Branching Out with Topics and Trends
Fall VAASL Conference
November 6, 2020

1. **School Librarianship in Remote Learning**
   a. *#VAASLReady*. (2020). https://www.vaasl.org/vaaslready
   "Virginia Librarians are READY to serve their students as learners in the physical or virtual school. A list of strategies for library operations and instruction organized to show the connection between in-person learning and blended/virtual learning." Guides, poster, buttons, and graphics demonstrating that Virginia school librarians are READY!
   b. *Pandemic resources for school librarians.* (2020). http://www.ala.org/aasl/about/pandemic
   "**School Librarian Role in Pandemic Learning Conditions** School librarians fulfill five important roles: instructional partner, teacher, leader, information specialist, and program administrator, all of which highlight the profession's skill at building relationships and creating an inclusive school culture. During the COVID-19 pandemic, schools need this librarian skill set more than ever as they adapt to meet the current needs of learners in a constantly changing learning environment."
   c. Ishizuka, K. (2020, September 6). With remote learning still the norm, publishers extend permissions for read alouds UPDATED. *School Library Journal*. https://www.slj.com/?detailStory=remote-learning-still-the-norm-publishers-extend-permissions-for-read-alouds-COVID-19
   "With remote learning looking like the state of play this fall, publishers have extended permissions for read alouds of their titles."
   d. *School librarianship in remote learning: Resources to assist school librarians.* (2020). https://longwood-lis.libguides.com/c.php?g=1054098&p=7656031&preview=78ea1b9e3ab62dff87de1b95401c6e0c
   LibGuide of resources including alignments of in-person to remote librarianship, pandemic resources for libraries, webinars, *KQ* blog posts, documents for state reopenings, VAASL resources, and in the news.

✓ **"The school library <u>assists in the growth and development of learners by embracing new skills, knowledge,</u> and standards in the profession as they relate to teaching, learning, technology, and innovation."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 63. (School Library Standards, EXPLORE, Grow, 3)**

2. **Trauma-Informed School Libraries**
   a. Gardner, M. E. (2019, May/June). Trauma sensitivity in the school library. *Knowledge Quest, 47*(5), E1-E5.
   "The article discusses strategies for developing trauma-sensitive school libraries. Topics covered include the effects of trauma on learners, a study which showed a strong link between adverse childhood experiences and mental and physical health as adults, and some ways to reduce the symptoms associated with trauma."
   b. Harper, M. (2020, January). Trauma-informed school libraries. *School Library Connection,* 38-40.
   "Trauma-informed education is focused on understanding how to engage, support, and respond to students who have been impacted by trauma. This approach is becoming more commonplace in schools

as the benefits and successes are documented, and there are numerous relevant practices that school librarians can develop and adopt."

    c. Pelayo, E. (2020, January/February). Trauma-informed school libraries: A space for all. *Knowledge Quest, 48*(3), 50-55.
"Some people see the school library as merely a place for books and materials, but for many students, it is a refuge and a place where they can relax and feel safe. School libraries are more than receptacles of books, technology, and audiovisual needs; they are sanctuaries for many students dealing with issues outside of school. Whether it is addressing students' academic needs or their social-emotional problems, school librarians and staff provide an engaging and comfortable place for young people. That's why it's important school librarians be trauma sensitive and trauma informed; school librarians need to understand how trauma affects the brain so that they can help students suffering from these issues. To be defined as a trauma-informed and -sensitive environment a school or library must commit to supporting every student. This article examines how to assess and implement a Trauma-Informed School Library."

    d. Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom.* ASCD.
"In this galvanizing book for all educators, Kristin Souers and Pete Hall explore an urgent and growing issue--childhood trauma--and its profound effect on learning and teaching. Grounded in research and the authors' experience working with trauma-affected students and their teachers, Fostering Resilient Learners will help you cultivate a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings."

    e. *Trauma informed schools and practices*. (2020).
https://www.youtube.com/watch?v=TxL5Jw0TcDY
"This video discusses the importance of trauma-informed schools and the goal of transforming education systems to become more attuned and responsive to the needs of children with trauma histories."

