

# Top Ten Topics and Trends for Love, Literacy, and Learning in Libraries

Fall VAASL Conference  
November 2021

## 1. Authors (and Nonfiction!)

- a. Stewart, M., ed. (2020). *Nonfiction writers dig deep: 50 award-winning children's book authors share the secret of engaging writing*. NCTE.  
“In *Nonfiction Writers Dig Deep: 50 Award-Winning Children's Book Authors Share the Secret of Engaging Writing*, some of today's most celebrated writers for children share essays that describe a critical part of the informational writing process that is often left out of classroom instruction.”
  - b. *The joy of nonfiction*. (2021). [Video]. YouTube.  
<https://www.youtube.com/watch?v=GLAVudBlcPs>  
“Editor with Charlesbridge Publishing Alyssa Mito Pusey moderates a panel of nonfiction authors: Melissa Stewart, Heather L. Montgomery, Traci Sorell, and Kristen Nordstrom.”
  - c. Kelsey, M. (2011, March/April). Compel students to read with compelling nonfiction. *Knowledge Quest*, 39(4), 35-39.  
“The article explores the significance of engaging students to read compelling nonfiction. It discusses the potential of reading nonfiction to turn student's indifference towards academic concern. A comparison of presentation of nonfiction in the past and present time is provided. The role of teachers and school librarians in promoting nonfiction reading to students as well as how students who speak English as a second language can benefit from compelling nonfiction are cited.”
  - d. Greenberg, K. (2018, November 27). Speed dating with nonfiction books. *Knowledge Quest*. <https://knowledgequest.aasl.org/speed-dating-with-nonfiction-books/>  
“It's a never-ending dilemma: how to get overworked high school students to read for pleasure. Too often, teens associate reading with mandatory curriculum books. *The Scarlet Letter*, *A Tale of Two Cities*, *Things Fall Apart*. . . though some teens grow to love these titles, most are unlikely to pick up another Dickens novel the next time they have a free hour. When the eleventh-grade English teachers approached me last September about collaborating on a nonfiction independent reading project, I jumped at the opportunity.”
  - e. Little, H. B. (2021, September 29). Nonfiction for personal growth in the high school library. *Knowledge Quest*. <https://knowledgequest.aasl.org/nonfiction-for-personal-growth-in-the-high-school-library/>  
“School librarians have become experts at reading and recommending YA and children's fiction for our students. Many have also worked with classroom teachers to align the library nonfiction resources with the curriculum. But do school librarians connect students with nonfiction for personal growth?”
- ✓ “**School librarians foster learners' personal curiosity by encouraging learners to read widely and deeply in multiple formats.**” *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 51. (School Librarian Standards, EXPLORE, Think, 1)

## 2. Collaboration (but not exactly what you may be thinking!)

- a. Ennis, M. (2020, February). New school. *Library Journal*, 145(2), 42-44.

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“The article discusses the benefits of the partnerships between local schools and public libraries in the U.S. Topics include Harlandale Independent School District (ISD), Texas as the first local system to partner with San Antonio Public Library (SAPL) on the Sora program, evolution of Baker & Taylor's Community Sharing Program, and the Sora partnerships launched by Fresno County Public Library (FCPL) in California with the Fresno, Central, and Selma Unified School Districts (USD).”

- b. *Public library and school library collaboration toolkit*. (n.d.).

<https://www.ala.org/alsc/publications-resources/professional-tools/school-public-library-partnerships>

“Both public and school libraries are community centers at heart, with the same goal: to provide a safe, welcoming environment for all patrons and access to information in a variety of formats. When public and school librarians and library workers engage in collaboration, community members reap the benefits. This toolkit includes context and suggestions for creating partnerships of all sizes.”

- c. Kerr, K. (2021, May 6). *Hey school librarians! The big benefits of partnering with your public library* [Video]. YouTube.

<https://www.youtube.com/watch?app=desktop&v=iXVV9DA59wE>

“We serve the same group, we often have the same programs, so why are we not partnering more often with our local public libraries? In this webinar, we will discuss some of the reasons that often prevent us from fostering that relationship, and ideas for how we can make it happen. Denise Neujahr from the Community Library Network will join me, and together we hope to dispel some of the common reasons school librarians are hesitant to reach out to their local public libraries. There are so many benefits for both groups to partner together!”

