decisions from South Dakota Career Advisors
    - Social Media: How to Rep Yourself on the World Wide Web from Education World

Activity #2: Conceptual Knowledge Network as Graphic Novel

Objective: Coordinate educators in a cross-disciplinary project that allows learners to illustrate information gathered in a conceptual knowledge network.

In order to construct a conceptual knowledge network, educators and learners contribute pieces of information and presentation techniques to a finished product. The school librarian serves as a coordinator among all of these individuals. A collaboratively constructed graphic novel project is an excellent process example of a conceptual knowledge network in action.

Based on the school's curriculum and the subject-area standards of your collaborating educators, learners will begin this project by gathering information on all of the individuals or steps involved in a particular endeavor (e.g., the Montgomery Bus Boycott, the helical structure of DNA, or the order of operations in a math equation).

In addition to collecting content, learners are also garnering skills for expressing ideas in other classes. They may learn how to construct a story in a writing or speaking class. Perhaps they learn how space, shape, and color work together to convey ideas in an art or graphic design class.

Once the information gathering has wrapped, inform learners that they will be collaborating to create a comic book depiction of the story of that biography, achievement, or process they have researched. Explain that individuals are responsible for creating one or two frames of the story, fitting the frames about their chosen subject into the larger whole of the story.

To facilitate a project like this, cultivate an awareness of the curriculum and communication between departments. A project with this much cross-disciplinary coordination may take some time to harmonize all of the key educators. Additionally, plan to discuss the project with learners in terms of what objectives and skills they will apply to the creation of the graphic novel.

Tools for Creating Graphic Novels:
- Pixton (paid subscription)
- Wixie (paid subscription)
- Book Creator
- Make Beliefs Comix

Activity #3: Mix and Mingle Curation

Objective: Prompt learners to communicate their curation process for others to evaluate by asking questions and determining the validity of sources.

Getting learners to question a source, especially one that agrees with them, can be a challenge. This activity is designed to encourage learners to think thoroughly about a source before accepting it as reliable.

Create a class set of index cards that contain interesting "facts" and the citations for each fact. The cards should feature a mix of information from a range of sources: some more reliable than others. It's important that the cards have facts or quotes from actual websites and that the full citation is provided accurately so learners can practice the skills they will use to curate resources they find in doing their own research. Figure 5 shows one of six example index cards you may model. At the end of this activity are links to several websites that may be useful in gathering your "facts," but a quick internet search for "fun facts" or "common misconceptions" about animals and other common topics will generate plenty of options.

Figure 5: "Facts" Index Card Example

> "Koala fingerprints are so close to humans' that they could taint crime scenes."
>
> Crow, S. (2020, January 20). *75 animal facts that will change the way you view the animal kingdom*. Best Life. Retrieved May 10, 2022, from https://bestlifeonline.com/animal-facts/
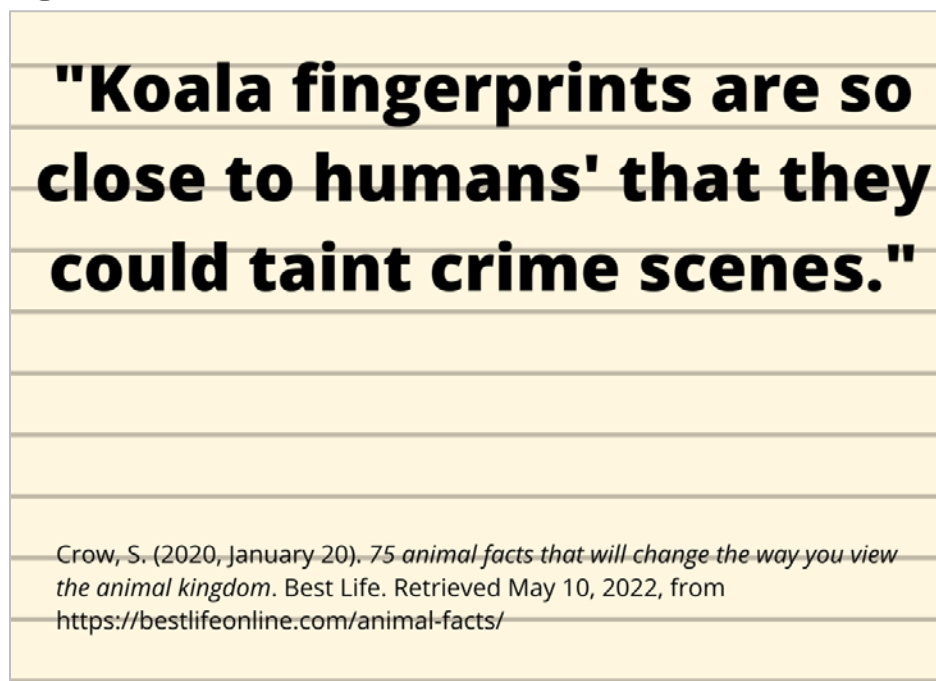
Give each learner an index card. Instruct learners to mix and mingle around the room, reading their fact to at least two other learners. The learner hearing the fact can ask up to three questions about the citation (or the fact) to determine if they find the information accurate.

After sharing their facts and citations, and receiving questions from their peers, each learner must determine if they think the information on their index card fits in one of three categories:

- Accurate
- Needs more research
- Unreliable

Once learners have come to a conclusion about their fact, reveal which facts were accurate and which were questionable. Then, ask learners to identify the most helpful questions posed by their classmates. Using an online collaborative document, flip chart, or white board record a class list of best questions so learners can use these questions the next time they are looking for information (possibly later in the lesson that day).

This activity can be used as an entry event to a lesson or unit or a starting point for a conversation about ways to curate information and what kinds of questions to ask before trusting a source.

Helpful links for finding facts from unknown and reliable sources:

- [75 Animal Facts that Will Change the Way You View the Animal Kingdom](#)
- [World Wildlife Fund](#)
- [42 Random Fun Facts](#)
- [Britannica Panda Entry](#)

School Libraries

The school library is the school's hub for information seeking and sharing. The charge of the school library is to develop and maintain policies and best practices that foster an inclusive learning environment from collection development to interpersonal engagement. Critical and purposeful curation is an inherent aspect of the school library, but it is especially crucial to making the space sustainable in terms of resource gathering, tool development, and policymaking. This does not come without challenges. While upholding its own mission and values, the school library must align with those of school and district leaders, and meet all stakeholder needs. Organized by the Domains—Think, Create, Share, and Grow—the following scenarios are examples of the challenges school libraries often face when balancing the integrity of their charge with being mission-aligned in the communities they serve. The corresponding activities provide resources and tools that will guide the school librarian in critically navigating these challenges.