✓ **"The school library provides learners opportunities to maintain focus throughout the inquiry process by <u>creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning.</u>"** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 59. (School Library Standards, INQUIRE, Share, 1)**

3. Diversity Audits

    a. Cooperative Children's Book Center. School of Education. University of Wisconsin-Madison. (2020). *CCBC diversity statistics.* https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/
"The CCBC has been documenting books it receives annually by and about Black, Indigenous, and People of Color (BIPOC) since 1994. Before that, between 1985 and 1993, we documented books by and about Blacks only. Beginning in 2018, we began to document the content of every book we receive. Also in 2018, we began to document additional aspects of identity in our analysis, including disability, LGBTQ+, and religion. Below you'll find links to the data we've published annually since 1985."

    b. Jensen, K. (2018, October 22). *Diversity auditing 101: How to evaluate your collection.* https://www.slj.com/?detailStory=diversity-auditing-101-how-to-evaluate-collection
"A diversity audit takes inventory and determines what's in a collection and what areas need to be better developed. It yields concrete data. This type of audit helps put the *science* in *library science*. In doing a diversity audit of my collection, my goal was to learn what percentage reflected something other than the experiences of straight, white, and non-disabled males, and to fill the gaps. I wanted to verify that I was doing a good job of transcending my worldview and internalized biases. I was not."

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c. Fort, V. B. (2019, August/September). Programming with diversity in mind: Conducting a diversity audit. *School Library Connection*, 13-15.
"Have you noticed that the authors you share, the titles you display, the books you read to classes are often the ones that get checked out the most? Our populations are diverse and we need to be purposeful about the books we share (or "bless") so that they reflect our audience."

d. Shaffer, S. (2020, May/June). Do I see me? Learning with diversity audits. *School Library Connection*, 14-16.
"When an administrator who shares both my passion for children's literature and my commitment to the We Need Diverse Books movement approached me about creating a hands-on workshop for second, third, and fourth graders that would highlight inequitable racial representation in books published for children, I was excited to jump right into planning."

e. *Pittsford Schools library diversity audit*. (2019, May 6). https://www.youtube.com/watch?v=sdETN3lQLOo
"For the past two years, our K-12 librarians have been conducting a "Diversity Audit" of their library collections to be sure our students see themselves in literature and materials available to them. Watch this video to learn how it was accomplished."

✓ **"The school library represents all members and their place in a global learning community <u>by establishing and maintaining a collection</u> of reading and information materials in formats <u>that support the diverse developmental, cultural, social, and linguistic needs</u> of the range of learners and their communities."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 60. (School Library Standards, INCLUDE, Create, 1)**

4. Mindfulness

a. Shulman, M. (2015, September 24). *Mindfulness in the library.* https://knowledgequest.aasl.org/mindfulness-in-the-library/
"According to the Association of Mindfulness in Education, mindfulness can be simply defined as, "Paying attention here and now with kindness and curiosity" (http://www.mindfuleducation.org/what-is-mindfulness/). Mindfulness can be integrated in a variety of settings, not limited to education, for maximum benefit to the participant and community around them….One setting where mindfulness has the capacity to create ample change is in the library media center."

b. Davis, B. M. (2017, July). Mindfulness in the library. *School Library Connection.* https://schoollibraryconnection.com/Content/Article/2082982
"When I arrived at Mills E. Godwin High School in August 2015, I was immediately struck by the work ethic and activity level of our student body. Even before the students "officially" came back from summer break, there were multiple sports teams practicing each day, band members playing their instruments in the halls, and students doing community service in the office or for teachers…As the year progressed and I continued to get to know students individually, I became concerned about their overall stress levels…I wondered what I could do as a librarian to help students de-stress and make healthier choices."

c. *Windcrest Elementary School Library: Mindful Meditation.* (2019, August 14). https://neisd.libguides.com/c.php?g=269460&p=3959116
Links to meditation videos, music, and books as well as other related resources

d. *Mindfulness in the school library.* (2018, December 12). https://www.youtube.com/watch?v=B_4cFcd0xqc&feature=youtu.be
Webinar presented by School Library Media Specialists of Southeastern New York (SLMSSENY): librarians from all grade levels describe the mindful activities they have implemented in their settings.