- d. Mikos, M. (2021, April). Beyond museum field trips: Building cultural capital by creating school–museum partnerships. *Teacher Librarian*, 48(4), 34-37.

“The article reports that students are provided with opportunities for meaningful learning when educators partner with museums and ISEIs within the community. Topics include that a large number of museums and ISEIs offer lending and outreach programs designed to bring items from their collections directly into schools, and a natural liaison in the school–museum connection is the teacher librarian.”

- e. Long, L. (2018, October 31). Supporting student learning with community partners. *Knowledge Quest*. <https://knowledgequest.aasl.org/supporting-student-learning-with-community-partners/>

“My advice: do not hesitate to reach out and ask members of your community to come visit your schools to support student learning. Community partners have so much to offer our students. When we make connections with stakeholders in our communities that support the curriculum and enhance student learning, we provide authentic learning opportunities that are invaluable.”

- f. Crossman, B. (2019). *Community partnerships with school libraries: Creating innovative learning experiences*. Libraries Unlimited.

“What have you done to lead the way toward designing innovative learning experiences at your school?” Elementary school librarian Crossman responds with a wealth of ways that school librarians can partner with their local community to ‘support student learning, foster student engagement, expose students to broad experiences, and provide innovative student-centered learning opportunities.’”

- ✓ **“The school library provides opportunities for school librarians to connect and work with the learning community by promoting and modeling the importance of information-use skills by publicizing to learners, staff, and the community available services and resources; serving on school and district-wide committees; and engaging in community and professional activities.”** *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 61. (School Library Standards, COLLABORATE, Share, 3)

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### 3. (Focused) Collection Development

- a. Hawkins, A. (2021, October 13). Manga belongs in school libraries. *Knowledge Quest*. <https://knowledgequest.aasl.org/manga-belongs-in-school-libraries/>  
“I have a dedicated group of readers who come and see me three times a day to check out books. They’re there first thing in the morning, at lunch, and at the end of the day. Thanks to them, my circulations this year are through the roof after only a month. They check out multiple books at a time, they talk to me at length about character motivation, themes, tropes, and creators. I am, of course, talking about my manga readers.”
  - b. Stivers, J. (2021, October 22). The power of manga + anime in our libraries. [Conference presentation handout]. AASL 2021 National Conference, Salt Lake City, UT, United States.  
<https://docs.google.com/drawings/d/1ASyZlHYITtPXH2EjraRLTuj3fhYM6hfL-1LBPEqCQhQ/edit>  
“Manga or Japanese comics have worldwide appeal. Nowhere is this more evident than with learners of today! However, there is sometimes reluctance or uncertainty in school libraries to fully embrace the manga format, which is ultimately damaging to our learners and their interests in literacy. In this session, we’ll dive into various aspects of manga and anime—from basic definitions and genres to collection development and readers’ advisory to working with learners to start your own manga/anime club. Manga for different grade levels will be addressed. Learner voice will be included throughout—Anime Club members will be co-creating the presentation content! We’ll center why a strong and vibrant manga collection is essential to Shared Foundation Include and a pro-BIPOC, pro-Queer, disability-positive, mental health sensitive library.”
  - c. *Graphic novel collection development for school libraries*. (2021, January 27). [Video]. YouTube. <https://www.youtube.com/watch?app=desktop&v=S2aZ4nmXtFo>  
“In this webinar moderated by LibraryPass’ John Shableski, our panel of experienced librarians—K.C. Boyd, Joy Harvey, Angie Mahalik, Cait Zaksheske—discuss how to successfully integrate comics, graphic novels, and manga into your collection development plan, and offer insights on aligning your collection to support classroom instruction, while also meeting students’ varied reading needs and interests.”
  - d. Hermon, A. (Host). (2021, May 7). Neurodiversity in school libraries (125). [Audio podcast recording]. In *School librarians united*.  
<https://schoollibrariansunited.libsyn.com/125-neurodiversity-in-our-libraries>  
“Adriana L. White guides us in understanding neurodiversity and how our library spaces, collections and teaching can embrace all our neurodiverse students.”
  - e. Ashburn, M. (2020, December 2). Make the school library more accessible to autistic/disabled kids. *A novel mind*. <https://www.anovelmind.com/post/make-the-school-library-more-accessible-to-autistic-disabled-kids>  
“The school library is a gateway to learning beyond all those standardized lessons prescribed for students. The uniformity and monotony of the week seems to melt away when children enter your doors. As librarians, you are the gatekeepers to this opportunity. And with this power comes an enormous responsibility, especially to the children who aren’t as likely to access it.”
- ✓ **“The school library represents all members and their place in a global learning community by establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.”** *National School*