Think

The scenarios and activities in this section are built on the Curate Shared Foundation using the Think Domain for school libraries and the following Alignments (AASL 2018, 62):

A. Think: The school library provides problem-based learning experiences and environments by:

1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress.
2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge.
3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.

Scenario: Supporting Learners Outside the Classroom

Patty is a parent with three elementary school-aged children. She has chosen to enroll her kids in the school district's virtual academy. One drawback of not being in the school building is library access. Her kids are avid readers, but she can't always get them to the community library due to her work schedule. She does try to keep a variety of books at home, which can be cost prohibitive.

Another consequence of not being able to attend school in person is that the area of the county where Patty and her family live has unreliable internet access.

Besides recreational reading, her kids also need informational texts for research-themed school assignments. Ebooks, databases, and websites are available through both the school and county libraries, but their unreliable internet is a barrier. Additionally, after the children have been on screens all day for virtual instruction, reading e-books for recreational purposes just creates more screen time, which Patty feels is excessive given their ages.

Recreational, research-based, and informational materials are all vital elements of a student's learning process. How can the school library provide materials and services to virtual learners so that they are just as supported as seated learners?

Questions for Further Discussion:
- How can the school librarian partner with the county library to ensure access to materials for Patty and her family?
- What can the school librarian do to ensure that parents/guardians and students have adequate knowledge and skills about how to access school library resources from home?
- What other resources can the school librarian explore to provide internet assistance to families who do not have adequate access?
- How can the school librarian partner with other educators in the virtual academy to create a list of digital resources that are aligned with the curriculum?
- How can the school librarian use data to evaluate the effectiveness of digital resources in the school library collection?
- What policies might the school librarian create to ensure adequate school library access for virtual learners in the future?

Activity #1: Digital Resource One Stop Shop
Objective: Curate a digital resource page to support learning goals and curriculum in the school.

The vast array of digital resources available to learners and their families can be overwhelming to sift through. As the learning community's lead curator, the school librarian can facilitate a digital collection page to support and enrich learning.

Collaborating with other educators in the building and virtual instructors is essential to narrowing down the resources that would be beneficial for learners. Set up meeting times with instructional leaders and virtual instructors to discuss learning standards for grades levels and courses. Create a list of themes, units, and learning goals to identify where digital resources could be used to support learning. Using this list, curate a webpage or module on the school's learning management system that contains these resources in an easy to use,

central location for learners and their families. These resources can be grouped by grade level (i.e. K-2) or by theme (i.e. World War II).

Resources from AASL Best Digital Tools for Teaching and Learning :
- [Untold](#) is a free collection of short, compelling, history videos and animations designed to engage new audiences in a new conversation and shine a light on the stories that don't always make it into the classroom.
- [Wild Classroom](#) contains a variety of resources that school librarians and other educators can use with youth to inspire them to help protect the planet. The platform contains activity plans, digital reference materials (including videos and kid-friendly scientific articles), virtual engagement opportunities with World Wildlife Fund experts, online games, and project ideas for ways to get involved in their community.
- [The News Literacy Project](#), a nonpartisan national education nonprofit, provides programs and resources for educators and the public to teach, learn, and share the abilities needed to be smart, active consumers of news and information and equal and engaged participants in a democracy.

Activity #2: Collaborative Engagement Reflection

Objective: Evaluate current use of school library resources and compare to current collection offerings.

School libraries provide reading materials for a variety of purposes. When educators collaborate with the school library to assign independent reading projects, there is a distinct advantage to taking informal and formal data into account when assessing the effectiveness of the collaboration and determining ways to curate the collection with future collaborations in mind. This activity gives school libraries clear structures to use after a lesson or unit is complete.

After learners have come to check out a book for a specific project or unit, run a report to record which books were selected out of the possible offerings. This could be done by running a report for the time period learners were in the school library for the project or by looking at which books were checked out from a resource list created for the project. After collecting data on which books were selected, look for common features: page length, topic, genres (if fiction), publication date, etc. to identify trends and preferences.

Then, after the learners have completed the assignment or unit, collect data on the level of student engagement in the texts selected. This can be collected through a student survey that allows learners to self-report their interest or satisfaction with their selected books, an educator feedback form that allows the classroom educators to comment on patterns and

preferences observed, asking the educator for a sample of student work, or any combination of these approaches.

Once the formal and informal data is collected surrounding learners' selection of materials and learner engagement with the materials, identify:

- materials unlikely to be used in future assignments and consider if weeding unused materials is appropriate,
- popular titles that require purchasing extra copies added to the collection, and
- any relevant texts that should be added to the collection to increase the diversity of offerings based on length, topic, representation, or genre.

If time allows, the school librarian meets with the collaborating educator to discuss findings and next steps.

While this would not be feasible for each assignment, implementation of an assignment-specific assessment would allow for reflection on the curation process and on assignments likely to be repeated—the consistent improvement of offerings would pay off.

Activity #3: Partnering with Public Libraries

Objective: Create partnerships with public libraries to support learners and their families.

Using community resources can be an effective way to fill in the gaps of school library services. Virtual learners are particularly situated to reap the benefits of a collaboration between the school library and the public library. Research the public library's resources to see what might be a good fit for educators and learners in your school.

Questions you might ask:
- Is there a children's and/or youth specialist on staff?
- Is there an outreach department that already has processes in place for outside collaboration?
- What is the library's vision concerning school collaboration?
- What kinds of programming and resources are available at the public library for school-aged learners?

Communicate with instructional leaders in your school to determine what kinds of materials are needed for virtual learners to successfully meet curriculum goals.

Create a [Learner/Library Collaboration Form](#) that parents can use to request materials and resources for their virtual learners. These resources can be anything from library books to art

kits to internet hotspots. After gathering information from the Learner/Library Collaboration Form, communicate this information to the public library staff and instructional leaders in your school to coordinate the gathering of these resources for curbside pickup or delivery to learners.

This activity can also be used to promote services available through the public library for families who would like to take advantage of what they offer.

[Check out these resources created by the AASL/ALSC/YALSA Interdivisional Committee on School/Public Library Cooperation.](#)

Create

The scenarios and activities in this section are built on the Curate Shared Foundation using the Create Domain for school libraries and the following Alignments (AASL 2018, 62):

B. Create: The school library promotes selection of appropriate resources and tools for information use by:
1. Demonstrating and documenting how resources and technology are used to address information needs.
2. Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information related problem-solving strategies across all disciplines.
3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection.
4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges.
5. Designing and providing adequate, appropriate space for school library resources, services, and activities.