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e. Stephens, W. (2021). *Mindful school libraries: Creating and sustaining nurturing spaces and programs*. Libraries Unlimited.

"Given the national climate of anxiety and fear, climbing diagnoses of neurological difference, and overall sensitivity, fewer young people come to school able to self-soothe. Building on the work of Nel Noddings, Lynne Evarts, and Meghan Harper, this book focuses on the deliberation, quiet, and reflection sometimes described collectively as mindfulness….Providing practical suggestions for working in concert with classroom teachers, school counseling staff, and community partners, this guide will inform librarians' practice by increasing awareness of how to create space for students in the school library."

✓ **"The school library assists in the growth and development of learners by <u>anticipating learners' needs and adapting the learning environment</u> in accordance with evidence-based practices."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 63. (School Library Standards, EXPLORE, Grow, 2)**

5. Social Justice

a. *Teaching tolerance: Social justice standards.* (2020).
https://www.tolerance.org/frameworks/social-justice-standards

"The Social Justice Standards are a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable." These social justice standards are divided into four domains: identity, diversity, justice and action.

b. Lambert, N. J. (2019, November 22). *Include everyone: Exploring social justice in the library.* https://knowledgequest.aasl.org/include-everyone-exploring-social-justice-in-the-library/

In this *KQ* blog post Lambert summarizes her takeaways from the "Include everyone: Exploring social justice in the library" 2019 AASL National Conference session.

c. Fitzgerald, M., Mignardi, D., Walker, S., & Sturge, J. (2020, January/February). School libraries & social justice education. *Knowledge Quest, 48*(3), E1-E6.

"The article offers suggestions for school libraries to make it safe and equal for every students and school librarians also leading the way in promoting social justice. Topics discussed include creating an atmosphere of belonging, positive identity, and diversity and school librarians advocating for their students, their libraries, their funding and their positions, and school librarians and school libraries playing a larger role in being champions for social justice."

d. Sonnenberg, J. (2017, Summer). School libraries as activist spaces: Moving social justice to the center of our practice. *CSLA Journal,* 18-22.
http://csla.net/wp-content/uploads/2012/09/CSLA_Journal_41-1_-2017_V2.pdf

"School libraries are uniquely equipped to provide students with the safe space(s) that they need in order to nurture their beliefs, identities, and selves. From displays to clubs to resource referral, libraries can actively represent all students, every day."

e. Sturge, J., Mignardi, D., & Fitzgerald, M. (2019, November 15). *Truth, justice, and the school library way: Integrating the AASL & social justice standards for the win!*
https://aasl.digitellinc.com/aasl/sessions/1422/view

This recorded 2019 AASL National Conference session focused on "integrating the AASL School Library Standards and the Teaching Tolerance Social Justice Standards in the school library" and featured "activities designed to integrate in K-12 libraries and share best practices for working with both sets of standards."

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✓ **"The school library <u>facilitates opportunities to experience diverse ideas by implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access</u> to resources and services."** *National School Library Standards for Learners, School Librarian, and School Libraries,* **p. 60. (School Library Standards, INCLUDE, Share, 1)**

6. The Science of Reading

a. Virginia Department of Education news releases. (2020, February 20). *State Superintendent Lane calls summit on literacy achievement.* http://www.doe.virginia.gov/news/news_releases/2020/index.shtml
"'There is no more important skill taught in our schools than reading, and it is critical that every school in the commonwealth provide students with systematic instruction that reflects the five components of reading: phonics, phonemic awareness, fluency, vocabulary and comprehension,' Lane said. 'In addition, all students should have daily opportunities to read and analyze challenging, grade-level fiction and non-fiction texts.'"

b. Knott, K. (2020, February 24). State literacy summit shines light on declining reading scores. *The Daily Progress.* https://www.dailyprogress.com/news/local/state-literacy-summit-shines-light-on-declining-reading-scores/article_b9de41dc-263c-567d-9cee-548aa15cf6c7.html
"Virginia's steady decline in reading test scores over the last five years should raise alarm for educators across the state, state Superintendent of Public Instruction James Lane said Monday to kick off a literacy summit in Charlottesville….Speakers, panels and breakout sessions focused on instructional practices that reflect the science of reading, a body of research that has been developed over decades explain how children learn to read."