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#### 4. Design and Curate (and innovate and create)

- a. Robertson, N. D. (2019, November/December). Expanding school library collections: The makerspace edition. *Knowledge Quest*, 48(2), 8-14.  
“When considering the development of a makerspace collection in our school libraries and beyond, it is crucial to our students’ lifelong well-being to go beyond the “Ooh, shiny” that comes with 3-D printers, robots, and LEGO walls and examine the overall purpose, learning goals, and scope of a makerspace, as well as its impact on future lifelong learning.”
  - b. Salisbury, K. & Nichols, P. T. (2020, May). School makerspaces: Beyond the hype. *Phi Delta Kappan*, 101(8), 49-53.  
“Makerspaces have great potential for enhancing learning, but only if educators attend to the practicalities of integrating making into their classrooms.”
  - c. Irvin, E., & Dickey, S. (2021, October 23). 50+ makerspaces for the secondary library. [Conference presentation]. AASL 2021 National Conference, Salt Lake City, UT, United States. <https://sites.google.com/view/secondary-makerspaces>  
“Are you looking for Makerspace ideas to use with your secondary library patrons? This is the session for you! Two librarians, one high school and one intermediate, will present 50+ makerspace ideas that we have used successfully with our own students. We will share our knowledge and our philosophies, and we will have fun! We hope you will share, too!”
  - d. Luster, S. (2018, July 29). *Reinvented school libraries unleash student creativity*. <https://www.nea.org/advocating-for-change/new-from-nea/reinvented-school-libraries-unleash-student-creativity>  
“No longer zones of silence, school libraries are now bustling hubs of student social activity that enhance learning and nurture imaginations.”
  - e. Deisley, L. (2016, October 4). *Bringing design thinking to the school library*. <https://www.edutopia.org/article/bringing-design-thinking-to-the-school-library-laura-deisley>  
“Design thinking as a creative process is messy learning. Done well, it uncovers unmet needs and produces innovative new models. Today, schools around the world are teaching design thinking to their students to foster innovation skills. Increasingly, we find school teams learning and leveraging the process to tackle their issues: homework, schedules, student engagement, and learning and play spaces. What if you wanted to tackle the question of your library? How might design thinking help?”
  - f. Milligan, L. (2020, July 10). *How to set up a virtual book club for students*. <https://www.edutopia.org/article/how-set-virtual-book-club-students>  
“An online book club organized by a teacher or school librarian can be a good way to foster social interactions during the pandemic.”
  - g. Gray, K. (2021, March 17). *How to manage an online book club*. <https://www.edutopia.org/article/how-manage-online-book-club>  
“A fan of book clubs shares tips for running them online with students or colleagues—both now and after the pandemic.”
- ✓ “The school library supports learners’ personal curiosity by fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with the wide variety of resources and technology.” *National School Library Standards*

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## 5. Leadership and Advocacy