Scenario: Aligning Policies with Mission and Values

Noah is a school librarian at a new school. As he reviews notes and documents left for him by the previous school librarian, he realizes that there are outdated collection development policies and missing borrowing policies. Noah has decided to establish new policies that reflect the various needs of current learners and educators.

Noah would like to meet with faculty and administration for feedback and context before beginning his work, but he is struggling to meet the demands across grade levels and departments. Noah is also interested in establishing regular feedback opportunities for learners.

Questions for Further Discussion:
- How does the school librarian seek feedback from all stakeholders while maintaining the mission and values of the school library?
- How can the school librarian align the school library's policies with the mission and values of the school and/or district?
- What feedback mechanisms can the school librarian establish that will be beneficial to the school library and accessible to learners?
- What steps can the school librarian take to prioritize crucial policies and meeting the needs of the school community?

Activity #1: Curating Community Feedback
Objective: Gather survey data to inform changes to school library resources, services, and policies to address community needs.

The school library offers a variety of resources and services to the members of its learning community. The spectrum of user needs can make pleasing everyone in the learning community difficult. When creating and updating school library policies, it is helpful to seek information about the experiences of all users. Distribute surveys to everyone from learners to school district leaders to gather data that will help inform school library practices and policies, and to gain a better understanding of your complex school community.

The following sample survey questions were developed with specific school library user groups in mind. When developing surveys for your learning community, first reflect on what you already know about your users. Select and write questions that are targeted to each group. Consider what it is that you are trying to learn, either about your stakeholders or about their experiences with the school library. Knowing your audiences and your purpose is critical to collecting data that can truly help you improve or update resources, services, and policies to support users instead of detract from their experiences.

Questions for Students:
- How often do you visit the school library in a week?
- Where else do you get the books you read?
- What genres do you enjoy reading the most?
- On average, how long does it usually take for you to finish a book?
- On average, how many books do you usually check out at once?

- Where do you often get your book recommendations from?
- What are some things you enjoy about the school library?
- What are some things you wish the school library would change?

Questions for Educators:
- In a month, how often do you visit the school library with learners?
- In a month, how often do you visit the school library on your own?
- How would you describe your use of the school library?
- What resources and services do you find the most helpful?
- What resources and services do you wish the school library offered?
- How often do your learners ask to visit the school library?

Questions for School Librarians:
- How would you describe student engagement with the school library in a week?
- How would you describe educator engagement with the school library in a week?
- What departments are you collaborating with the most?
- What departments do you struggle to connect with?
- How would you describe your relationship with your school administration/district leaders?
- How would you describe your relationship with other school librarians?
- Do you partner with other types of libraries and librarians?
- What school library policies are the most helpful?
- What school library policies need to be updated?
- In what ways do you support learners the most?
- In what ways do you support educators the most?
- In what ways are you supported?

Questions for Parents/Guardians:
- How involved are you in your childrens' book choices?
- How would you describe the student's relationship with the school library?
- Does the student get books from other places (e.g. bookstores, public library, etc.)?
- Are you aware of the school library's current policies?
- What resources and services do you wish to see in the school library?

Questions for School Administrators:
- What is your vision for the school library?
- How would you describe the school library's contribution to the school community?
- In what ways do you support the school library?
- In what ways can the school library support the school/district's vision?

Activity #2: Analyzing and Evaluating Collections

Objective: Employ a collection evaluation tool to gather data that will inform policy-making decisions.

Implementing an effective collection development policy is crucial for a school library to maintain materials that are relevant to both learners and curricula. When developing a new policy, school librarians must consider various factors that account for user engagement, relevance, equity-informed, and physical appearance.

Implementing the CREW method (Larson and TSLAC 2012)—defined as **C**ontinuous **R**eview, **E**valuation, and **W**eeding—as part of the collection development policy allows the school librarian to familiarize themselves with the content of their library's collection. Featured in *An Introduction to Collection Development for School Librarians, second edition* (2019), author Mona Kerby developed this CREW Weeding Guidelines chart to help school librarians critically evaluate their collection and determine an effective collection policy. The process is intended to be ongoing and take a significant amount of time. Whatever evaluation tools you select to use, pace yourself. Complete your evaluation in increments, by section.

Begin by choosing one section to analyze. For example, if you would like to start with fiction books, work through about a third of the section (e.g. A-I). If your fiction is genrefied, choose one genre to work through at a time (e.g. Mysteries, Historical Fiction, Graphic Novels, etc.). If you decide to start with nonfiction, work your way through the classifications one section at a time (e.g. Biographies, Reference, 000s General Knowledge, 100s Philosophy and Psychology, 200s Religion, etc.). Take your time to read or briefly review each book.

Consider the use of the following evaluation tools:
- CREW Weeding Guidelines - chart created by Mona Kerby
- Diversity Audit Data Template - created by Casey Grenier
- Just Weed It! - created by Jennifer LaGarde

Activity #3: Question of the Day

Objective: Demonstrate the wide variety of resources and supports offered through the school library while also helping learners expand their own curation process.

Often the work happening in a school library is not obvious to members of the school community. Depending on the moment in the day that a staff member or administrator walks past the school library, it might seem like nothing is going on. To better illustrate how the school library meets the research needs of the learner population, host a "Question of

the Day" social media event. For one week, every day, post on the school library's social media platform, or on the learning management system page, a question that a learner asked while in the school library or a question that learners were researching during a library lesson. The school librarian posts an explanation of how the learner or learners were helped to find the answer to their question. This Question of the Day event could continue for a week, a month, or indefinitely, and feature a variety of research tools and news literacy practices while also highlighting the expertise of the school library staff.

To extend this activity, post a [daily trivia question](#) and ask learners what resources they used to find and confirm the answer.

Share

The scenarios and activities in this section are built on the Curate Shared Foundation using the Share Domain for school libraries and the following Alignments (AASL 2018, 62):

C. Share: The school library facilitates the contribution and exchange of information within and among learning communities by:

1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed.
2. Including and tracking collection materials in a system that uses standardized approaches to description and location.
3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day.
4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.

Scenario: The Out-of-Date School Library Website

Matt has been a school librarian for four years but is new to this particular district. The high school is in the southeastern part of the United States in a middle income community in a major city. The school is moderately well funded. A parent at the Meet the Teacher Night expressed concerns about being able to help their children with research in past years. As the parent was asking about what resources would be available this year, Matt learned that the school library's website that is available for learners, educators, staff, and parents/guardians is old and out-of-date. There are broken links that make using the website frustrating and not useful for the visitors.