c. Bailey, N. E. (2020, March 1). *There's no "science of reading" without school libraries and librarians, a predictor of student success.* https://nancyebailey.com/2020/03/01/theres-no-science-of-reading-without-school-libraries-and-librarians-a-predictor-of-student-success/
"The loss of libraries and qualified librarians in the poorest schools has reached a critical mass. Yet those who promote a Science of Reading (SoR), often supporting online reading programs, never mention the loss of school libraries or qualified librarians.
Ignoring the importance of school libraries and certified librarians delegitimizes any SoR. Children need books, reading material, and real librarians in public schools. If reading instruction doesn't lead to reading and learning from books, what's the point?"

d. International Literacy Association. (2019). *Literacy leadership brief: Meeting the challenges of early literacy phonics instruction.* https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf
"Research has shown the power of this early instruction in phonics for young students' reading and writing development. Government-funded documents have shown that phonics instruction is helpful for all students, harmful for none, and crucial for some. A recent brain research study out of Stanford explained how beginning readers who focus on letter–sound relationships, or phonics, instead of trying to learn whole words, increase activity in the area of the brain best wired for reading. And the meta-analysis work has detailed the significant effect size of phonics instruction on students' early reading growth. So why is there a debate when the research evidence has been consistent for decades? It's because how we translate that research into instructional practice varies widely…"

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e. *Reading Research Quarterly.* (2020, September). https://www.literacyworldwide.org/get-resources/making-sense-of-the-science-of-reading

   Special issue with 26 articles addressing the science of reading: supports, critiques, and questions.

✓ **"The school library assists in the growth and development of learners by anticipating learners' needs and adapting the learning environment <u>in accordance with evidence-based best practices.</u>"** *National School Library Standards for Learners, School Librarian, and School Libraries,* **p. 63. (School Library Standards, EXPLORE, Grow, 2)**

7. Reading (Just plain reading for fun!)

a. American Association of School Librarians. (2020, January). *The school librarian's role in reading.* http://www.ala.org/aasl/sites/ala.org.aasl/files/content/advocacy/statements/docs/AASL_Position_Statement_RoleinReading_2020-01-25.pdf

   In this position statement, "reading promotion, instruction, resources, and services provided by school librarians (through the school library) are developed around six essential Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage."

b. Vardell, S. (2020, March). Can I have another one? Series books for middle grade readers. *School Library Connection.* https://schoollibraryconnection.com/Content/Article/2242185

   "It is a sad, but well-known fact that we begin to lose readers in the middle grades. Why? By fourth or fifth grade, the demands across the school curriculum expand exponentially with far more required reading in science and social studies, in particular... How do we keep their reading momentum going? By offering them choices, of course."

c. Persson, S. (2020, April). Reaching all readers. *Teacher Librarian*, *47*(4), 36-38.

   "The article discusses how school librarians and classroom teachers can reach learners and influence their reading. They include recognizing the diverse interest and unique histories of learners, building relationships with learners and paying attention to trends in their reading, and the American Association of School Librarians' common belief that reading is the core of personal and academic competency."

d. Knapp, N. F. (2019, September/October). Using technology to foster "real reading" in the school library and beyond. *Knowledge Quest, 48*(1), 54-60.

   "I would argue that technology use and traditional literacy do not have to be in competition. In fact, just as traditional literacy skills support and enhance students' use of technology for learning, so can digital technologies support and enhance more traditional literacy development."

e. Lofton, J., & Luhtala, M. (2019, November 16). *Reading goes collaborative: Leveraging technology to promote and enhance reading.* https://aasl.digitellinc.com/aasl/sessions/1704/view

   Recorded session from 2019 AASL National Conference: "We usually think of reading as a solitary activity, but new technologies are changing that. Explore how we can leverage technology to promote reading in formats suiting different learning styles, enhance the reading experience, and make it more interactive and collaborative with other readers and even authors. Discuss innovations in reading formats, reading websites, social media options, virtual book clubs, and more to grow interest in independent reading and facilitate collaborative learning."