- a. Dear Dara. Do I have to be a leader? (2021, October). *School Library Connection*.  
<https://schoollibraryconnection.com/Content/Article/2269201>  
“I feel like everyone in the profession tells me to be a leader, but I do not have a leadership personality. I've always viewed myself more as a follower. ... I am now in my fifth year as a high school librarian and fairly content in my role. ... Do I really have to do more to be successful?”
  - b. Jones, A., & Foy, S. (2021, October 23). Embedded school librarianship: Cultivating school & community partnerships. [Conference presentation]. AASL 2021 National Conference, Salt Lake City, UT, United States. <https://bit.ly/AASL21embedded>  
“Looking for ways to embed into all subject areas as well as integrate your school library program into the community at large? Join us as we showcase the benefits school librarians can reap by embedding into all classrooms and working as a team with teachers, parents, your public library, and local organizations.”
  - c. Lester, K., & Zervos, C. (2021, October 23). School libraries & the whole child. [Conference presentation]. AASL 2021 National Conference, Salt Lake City, UT, United States. <https://bit.ly/aaslwc21>  
“School librarians are leaders in their school communities in supporting the whole child. In this session, attendees will learn how the National School Library Standards connect to the ASCD Whole Child Tenets as school librarians create healthy and safe spaces, engage and challenge students through inquiry learning, and support students and the school community through diverse resources and lessons.”
  - d. ALA’s Committee on Library Advocacy. (2021). Students reach greater heights with school librarians. [Infographic].  
<https://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/stateandlocal/School%20Librarians%20v2.pdf>  
“Studies show that Title I students and English language learners recognize even greater academic gains with a certified school librarian.”
  - e. VAASL. (2021). *What is a school librarian?* [Video]. <https://youtu.be/OdIODAcQ6HU>  
*What is a school librarian?* [Infographic].  
<https://www.vaasl.org/assets/VAASL%20What%20is%20a%20School%20Librarian%20One%20Pager.pdf>  
“School Librarians are educators who meet the expectations from the Profile of a Virginia Graduate (5Cs) by using the AASL National School Library Standards to empower learners to think, create, share, and grow as lifelong learners with the goal of achieving their full potential.”
  - f. Smith, D. (2020, February 26). What is leadership? *Knowledge Quest*.  
<https://knowledgequest.aasl.org/what-is-leadership/>  
“I don’t think that school librarians take enough credit for what we do. Last month, I heard someone pose the question, “What is leadership?” My answer is that you are probably already engaging in leadership activities. Rather than provide a textbook definition, I would like to provide examples.”
- ✓ **“The school library’s policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources by consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school’s mission.”** *National School*

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## 6. (Fostering) Literacy (for all)

- a. Heck, C. (2021, August). All access. New challenges are coming. *School Library Connection*. <https://schoollibraryconnection.com/Content/Article/2266746>  
“We, as librarians, have always been champions of intellectual freedom. We must continue to prioritize that fight and prepare for the coming challenges. We must fulfill the obligations presented to us in our code of ethics and be ready to defend access to information in our schools and libraries.”
  - b. Byrd Fort, V. (2021, March). Supporting dyslexic readers in the school library. *School Library Connection*. <https://schoollibraryconnection.com/Content/Article/2252101>  
“If a student simply cannot read, no amount of book talking or reader’s advisory is going to help. First, you have to help that student learn how to read. In most cases, the classroom teacher is responsible for the mechanics of teaching a child to read, however, the school librarian can play a critical role.”
  - c. Churchill, S. (2020, May/June). Left of chance: Gifted students & independent reading. *Knowledge Quest*, 48(5), 24-31.  
“The article discusses that selection of materials, one of the required classes when obtaining a school library endorsement, teaches school librarians how to find, analyze, and build a library collection representing all learners; and mentions that when developing collections, school librarians can easily find resources recommending books for struggling learners and English as a second language (ESL) students, as well as students who are reading at grade level.”
  - d. Gruer, T. S., & Perry, K. M. (2020, May/June). Yes, school librarians teach reading: Reading skill reinforcement and the school librarian. *Knowledge Quest*, 48(5), 40-47.  
“The article discusses that school librarians are the literacy leaders in their buildings. It mentions that reinforcing reading skills taught in the classroom and motivating students to practice reading are an integral part of a school librarian’s job; and also mentions that reading aloud to students from chapter books helps develop their imagination.”
  - e. Colston, V. J. (2021, May). A world of virtual storytimes for school libraries. *School Library Connection*. <https://schoollibraryconnection.com/Content/Article/2262954>  
“The challenges of the COVID-19 pandemic brought a variety of changes and uncertainties, but it also brought innovation and encouraged creativity that facilitated technology and programming advances to librarians across the country. This inventiveness can be seen especially in the area of storytime, the bread and butter of children’s programming. What do you need to know to get the most out of what was discovered?”
  - f. Gilbert, S., & Grover, R. (2020, May/June). Branching out: Promoting reading and providing access when the library is closed. *Knowledge Quest*, 48(5), 16-23.  
“The article discusses that building lifelong readers is a core tenet of mission as school librarians. It mentions a love of reading is as essential to the future development of students as showing them how to research and manage information; and also mentions that when the library space is closed, consider reaching out to educators to collaborate on lessons or activities.”
- ✓ **“School librarians foster learners’ personal curiosity by encouraging learners to read widely and deeply 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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## 7. Research