Questions for Further Discussion:

- What should the school librarian include on the school library website to help learners, educators, staff, and parents/guardians access library resources?
- How would looking at other libraries' websites help the school librarian create a website that is useful? What kinds of things should he be looking for on other websites?
- How can the school librarian collect data through the website to develop a better curated collection while maintaining user confidentiality? What kind of data should he collect on the school library website?
- How can the school librarian collect feedback from all stakeholders to determine the usability of the new website and what resources the learners, parents, and staff members would find helpful?
- To ensure that the website does not become dated and/or unusable again, what information should be part of a policy and procedures for evaluating and maintaining the school library website? (e.g. Who should be involved? How often?)

Activity #1: Tutorial Videos

Objective: Curate or create video tutorials on school library tools and resources to support learners, educators, and parents at their point of need.

Learners and educators sometimes do not know how to access and/or use the digital materials and learning tools provided by the school library or school district. School librarians often manage their libraries solo, trying to simultaneously collaborate, teach, develop new programs and services, and assist learners. Wearing this many hats can make it hard to always be available at the point of need to guide users' access to materials. Video tutorials available on-demand demonstrating how to use the resources and learning tools in the school library can be helpful resources for learners and educators. Beginning with a needs assessment or survey, using a [Google Form](#) or other survey tool, can help you determine the types of tutorial videos that would be useful for learners, educators, and parents. Based on your findings, curate quality tutorials that already exist or create video tutorials using [Screencastify](#) and share them on the school library website, the district learning platforms (such as Canvas, Blackboard or Google Classroom), and/or the school library's social media account.

Other Tools for Creating Videos Tutorials:

- [Movie Maker](#) app available for use in conjunction with Microsoft products.
- [iMovie](#) app available for use on Apple products such as iPads and MacBooks.

Possible Needs Assessment Questions:
- **Learners:** Of the software, apps, or websites that you use or wish to use, for which tools would you find a video tutorial useful?
- **Parents:** What software, apps, or websites does your child ask for help with when at home?
- **Parents:** What software, apps, or websites would you like for your child/student to learn how to use?
- **Educators:** What learning tool(s) would you like to use in your classroom but are not comfortable using?

Activity #2: Materials Challenged Toolkit Checklist

Objective: Create a book challenge toolkit checklist curated to meet the needs of your school library in the event of a book challenge.

Whether or not materials have been challenged in your school library, it is important to know your district's policies and procedure on challenges. Having a toolkit checklist (figure 6) of policies and procedures in place before you are confronted with a challenge can help relieve some of the pressure and politics that often accompany the event. The school librarian and all school community members will have a clear checklist to follow if a materials challenge arises.

Begin by creating a checklist of all resources (including hyperlinks to specific documents) that would be needed if a material was challenged in your school library. Make sure to include links to your district's policies and procedures so that you can quickly access those documents. In your checklist, include the chain of command that a book challenge has to follow. For example, do you directly respond to a parent's email challenging a book in your collection or should you forward that email to someone else to respond on the district's behalf? The American Library Association (ALA) [Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries](#) is a helpful guide for creating a strong challenge policy and procedures. The American Association of School Librarians (AASL) has also curated [Resources for Book Challenges](#) to help school librarians navigate or prepare for a book challenge.

Figure 6: Example of <u>Materials Challenged Toolkit Checklist</u>

Materials Challenged Toolkit Checklist

Personalize this document to meet the needs of your school/district.

☐   (Insert link to your board's materials challenge policy)

☐   (Insert link to your board's materials challenge procedures)

☐   Chain of Command in which materials are challenged (e.g.: If a parent submits a book challenge, does the librarian respond to the parent or does the librarian forward the challenge to someone else?)

☐   The American Library Association (ALA) <u>Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries</u>

☐   AASL's <u>Resources for Book Challenges webpage</u>

☐   <u>FReadom</u> offers additional resources for material challenges

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Activity #3: What I Like About You

Objective: Share and promote learners' favorite books to increase circulation and give the school library anecdotal evidence for curation.

Often, a learner returns a book that they really enjoyed, but if it's a busy time during the day or the learner is generally shy, the school librarian might not know that the book is a great option for other learners. This activity gives learners a chance to provide anonymous feedback to help with collection development and allows the school librarian to collect helpful "blurbs" that encourage other learners to read a book that might otherwise get lost on the shelf.

Create a "return slip" questionnaire with three questions learners complete when they return a book. Print questionnaires on small pieces of paper and place them, along with a box (like a suggestions box), near the book return bin.

In addition to an open field for the book title and author's name, the questionnaire may include:

1.   A rating scale for how much the learner enjoyed the book.
2.   If you enjoyed this book, what did you like about it?
3.   What kind of book are you looking for as your next read?

Use the answers from the first question to gauge learners' interest in books by that author, about that topic, or in that genre. Use the blurbs from the second question to promote overlooked books. Place the blurbs on book covers, use them in shelf signage, or share them through newsletters or other forms of communication with the school community. Information from the third question can help make future book purchases by noticing trends in learners' interests.

Grow

The scenarios and activities in this section are built on the Curate Shared Foundation using the Grow Domain for school libraries and the following Alignments (AASL 2018, 62):

D. Grow: The school library engages the learning community in exploring resources by:
1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications.
2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies.
3. Supporting access through a schedule that allows use by learners and staff at time of need.
4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.

Scenario: Curation for Changing Curriculums

Rafe is a middle school librarian who works in a district in an inner ring suburb. The learners are from a diverse variety of socio-economic backgrounds. They come to the school library every two weeks during their ELA class period and a limited number are able to sign-in during their study halls to check out books or use library materials.

The other educators in Rafe's school have been trying to rely less on textbooks and worksheets and ask learners to create projects about the parts of the curriculum that interest them most. The science department is leading the way.

As Rafe is admiring the latest display of projects on chemical changes, he cannot help but notice the wide disparity in the materials and formatting of the projects as well as the quantity and quality of the works cited. He checks with one of the classroom educators about when and where the learners worked on their projects. The educator confirms what Rafe suspected. The learners have time in class to plan their work and to read materials in

the classroom library or on the internet, but the learners complete the bulk of their work at home. Rafe reflects that for some families this type of learning could easily become a burden, while for others it could be as simple as a quick trip to the craft store and some additional use of the internet.