✓ **"School librarians foster learners' personal curiosity by encouraging learners to <u>read widely and deeply</u> in multiple formats."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 51. (School Librarian Standards, EXPLORE, Think, 1)**

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8. Research and Practice

a. Garrison, K., FitzGerald, L., & Sheerman, A. (2018). "Just let me go at it": Exploring students' use and perceptions of guided inquiry. *School Library Research*, *21*. http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol21/SLR_JustLetMeGoAtIt_V21.pdf

"Guided Inquiry (GI) is an emerging pedagogy based on the Information Search Process (ISP), a research-based information-literacy model identified by Carol C. Kuhlthau (1985, 1988a, 1988b, 1988c, 1989b) and operationalized by the Guided Inquiry Design (GID) process (Kuhlthau, Maniotes, and Caspari 2007, 2012, 2015). This study investigated perceptions and use of GI by Year 9 students at an Australian independent private school engaged in an inquiry unit in their Personal Development, Health, and Physical Education class focused on "Overcoming Adversity." Two academic researchers and the school librarian collaborated on this mixed methods study collecting data from survey questionnaires, focus-group interviews, and students' work in digital inquiry process journals and final product presentations. Findings indicate students understand important elements of the GID process, including its independent nature, structure, and pacing through stages, and the element of choice. However, they differ on whether these aspects have a positive or negative effect on their learning and research process. An implication for GI practice from this study is a greater focus on allowing students independence and to proceed at their own pace, as expressed in a student's comment and the title of this paper: "Just let me go at it.""

b. Phillips, A. L., & Lee, V. R. (2019). Whose responsibility is it? A statewide survey of school librarians on responsibilities and resources for teaching digital citizenship. *School Library Research, 22.* http://www.ala.org/aasl/sites/ala.org.aasl/files/content/pubs/slr/vol22/SLR_WhoseResponsibilityIsIt_V22a.pdf

"In 2015 the Utah State Legislature passed H.B. 213, "Safe Technology Utilization and Digital Citizenship in Public Schools," mandating that K–12 schools provide digital citizenship instruction. This study presents an exploratory endeavor to understand how school librarians in a state that adopted digital citizenship legislation engage with digital citizenship instruction and their perceptions of a school librarian's role in providing this instruction. We conducted a statewide survey of Utah school librarians, including questions focusing on digital citizenship resources used, current instruction within the school, and inquiries about improvements to current instruction. School librarians expressed a desire to be more involved in the instruction process, the need for more time, and the desire for consistent collaboration with teachers and administration."

c. Sultanik, A. (2020). Genrefying the children's fiction collection. *School Library Research, 23.* http://www.ala.org/aasl/sites/ala.org.aasl/files/content/pubs/slr/vol23/SLR_GenrefyingChildrensCollection_V23.pdf

"Genrefying a library's fiction collection is a common practice in school libraries. However, there is little research to explain the benefits or drawbacks of this practice. Using a withinsubjects/time-series action research design, this study was conducted to understand more about the impact of genrefying the fiction collection in a single library. This study found that elementary students could locate fiction books faster and to greater satisfaction with a genrefied collection than in a collection in which fiction was arranged in a FIC label format, which is typically seen in standard Dewey Decimal classification."

d. Small, R. V., & Mardis, M. A. (2020, March/April). School librarians as researchers: A practical approach. *School Library Connection*, 9-11.

"School librarians face a range of challenges in their libraries. Some are minor problems, easily fixable through trial and error. However, some challenges are bigger, more deeply seated and complex, and can

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have more impact. Solutions to these problems require an in-depth, well-planned research-based approach that requires specific data."

    e. Spisak, J. (2020, March/April). Action research in the school library. *School Library Connection*, 7-8.
       "Implementing action research in a school library can be an empowering experience. It not only allows for ways to improve practice but also to improve student performance."

    f. Smith, D. (2019, November 26). The future of school librarian research: Beyond 2019. https://knowledgequest.aasl.org/the-future-of-school-librarian-research-beyond-2019/
       In this *KQ* blog post Smith shares proposed research questions and sample studies suggested from the 2019 AASL National Conference ESLS Research Symposium.