- a. **AUTHORS (AND NONFICTION):** Ward, N., Schell, R. F., Brown, C. L., & Thomason, B. (2019, November/December). Pairing fiction and nonfiction texts to promote literacy and language development of adolescent English learners. *Clearing House*, 92(6), 193-201.  
“Based on the relevant research that highlights the impact of pairing fiction and nonfiction texts around a specific theme or a topic for enhanced motivation and reading comprehension for English learners (ELs), this article describes ways to combine texts of various genres to promote ELs' language and literacy development. A middle school example of a lesson on chocolate exemplifies how pairing a number of fiction and nonfiction texts supports differentiation and multiple opportunities for writing.”
- a. **COLLABORATION:** Kammer, J., & Moreland, D. (2020, January). School and public library collaboration: A phenomenology of working together. *School Libraries Worldwide*, 26(1), 31-47.  
<https://journals.library.ualberta.ca/slw/index.php/slw/article/view/8249>  
“Collaboration between school and public librarians has many benefits for the institutions, the communities they serve, and the librarians themselves. This study sought to understand more about the librarian’s experience of collaborating in a rural area of the Midwestern United States. Using phenomenology as a research method, twenty in-depth interviews were conducted with school and public librarians. The following themes emerged: (1) the meaning of collaboration, (2) the role of communication, (3) the dilemma of demonstrating value and (4) the impact of perceptions and limitations. The findings indicate that the librarians in this study want to work together more but are impacted by systematic and regional constraints that impact the depth and frequency of collaboration.”
- b. **COLLECTION DEVELOPMENT:** Becnel, K., & Moeller, R. A. (2020, January). “I’m conflicted about my shelf of censorship”: High school library graphic novel collection development in North Carolina, USA. *School Libraries Worldwide*, 26(1), 124-135.  
<https://journals.library.ualberta.ca/slw/index.php/slw/article/view/8252>  
“To discover how school libraries are dealing with the current explosion in the young adult graphic novel market along with the increased number of challenges that accompanies this soaring popularity, the authors conducted interviews with ten high school librarians in North Carolina, USA, where high schools serve students in 9<sup>th</sup> through 12<sup>th</sup> grades who are roughly 14-18 years of age. The researchers found that while librarians are creating special graphic novel collections in response to student demand, many of them are also working hard to avoid titles that might provoke criticism from the community.”
- c. **DESIGN AND CURATE:** Crow, S. R., & Henning, J., A (2020, July). Designing lessons and programs that motivate students. *School Libraries Worldwide*, 26(2), 1–13.  
<https://journals.library.ualberta.ca/slw/index.php/slw/article/view/8257>  
“While the importance of encouraging students to read and seek information is undisputed, it is an area of frustration for most school librarians. There are specific, practical principles that can help school librarians design activities that will motivate students to read and seek information on their own. This paper presents a theoretical framework for fostering intrinsic motivation, reports on current research on fostering motivation in students of individualistic (Colorado Springs, U.S.), collectivist (Kampala, Uganda), and individualistic/collectivist cultures (Mysore, India), and presents recommendations for designing instruction and programs using these best practices. The theoretical framework consists of the principles of self-determination theory (Ryan & Deci, 2017), building a growth mindset (Dweck, 1999, 2006), and using extrinsic motivators effectively (Deci & Ryan, 2002; Crow & Small, 2011; Small, 2009). Areas for further study are included.”