Rafe has the permission to run a makerspace, has a relatively robust 500 section of books, and access to several databases. Yet, very few of the learners have talked to him about making their projects or checking out materials having to do with their projects. He knows he needs to take steps to make the school's library a more integral part of the learning community's evolution.

Questions for Further Discussion:

- What changes to the school library's schedule could make it more realistic for learners to access materials at the time they need them most?
- How can the school librarian better promote what the school library has to offer to learners, educators, and parents?
- What is the most effective way for the school librarian to join the classroom educators' conversations about their changing approaches in order for him to best select materials that fit with the school's curriculum?
- How can the school library help foster cross-curricular learning and acquire materials that can be utilized across disciplines?
- What types of data does the school librarian need to inform his further action?

Activity #1: A More Relevant Catalog

Objective: Maximize the usefulness of school library resources through a catalog that includes effective description, organization, and promotion of materials.

Learners frequently ask the school librarian for general categories of books for assignments or leisure reading. While discussing books with learners is very enjoyable and a key role for a school librarian, this is not always the most efficient way for learners to find what they want to read especially when the school library is busy.

To better describe and promote the collection, keep a record of verbal requests for books from learners (e.g. graphic novels, books about dragons, football books, books for the science fair, etc.). Then, use the general categories recorded to periodically search the school library collection for books that fit those search terms. Make certain that those popular keywords are included in the book's entry in the catalog.

Additionally, learners will often ask for books similar to other books they have enjoyed or found helpful. Create a place for "read alikes" in the catalog, so that learners can access that information as they search.

Tools for identifying read alikes:
- NoveList | EBSCO (paid subscription)
- What Should I Read Next?
- Goodreads (the "lists" section)
- Literature-Map

Activity #2: Makerspace Proposal Checklist
Objective: Gather local and external data to gain support for creating and curating a curriculum and community-focused makerspace.

As your school strives for excellence and adopts more effective practices, it is important that the school library keeps pace with the changing needs of its learning community. A makerspace can offer a flexible extension of the school library for innovation by learners and other educators. This activity helps school librarians reflect on and curate the elements needed to establish a successful makerspace or grow an existing one. In either case, your makerspace will benefit by gaining support from your administrator and learning community. A Makerspace Proposal Checklist (Worksheet 2) can help you build a strong proposal for an active program.

Begin with Part I of the checklist and consult with other educators in the school community to anticipate large scale projects and identify opportunities for cross-curricular collaboration within the school. Collaborating with other educators to enhance instruction through the makerspace will help expand its use more quickly. In addition, being able to show your administrator that you have buy-in from other educators with curriculum alignment will build a strong case for gaining financial support. Next, reach out to other schools in your district, or other school librarians in your personal learning network, who have successful makerspaces to find out what their educators and learners find most helpful. With the information from these exchanges, begin drafting your proposal, including an inventory of items that the community would use in your school library makerspace.

With the first part of the checklist completed, request a meeting with administration to share your ideas and explore options for funding and dedicated space. Complete the second half of the checklist with your administrator, but don't show up empty handed. Do some work in advance. Explore options for grants, donations of materials, and other sources of support. Bring ideas regarding the location of the makerspace. Showing up to the meeting with potential solutions will show your administrator that you are a problem-solver and will make it easier for them to identify additional ways to support you and supplement funding.

Resources on curating a makerspace:
- [6 Things to Consider Before Starting Your Makerspace](#) is a guide for defining the mission and parameters of your makerspace before committing to purchases.
- [Show Me the Money: Grants and Funding](#) is a list of avenues for obtaining funding for makerspaces, professional development, library furniture, etc.
- [Tips for Creating a Makerspace Program and More](#) is a blog post that offers some concrete tips for starting a makerspace that the author learned at the 2019 AASL National Conference. The author talks about how a school librarian could apply these steps to any enrichment program proposal.
- [How to Create Makerspace Procedures that Work](#) is a reflection on what procedures a school librarian should establish in order to help a makerspace run smoothly.
- [Cult of Pedagogy Episode 96: What is the Point of a Makerspace](#) As the host, Jennifer Gonzalez says, this episode, "look[s] at what a makerspace actually is–and how the definition is actually a lot broader than you might think. We also talk about the value a makerspace can offer to any classroom, how to keep a makerspace from becoming totally chaotic, and where to begin if you want to put together your first makerspace."

Worksheet 2: Makerspace Proposal Checklist

Makerspace Proposal Checklist

Part I: The Whys

- Identify the cross-curricular learning that will take place in the makerspace.

  _____
  _____
  _____

- Identify the problem-solving skills that will take place in the makerspace.

  _____
  _____
  _____

- Identify educators that will collaborate to use the space thereby multiplying their time.

  _____
  _____
  _____

- Identify skills and learning processes that learners will use in their adult lives.

  _____
  _____
  _____

- Provide quotes of support for a makerspace from educators in your community.

  _____
  _____
  _____

Part II: The Whats/Hows

- Identify funding sources.

  _____
  _____
  _____

- Identify sources for materials donations.

  _____
  _____
  _____

- Identify the physical space for the makerspace.

  _____
  _____
  _____

- Identify digital tools on your wish list and the wish lists of the stakeholders.

  _____
  _____
  _____

- Identify physical tools and supplies on your wish list and the wish lists of the stakeholders.

  _____
  _____
  _____

Source: Created by Sarah Degenhart for Our Lady of the Pillar School, MO

Activity #3: Seeking Accurate Feedback

Objective: Consult school library advisory boards about access to resources by learners and educators at time of need.

In any setting, perceived needs can be inaccurate depending on who feels comfortable expressing their needs. To build a school library that supports learners and educators at the time of need, it is important not just to know *what* users need but *when* users need specific resources. School library advisory boards are helpful tools for gathering learning community feedback and useful data to support the school librarian's choices around resources and *access* to those resources.

Start with creating a student library advisory board that meets quarterly. Advisory boards can meet more or less frequently, depending on the availability of the school librarian and learners. A student advisory board should represent different grade levels, pathways, and interests while also representing the gender, racial, and socioeconomic diversity of the school. In addition to assessing the effectiveness and relevance of current programming and the current collection, these boards allow for open discussion with the student board about when and how they and their peers most often use the school library, how they would like to use library, and what barriers might be keeping them from using the library more. The student board can also help create surveys and other methods of collecting learner feedback from the broader student community as needed.

To get similar feedback from educators, establish a staff library advisory board representing all subject areas, pathways, and grade levels. This board may also meet quarterly to offer feedback on programming, collaborations, and the school library collection. These conversations allow other educators to discuss ways they have effectively used library services and barriers to using library services. The staff board also helps to create surveys and other methods of gathering feedback from the wider educator community.