✓ **"The school library assists in the growth and development of learners by anticipating learners' needs and adapting the learning environment <u>in accordance with evidence-based best practices</u>."** *National School Library Standards for Learners, School Librarian, and School Libraries,* **p. 63. (School Library Standards, EXPLORE, Grow, 2)**

9. Professional Associations

    a. Virginia Association of School Librarians (VAASL). http://vaasl.org
        i. Conferences: https://www.vaasl.org/spring-conferences
        ii. Listserv: https://www.vaasl.org/member-communities
        iii. Advocacy: https://www.vaasl.org/advocacy

    b. American Association of School Librarians (AASL). http://www.ala.org/aasl
        i. Standards and related resources: http://standards.aasl.org
        ii. Best digital tools for teaching & learning: http://www.ala.org/aasl/awards/best
        iii. *Knowledge Quest* blog: http://knowledgequest.aasl.org

    c. American Library Association (ALA): http://www.ala.org
        i. Advocacy and public policy: http://www.ala.org/advocacy/advocacy-public-policy
        ii. Intellectual freedom: http://www.ala.org/advocacy/intfreedom
        iii. Celebration weeks & promotional events: http://www.ala.org/conferencesevents/node/6/

✓ **"The school library provides opportunities for school librarians to connect and work with the learning community by…<u>engaging in</u> community and <u>professional activities</u>."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 61. (School Library Standards, COLLABORATE, Share, 3)**

10. Librarian Self-Care

    a. Harper, M., & Deskins, L. (2019, July). Research into practice: Summer self care. *School Library Connection*. https://schoollibraryconnection.com/content/article/2214601
       "Educator self care is critical after a busy, stressful school year. Recharging needs to be a priority, especially in the summer when there is time to focus on one's own individual needs."

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b. Green, L. S., & Folk, M. M. (2018, July). The summer of self-care. *School Library Connection*. https://schoollibraryconnection.com/content/article/2152615
"Self-care, and the growth it spurs in your own professional well-being, is not a collection of tasks you should check off of an already long to-do list. Instead, think of it as a series of strategies that help scaffold, strengthen, and sustain you through your conquering of those to-do's."

c. Craddock, I. (2019, August). Don't sacrifice self-care. *School Library Journal*, *65*(7), 13.
"The article offers suggestions for school librarians to avoid burnout, based from presentations by public and academic librarians at the American Library Association Annual conference. It mentions signs of burnout including tardiness, missed deadlines, and feeling overwhelmed. Suggestions include to work within time limits, hydrate to avoid symptoms of dehydration, and break up tasks into smaller lists."

d. Pelayo, E. (2019, September 16). *Self-care isn't selfish: 5 tips to stay sane during school start.* https://knowledgequest.aasl.org/self-care-isnt-selfish-5-tips-to-stay-sane-during-school-start/
"When the school year begins all the planning and preparations we did over the summer come together. Our energy is high and we feel refreshed as the doors open and we meet our students the first week of school. As the days and weeks pass our stamina starts to drain and the long packed days of library orientations and book talks take their toll. In these stressful and busy times its paramount that we take time to remember to take care of ourselves to avoid the school start burn out. These 5 tips will help in the struggle to stay afloat in the sea of starting the school year."

e. Carroll, K. (2020, August 17). *Practicing self-care as schools reopen.*
https://knowledgequest.aasl.org/practicing-self-care-as-schools-reopen/
" I am living through a global pandemic, national protests, economic turmoil, political discord, and Hurricane Isaias swept through my state. My everyday life is indifferent to these occurrences and continues on with all of its complexity. I am scheduled to return to work in a few days, and I have no idea how that will look. Our state officials have not approved my district's reopening plan, so we are in limbo. What do all these things have in common? I have no control over any of them. We live in uncertain times. Yet, I realize that resistance is futile. What I can do is strengthen my emotional resilience, become comfortable with uncertainty, and be intentional by practicing self-care.
Self-care is not selfish; it is necessary for mental and physical health and productivity."

✓ **"<u>School librarians demonstrate the importance of personal, social, and intellectual networks</u> by cultivating networks that allow learners to build on their own prior knowledge and create new knowledge."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 49. (School Librarian Standards, COLLABORATE, Share, 2)**

American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries.* ALA.