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- d. LITERACY: Wood, C., Clark, C., Teravainen-Goff, A., Rudkin, G., & Vardy, E. (2020). Exploring the literacy-related behaviors and feelings of pupils eligible for free school meals in relation to their use of and access to school libraries. *School Library Research*, 23.  
[https://www.ala.org/aasl/sites/ala.org.aasl/files/content/pubs/slr/vol23/SLR\\_ExploringLiteracyRelatedBehaviors\\_V23.pdf](https://www.ala.org/aasl/sites/ala.org.aasl/files/content/pubs/slr/vol23/SLR_ExploringLiteracyRelatedBehaviors_V23.pdf)  
 “Although it has been argued that school libraries are important for supporting the reading engagement of pupils who receive free school meals, to date there has been little analysis of the extent to which use of school library spaces is related to these pupils’ reading behaviors. We analyzed data from 6,264 children and young adults in the United Kingdom entitled to free school meals (FSM) who completed the 2019 National Literacy Trust Annual Literacy Survey. Our goals were to understand the extent to which these pupils’ engagement with reading and writing were related to access to or use of their school libraries and to understand some of the reasons why they do or do not use school libraries. We found their enjoyment of both reading and writing, their confidence in their own abilities, and the frequency with which they read or wrote for pleasure outside of school was significantly higher for those pupils eligible for FSM who used their school libraries relative to both those who did not use their school libraries and those who had no school library. Consistent with this finding, children eligible for FSM who used their school library engaged with a greater diversity of reading material and writing than those who were not school library users. Pupils who had access to welcoming, well-equipped libraries with books well-matched to students’ interests used the libraries for those reasons and because, for many, it was a safe haven. Many non-users either had no school library or perceived the library as poorly equipped, unwelcoming, or uninteresting. We argue that effective school libraries can be a significant resource in supporting engagement with self-motivated literacy practices in children from low-income families.”
- e. TEACHING AND LEARNING: Golden, J. (2021). Teachers’ attitudes toward library use. *School Libraries Worldwide*, 26(1), 13-29.  
<https://journals.library.ualberta.ca/slw/index.php/slw/article/view/8246>  
 “The purpose of this mixed-method study was to explore attitudes of high school teachers toward the use of the school library by students to complete research projects. Public high school teachers were surveyed (N=81) about their attitudes toward student use of the school library. Statistical analyses revealed no significant differences among teaching disciplines nor between genders. Tests also revealed no correlation between survey responses and time teaching. Interviews were conducted to further explore attitudes toward student library use. Interview results suggested that teachers considered the library useful in the completion of research projects but were reluctant to require students to the library. The results suggested that strategies are necessary to mitigate reluctance to include school library resources as a component of assigned research projects.”
- ✓ **“School librarians promote the responsible, ethical, and legal sharing of new information with a global community by guiding the dissemination of new knowledge through means appropriate for the intended audience.” *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 52. (School Librarian Standards, ENGAGE, Share, 2)**

## 8. Teaching and Learning (at the most basic level)

- a. McLeod, B. (2021, May). Management matters. Social and emotional learning in the library. *School Library Connection*.  
<https://schoollibraryconnection.com/Content/Article/2262882>

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“Even before the pandemic we were concerned about the social and emotional needs of our students. Federal data suggested nearly half of all U.S. children had been exposed to at least one traumatic event and more than 20% had been exposed to several. As we continue to cope with a pandemic, racial and political unrest, and economic struggles, the concern is that the number of students experiencing trauma will be even higher....The first thing I recommend is for you to recognize that the SEL goals are and always have been in our librarian wheelhouse!”