The information you learn about access may lead you to adjust library services. You may learn that flexible or responsive scheduling is best to meet your school library users' needs. You may need more mobile library units for classroom use. You may learn that something needs to change regarding your return policies or reshelving procedures, or perhaps you'll want to adjust your office hours. Some of these changes may require additional support or approval from administration. In any case, your choices are more than perception; they are affirmed by the school community feedback you've curated.

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Appendix

A. Resource Matrix

B. AASL Standards Framework Applied to Developing Critical Curators

C. Cultivating an Equitable School Library (infographic)

Appendix A: Resource Matrix

Name of Resource	Description	AASL Best Digital Tools	Grade Levels			
			Elem	**Middle**	**High**	**Adaptable**
Booklists						
ALA Inclusive Booklists	Booklists highlighting diverse voices including racial diversity and gender identity.		●	●	●	●
ALA Review Resources List	A comprehensive list of book review resources.		●	●	●	●
Goodreads	Create and share virtual bookshelves, find booklists and recommendations, browse genre-based lists, read a-likes, and crowdsourced lists.		●	●	●	●
Goodreads Diversity Book Lists	Crowdsourced, inclusive book lists.		●	●	●	●
Literature Map	Type in an author's name to generate a word cloud of additional authors featuring the most "read alike" choices closest to your entry.		●	●	●	●
NoveList	A database that uses story elements, genre, a staff of librarians, and more to assist with reader advisory.		●	●	●	●
Social Justice Books–A Teaching for Change Project	A curated selection of multicultural and social justice books for children, YA, and educators.		●	●	●	●
What Should I Read Next?	Type in a title or author and receive a list of "read alikes." *Note: elementary use intended for upper elementary chapter books*		●	●	●	●

Creation tools						
Anchor	Create and share podcasts.	●		●	●	
Book Creator	Allows learners and educators to create original e-books and graphic novels.	●	●	●	●	●
Canva	Create flyers, slides, etc.	●	●	●	●	●
GarageBand	Create music and podcasts with a sound library and virtual studio.	●	●	●	●	●
Google Slides	Create presentations or posters.		●	●	●	●
iMovie	Edit, storyboard, and create videos (Apple product).		●	●	●	●
Make Beliefs Comix	Allows learners and educators to create comic strips of up to 18 panels.		●	●	●	●
Movie Maker	Create and edit videos and slideshows (Microsoft product).		●	●	●	●
Pixie	Create posters, trading cards, and stories.	●	●	●		●
Pixton	Create comics with a comic builder and content library.	●	●	●	●	●
Powtoon	Create animated videos and presentations.	●	●	●	●	●
Scratch	Program interactive stories, games, and animations.	●	●	●	●	●
Screencastify	Capture and share videos with this online video editor.		●	●	●	●
SlidesMania	Offers customizable slide templates for Google Slides and PowerPoint.	●	●	●	●	●
WeVideo	Video creation website with editing features and stock content.		●	●	●	

Collaborative tools						
Google Sites	This platform allows group website creation—multiple users can collaborate on the same website at the same time.		●	●	●	●
LibGuides	Curate all of the necessary or relevant information for learners' access on one website.		●	●	●	●
Padlet	A collaboration tool to share ideas.	●	●	●	●	●
School-Public Library Partnerships	Resources created by the AASL/ ALSC/ YALSA Interdivisoinal Committee on school/public library cooperation.		●	●	●	●
Wakelet	This platform allows collaborators to work together on information collections. Use Wakelet to gather research notes or create a gallery of sources.	●	●	●	●	●
Data collection, surveys, collection management and policy support						
AASL Resources for Book Challenges	A list of resources to help school librarians navigate or prepare for book challenges.		●	●	●	●
ALA Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries	A selection and reconsideration toolkit, including selection criteria and policy guidance.		●	●	●	●
Google Form	Create online forms or surveys and analyze results.		●	●	●	●
Learner/Library Collaboration Form	Survey to determine learner needs beyond the school library's resources.		●	●	●	●
Sample Educator Survey	Survey to determine educator needs in the classroom.		●	●	●	●

Research tools						
AllSides	Identify media biases.	●		●	●	
ACT UP Method Overview	Source evaluation process, including bias and privilege assessment.		●	●	●	●
Britannica School	Online encyclopedia database.	●	●	●	●	●
Library of Congress Digital Map Collection	A searchable map collection that includes very specific locations with easy to see rights and access. This tool also offers a citation generator.		●	●	●	●
Native Land Digital	Interactive digital project promoting Indigenous history, culture, and practices through visualizing Indigenous territories and providing other resources and tools to educators.		●	●	●	●
NewseumED	Resources to cultivate the First Amendment and media literacy skills essential to civic life.	●	●	●	●	●
The News Literacy Project	A nonpartisan national education nonprofit with programs and resources for educators and the public.	●	●	●	●	●
New York Public Library Digital Collection	Many maps, images, and documents.		●	●	●	●
Politifact	Fact checks political news and rumors.				●	●
Question of the Day	A daily trivia question delivered to your email.		●	●	●	●
SIFT Overview	Walks the reader through the four steps of the SIFT process.				●	●
Smithsonian Learning Lab	Tool for curating themed digital collections using both Smithsonian collections and imported resources.		●	●	●	●

[Teen Fact Checking Network](#)	Run by the Poytner Institute, teens factcheck viral stories and show their research process.				●	●
[Tree Octopus Website](#)	A fake website created to help students evaluate sources.		●			
[University of Louisville Lateral Reading Video](#)	A quick introduction and justification of lateral reading.			●	●	
[Untold](#)	Free collection of short history videos and animations designed to engage new audiences.	●	●	●	●	●
[USA Today Fact Checking](#)	Fact checks stories in the news.			●	●	
[U.S. Census](#)	Specific maps and accurate detailed population information.			●	●	●
[Using Google's Reverse Image Search](#)	A quick tutorial on how to find a picture's origins online.		●	●	●	●
[The Washington Post Fact Checking](#)	Fact checks stories in the news.			●	●	
[Wild Classroom](#)	Activity plans and reference materials, including videos and kid-friendly scientific articles.	●	●	●	●	●
Worksheets, handouts, and other instructional tools						
[Fun Fact Index Cards](#)	Six example cards for the mix and mingle activity.		●	●	●	
Fun Fact Websites: [75 Animal Facts that Will Change the Way You View the Animal Kingdom](#) [World Wildlife Fund](#) [42 Random Fun Facts](#)	Websites quoting facts about various animals, varying in credibility.		●	●	●	

[The Human Library homepage](#)	The original inventors of the Human Library concept.		●	●	●	●
Human Library Projects: [Calvert High School](#) [Washtenaw Community College](#) [Tompkins Cortland Library](#)	Examples of how public and school libraries implemented the Human Library Project.				●	●
[Venn Diagram](#)	Venn diagram worksheet.		●	●	●	●

AASL Standards Framework Applied to Developing Critical Curators Activity Guide

Developing Critical Curators Seeking Diverse Perspectives, an activity guide developed by the 2022 ALA Emerging Leaders, uses the *National School Library Standards* and the Shared Foundation of Curate as a lens to support professional development and instruction around gathering information from diverse perspectives, evaluating and organizing their findings, and reflecting on their understanding with a learning community. 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/curators**.

NATIONAL SCHOOL LIBRARY STANDARDS

Domain	LEARNER SCENARIOS AND ACTIVITIES	SCHOOL LIBRARIAN SCENARIOS AND ACTIVITIES	SCHOOL LIBRARY SCENARIOS AND ACTIVITIES	Domain
THINK	**Scenario:** Representation in the School Library **ACTIVITIES** **1. Develop a Picture of Diversity in the Learning Community:** Learners assess diversity in the student body to seek representation in the school library collection. **2. Construct a Pool of Representation Resources:** Learners explore the availability of diverse resources to ensure representation in the school library collection and environment. **3. Looking through the Selection Lens:** Learners analyze media to assess correlation with library selection criteria.	**Scenario:** Collaborating to Find Inclusive Texts **ACTIVITIES** **1. Clearing Paths to Collaboration:** Create a clear process for other educators to request support from the school librarian. **2. Ask the Educator—What Inclusive Materials are Needed?:** Empower educators to select inclusive resources through booklists. **3. Ask the Class—What Books Fit with Unit Goals?:** Create an opportunity for learners to select class materials using curriculum goals.	**Scenario:** Supporting Learners Outside the Classroom **ACTIVITES** **1. Digital Resource One Stop Shop:** Curate a digital resource page to support learning goals and curriculum in the school. **2. Collaborative Engagement Reflection:** Evaluate current use of school library resources and compare to current collection offerings. **3. Partnering with Public Libraries:** Create partnerships with public libraries to support learners and their families.	**THINK**
CREATE	**Scenario:** Sources Featuring Inclusive Perspectives **ACTIVITIES** **1. The ACT UP Method:** Learners use a systematic questioning method to assess the validity, accuracy, and bias of information. **2. Exploring Bias through Diverse Perspectives:** Learners demonstrate assessing bias while collecting information representing diverse perspectives. **3. Four Steps to a Helpful Source:** Learners work to curate reliable and relevant sources by selecting, justifying, and discussing their choices.	**Scenario:** Modeling Accessible Source Identification through Collaboration **ACTIVITIES** **1. Curating Indigenous Resources:** Model relevant information gathering that reflects diverse perspectives and lived experiences. **2. Smithsonian Learning Lab:** Provide a tool to organize information that easily aligns with curriculum. **3. Curating Diverse Perspectives in a Collaborative Environment:** Encourage the use of resources from diverse perspectives while using the expertise in the school building.	**Scenario:** Aligning Policies with Mission and Values **ACTIVITIES** **1. Curating Community Feedback:** Gather survey data to inform changes to school library resources, services, and policies to address community needs. **2. Analyzing and Evaluating Collections:** Employ a collection evaluation tool to gather data that will inform policy-making decisions. **3. Question of the Day:** Demonstrate the wide variety of resources and supports offered through the school library while also helping learners expand their own curation process.	**CREATE**
SHARE	**Scenario:** Stop the Littering Campaign **ACTIVITIES** **1. Student Campaigns:** Learners use reliable websites and databases as they collaboratively construct information. **2. Media Biases:** Learners compare and contrast one topic from three different political perspectives to gain a better understanding of media biases that exists. **3. Human Library:** Learners curate primary sources by collecting personal stories from their community.	**Scenario:** Food Chain/Food Web Collaboration **ACTIVITIES** **1. Curated Sites to Support Instruction:** Collaborate with a team of educators to curate a digital resource for learners that supports the school district's curriculum. **2. Collaborative Reflection:** Utilize a collaboratively constructed information site to collect reflections from learners on their experiences in the school library. **3. When the Learner Becomes the Fact-Checker:** Use curation strategies with learners to evaluate the reliability of a viral social media post or article.	**Scenario:** The Out-of-Date School Library Website **ACTIVITIES** **1. Tutorial Videos:** Curate or create video tutorials on school library tools and resources to support learners, educators, and parents at their point of need. **2. Materials Challenged Toolkit Checklist:** Create a book challenge toolkit checklist curated to meet the needs of your school library in the event of a book challenge. **3. What I Like About You:** Share and promote learners' favorite books to increase circulation and give school libraries anecdotal evidence for curation.	**SHARE**
GROW	**Scenario:** Every Community Member is a Learner **ACTIVITIES** **1. The Last Chance Cafe:** Learners examine and consider the quality, usefulness, and accuracy of curated materials at a book tasting event. **2. Mapping Community Histories:** Learners consolidate and illustrate learning gleaned from various resources in a conceptual knowledge network. **3. Read This, Not That:** Learners communicate curation processes for others to use, evaluate, and discuss.	**Scenario:** Leverage Learners' Social Media Activity **ACTIVITIES** **1. Self-Curating Social Media:** Engage learners in developing a rubric to self-assess the qualities of their own social media presence and the presence of those they follow. **2. Conceptual Knowledge Network as Graphic Novel:** Coordinate educators in a cross-disciplinary project that allows learners to illustrate information gathered in a conceptual knowledge network. **3. Mix and Mingle Curation:** Prompt learners to communicate their curation process for others to evaluate by asking questions and determining the validity of sources.	**Scenario:** Curation for Changing Curriculums **ACTIVITIES** **1. A More Relevant Catalog:** Maximize school library resources through a catalog that includes effective description, organization, and promotion of materials. **2. Makerspace Proposal Checklist:** Gather local and external data to gain support for creating and curating a curriculum and community-focused makerspace. **3. Seeking Accurate Feedback:** Consult school library advisory boards about access to resources by learners and educators at time of need.	**GROW**

Cultivating an Equitable School Library to Nurture Critical Curators

Use this infographic to help guide conversation with administrators and other educators about the importance of developing curation skills in learners supported by inclusive school library collections. Find scenarios, activities, and tools to support curation practice in *Developing Critical Curators Seeking Diverse Perspectives.* Visit **standards.aasl.org/project/curators**.