- b. Quebec School Librarians Network. (2021, March 29). *Social and emotional learning: The power of picture books*. QSLiN Library Symposium 2021. [Video]. YouTube. [https://www.youtube.com/watch?app=desktop&v=eiB5mr\\_eQJo](https://www.youtube.com/watch?app=desktop&v=eiB5mr_eQJo)  
“Stories. Whether about a child having a bad day or making a new friend, stories tell us about how people experience emotions and how they learn to get along. Everyone agrees that social and emotional competencies are crucial to life-long success and well-being. In this workshop, we will explore the power of picture books to support students with developing their social-emotional skills. Attendees will be provided with concrete examples of how to take part in helping students and teachers with the development of these skills. We will be diving into some of my top picks in regard to nurturing social – emotional skills in young learners and discuss what makes these books particularly meaningful for these competencies. Our school library can be a valuable resource to promote and ease social and emotional learning for both teachers and students. Librarians can play a significant role in a student’s life.”
- c. Himmelstein, D. (2021, October 1). COVID’s long shadow centers social-emotional learning in schools. *School Library Journal*. <https://www.slj.com/?detailStory=COVID-long-shadow-centers-social-emotional-learning-in-schools-pandemic-SEL-libraries-trauma-informed-teaching>  
“Students have transitioned between in-person school, hybrid school, and virtual school with little warning. They have endured the stress and isolation of lockdown. Their families have lost income, lost jobs, and dealt with mental health pressure. And many have gotten sick and lost loved ones to COVID-19.”
- d. Tolley, R. (2020, October 1.) Five ways to model SEL competencies this school year. *School Library Journal*. <https://www.slj.com/?detailStory=five-ways-to-model-SEL-competencies-this-school-year-pandemic-COVID-trauma-informed-teaching>  
“In schools across the country, practices around mask mandates, social distancing, and vaccination policies differ widely, making best practices around SEL difficult. We can still share these common goals to promote the five core SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.”
- e. Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. ASCD.  
“While social and emotional learning (SEL) is most familiar as compartmentalized programs separate from academics, the truth is, all learning is social and emotional. What teachers say, the values we express, the materials and activities we choose, and the skills we prioritize all influence how students think, see themselves, and interact with content and with others.”
- f. Schlosser, M. (2021, October 18). Professional development book discussion group. *Knowledge Quest*. <https://knowledgequest.aasl.org/professional-development-book-discussion-group/>  
“*All Learning Is Social and Emotional* grabbed my attention last summer. The book offers great ideas on how to teach and practice social-emotional skills. The invitation from CASL inspired me to start an online discussion about the book. School librarians from around the country joined me in weekly meetings for a month.  
The book inspired great conversations about SEL. The essential questions at the end of each chapter compelled us to share our experiences. We talked about the examples in the book and considered how to

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integrate SEL in our school libraries. Picture book recommendations at the end of the book motivated us to curate our own SEL book list.”

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

## 9. Culturally Responsive Teaching (Not CRT!)

- a. Summers, L. L. (2010). Culturally responsive leadership in school libraries. *Library Media Connection*, 28(5), 10-13.  
“The article discusses the four levels of multicultural curriculum reform that would help teacher-librarians measure their effectiveness in helping students to be more successful in a culturally diverse society. It includes the contribution stage in which the teacher-librarian focuses on the superficial aspects of culture. Another reform includes decision making and social action approach, which allows the students to study a social problem based on their own community.”
- b. Bunner, T. (2017). When we listen: Using student voices to design culturally responsive and just schools. *Knowledge Quest*, 45(3), 39-45.  
“The article offers the author’s insights on several concepts for culturally responsive teaching strategies. Among the concepts include incorporating students’ culture into learning, addressing race or racial identity, and visibility and proximity. It also mentioned the academic success of students of color when their race is acknowledged.”
- c. Murphy, P. H. (2018). School libraries addressing the needs of ELL students: Enhancing language acquisition, confidence, and cultural fluency in ELL students by developing a targeted collection and enriching your makerspace. *Knowledge Quest*, 46(4), 60-65.  
“English Language Learner (ELL) students are sometimes a small constituency. Many resources already in the library can be used to enhance their language acquisition, confidence, and cultural fluency--resources such as graphic novels, hi-lo books, and makerspace materials. This article discusses enhancing language acquisition, confidence, and cultural fluency in ELL students by developing a targeted collection and enriching the Makerspace.”
- d. Paradis, J. (2017, November). Supporting ELL families through the school library. *School Library Connection*.  
<https://schoollibraryconnection.com/content/article/2129166>  
“As school librarian, I actively work to reach out to ELL families and welcome them into our building in a number of formal and informal ways. As the school’s cultural and educational hub, the library is in a unique position to accommodate ELL families and help create a schoolwide culture of support.”
- e. NCStateEd. (2021, April 27). *What is culturally responsive teaching? Ask the expert*. [Video]. YouTube. <https://www.youtube.com/watch?app=desktop&v=KChoVJcjtFM>  
“To help students become more fully motivated and engaged in the classroom, and to help them better develop their identities, NC State College of Education Assistant Professors Chandra Alston, Ph.D., Michelle Falter, Ph.D., and Crystal Chen Lee, Ed.D., said that engaging in culturally responsive teaching practices is crucial for educators.”
- f. Hammond, Z. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

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“To close the achievement gap, diverse classrooms need a proven framework for optimizing student engagement. Culturally responsive instruction has shown promise, but many teachers have struggled with its implementation—until now.

In this book, Zaretta Hammond draws on cutting edge neuroscience research to offer an innovative approach for designing and implementing brain compatible culturally responsive instruction.

The book includes information on how one’s culture programs the brain to process data and affects learning relationships; ten "key moves" to build students’ learner operating systems and prepare them to become independent learners; prompts for action and valuable self-reflection.”

- g. Corwin. (2017, May 4). *Zaretta Hammond: Culturally responsive teaching and the brain webinar*. [Video]. YouTube. <https://www.youtube.com/watch?v=O2kzbH7ZWGg>  
“Discover from Zaretta Hammond how to use culturally responsive teaching to re-ignite authentic student engagement and accelerate learning.”

- ✓ **“School librarians direct learners to contribute a balanced perspective when participating in a learning community by differentiating instruction to support learners’ understanding of cultural relevancy and placement within the global learning community.” *National School Library Standards for Learners, School Librarians, and School Libraries*, p. 48. (School Librarian Standards, INCLUDE, Think, 3)**

## 10. Love (Mindfulness and Self-Care!)

- a. *Trauma informed schools and practices*. (2020). [Video]. YouTube. <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.”
- b. 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.”
- c. Cooksey, A. (2021, October 20). How to get started with mindfulness. *Knowledge Quest*. <https://knowledgequest.aasl.org/how-to-get-started-with-mindfulness/>  
“I am a self-proclaimed work-a-holic. Or I used to be. I think inherently that most educators are. We work hard for our students. We work through local politics that influence our careers, our students, and our futures. We work. Almost all the time. We take home work even after arriving at campus early. We work throughout the summer months even though we aren’t contracted to do so....”
- d. Cooksey, A., & Luetkemeyer, J. (2021, September/October). Health & healing in the school library: A return to better? *Knowledge Quest*, 50(1), 8-15.  
“...we’d like to propose a new kind of normal — a better normal in which we value our own mental and emotional well-being as much as our students’. We boldly propose, in fact, that it doesn’t have to be one or the other. We can care for ourselves while also caring for others. In fact, we’d like to stress how important it is that we do so, not only for our own sanity, but also as an example to the future generations in our care..”
- e. Chun, T., Cooksey, A., & Kleinmeyer, L. (2021, September/October). Incorporating mindfulness into the school library three ways. *Knowledge Quest*, 50(1), 16-22.  
“As school librarians, we have a duty to ensure our students find a safe haven in the school library.”

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Whether that is through our collection or the space itself, it is important to understand the mindful behavior that goes into collection development and space design.”

- f. Chun, T., Cooksey, A., & Kleinmeyer, L. (2021, October 22). Mindfulness and self-care: Library resources to support students & faculty. [Conference presentation handout]. AASL 2021 National Conference, Salt Lake City, UT, United States. [https://docs.google.com/presentation/d/1PiW9Nab9hYvd5xYg5vhG33RUobbgc8tiWm-wriLTmjSM/view#slide=id.g35f391192\\_00](https://docs.google.com/presentation/d/1PiW9Nab9hYvd5xYg5vhG33RUobbgc8tiWm-wriLTmjSM/view#slide=id.g35f391192_00)

Presenters share information and resources for mindfulness and self-care (1) in collections, (2) in practice, and (3) with technology.

- ✓ **“The school library assists in the growth and development of learners by anticipating learners’ needs and adapting the learning environment 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)

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

### **BONUS:**

Resources for virtual attendees at the American Association of School Librarians 2021 Conference

#NotatAASL 2021 <https://www.livebinders.com/play/play?id=2857632>

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