Providing **equitable and adequate school library services** and instruction has become **AN ISSUE OF SOCIAL JUSTICE**, especially when we see that schools in the **poorest** and most racially diverse communities have the **LEAST ACCESS TO LIBRARY SERVICES**. (Pribesh, Gavigan, & Dickinson 2011)[1]

RESEARCH

"IN TODAY'S AGE OF FAKE NEWS, knowing where to turn for **RELIABLE DATA**—and being able to **distinguish between objective and biased sources**—might just be one of the **MOST IMPORTANT SKILLS** of our time."[2]

42% of Americans ages 18 to 29 say they **GET THEIR NEWS FROM SOCIAL MEDIA**.[3]

70% FALSEHOODS more likely to be **retweeted** on Twitter than the truth AND reach their first **1,500 people 6x faster**.[4]

"**K-12 DIGITAL CURATION** is about **pointing [learners] to content and resources** they might not themselves discover with their own intuitive strategies... [and **teaching organization** of] content and tools to **MANAGE OUR DIGITAL LIVES** as information citizens."[5]
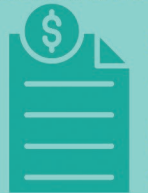
COLLABORATION

90,400 K-12 PUBLIC AND PRIVATE SCHOOLS

- **82,300 (91%)** have SCHOOL LIBRARIES
- **56,000 (61%)** have full-time LIBRARIANS
  6a-6b

60+ studies demonstrate strong school libraries' **POSITIVE IMPACT** on student achievement, yet **cutbacks** may be yielding **unintended consequenses**.[7]

SPONSORED CONTENT vs. NEWS ARTICLE

80% of middle schoolers **cannot tell the difference**.[8]

Combined **expertise and perspectives** through COLLABORATIVE INSTRUCTION **create unique opportunities** for learners.[9]

School Librarian **INFORMATION LITERACY**
Other Educators **CONTENT AREAS**
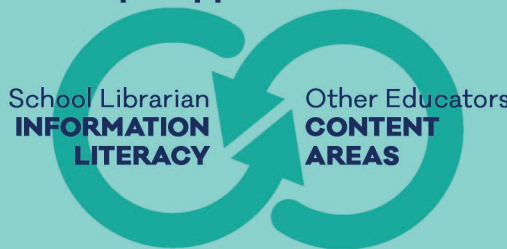
LEARNERS' WILLINGNESS to ask for assistance with an INFORMATION NEED **increased following collaborative instruction** with the school librarian.[10]
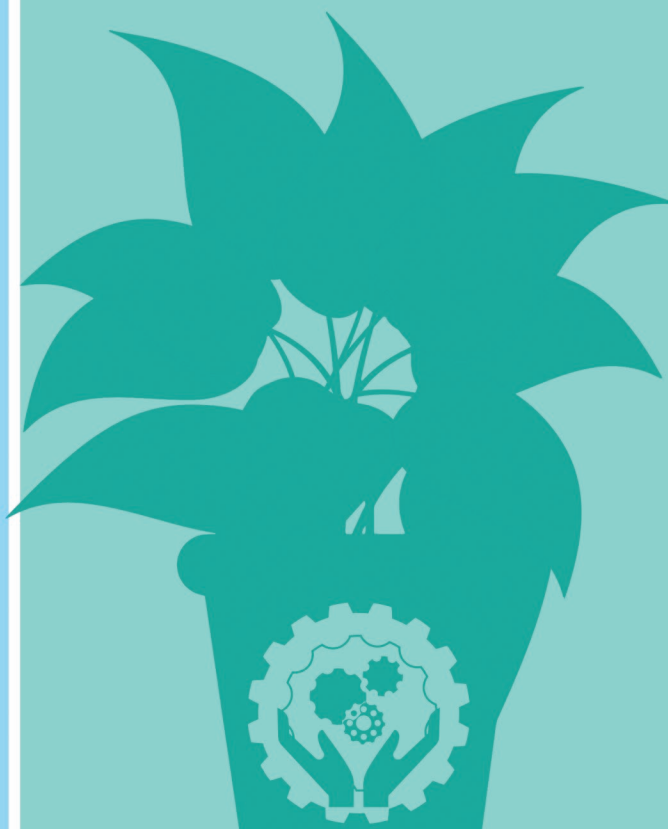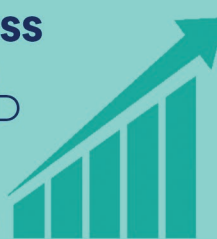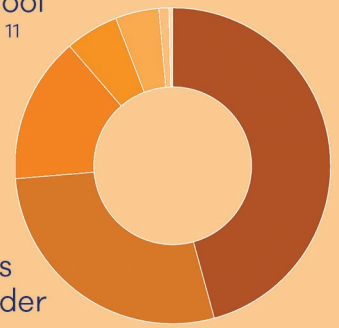
DIVERSITY

49.4 MILLION STUDENTS preK-12 public school enrollment (2020) [11]

- **22.6 M** White
- **13.8 M** Hispanic
- **7.4 M** Black
- **2.7 M** Asian
- **2.2 M** Multi-racial
- **0.5 M** Native races
- **0.2 M** Pacific Islander

- **7.3 M** Special Ed (2019) [12]
- **5.0 M** English Learners (2018) [12]
- **1.9 M** LGBTQIA+ (ages 13-17) [13]

2021 **729 CHALLENGES** to education materials and services[14]

1,597+ INDIVIDUAL BOOKS challenged or removed

MOST TARGETED BOOKS were by or about Black or LGBTQIA+ persons

THE LESS DIVERSE THE STUDENT BODY, THE MORE INCLUSIVE THE LIBRARY COLLECTION MUST BE.

U.S. public school students, especially white students, tend to go to schools where their **classmates share their racial or ethnic background**.[15]

IN THE SCHOOL LIBRARY, LEARNERS & PARENTS

- feel valued when they see their **culture represented**.[16]
- must hear stories and interact with characters whose **lives and experiences are different from their own**.[16]

Find infographic sources listed under Works Cited in the *Developing Critical Curators Seeking Diverse Perspectives* Activity Guide. Visit **standards.aasl.org/project/curators**.

American Association of School Librarians **TRANSFORMING LEARNING** AASL