Topics and Trends for Student Success
VAASL Annual Fall Conference
November 2023

1. Action Research

    a. Oddone,K. (2023, March) Action research: Creating evidence-based change. *Access, 37*(1), 12-19.

        "The article discusses how teacher librarians can use action research to show the importance of the school library and their role. It explains the process of action research and gives examples that apply in different contexts. It further highlights the significance of selecting a crucial problem to investigate, conduct a literature review, generating a well-designed research question, collecting and analyzing data, and communicating the results."

    b. Spisak, J. (2020, March 1). Action research in the school library. *School Library Connection.*

        "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."

✓ **"School librarians stimulate learners to construct new knowledge by teaching problem solving through <u>cycles of design, implementation, and reflection.</u>"** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 104. (School Librarian Standards, EXPLORE, Create, 1)**

2. Artificial Intelligence

    a. Massachusetts Library System. (2023, October 11). *ChatGPT and generative artificial intelligence*. https://guides.masslibsystem.org/ai/schools

        "Since ChatGPT debuted in November 2022, much has been written about how generative AI might change secondary education. We've curated resources for school librarians, teachers, and administrators to get started with thinking, talking about, and incorporating the technology."

    b. Frické, M. H. (2023). *Artificial intelligence and librarianship: Notes for teaching.* https://softoption.us/AIandLibrarianship

        "We have all been surprised by ChatGPT and similar Large Language Models. Generative AI is an important new area for librarianship. It is also developing so rapidly that no one can really keep up. Those trying to produce AI courses for the MLIS degree need all the help they can get. This book is a gesture of support. It consists of about 95,000 words on the topic, with a 3-400 item bibliography."

    c. Hermon, A. (2023, September 29). *Being AI ready*. https://podcasts.apple.com/us/podcast/being-ai-ready/id1434321470?i=1000629632973

        "Dr. Kay Oddone shares how librarians can be essential leaders guiding their school community to become AI ready."

    d. *W&M generative AI x instructional planning: Take-aways & resources*. https://sites.google.com/email.wm.edu/generative-ai-planning/takeaways-resources

        AI resources curated by W&M faculty in a current research study on the use of AI in secondary classrooms.

✓ **"<u>Information technologies must be appropriately integrated….</u>"** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 13. (Common Belief #6)**

Audrey Church, Ph.D.

http://www.longwood.edu/staff/churchap

churchap@longwood.edu   @churchap3

3. Assessment of Student Learning

  a. Donham, J., & Sims, C. (2020). *Enhancing teaching and learning: A leadership guide for school librarians.* 4th ed. American Library Association.

    Chapter 13: Assessment of Student Learning

- "defines assessment and clarifies its purposes;
- applies performance assessment to inquiry processes;
- discusses rubrics and the benefits they offer in defining and assessing the inquiry curriculum;
- examines self-assessment;
- describes other assessment tools and procedures; and
- identifies leadership strategies for assessment"

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

    Chapter 11: Meeting the AASL Standards: Measuring Success provides an overview of competency-based learning defining outcomes and competencies and unpacking stages of competency. Chapter 12: Measuring Learner Growth addresses assessment in a competency-based environment, pre-assessment, creating a formative assessment task, rating schemes and scales for formative assessments, applying the assessment, and creating a summative assessment task.

  c. Burns, E. A. (2023). *Assessing learners: Using AASL standards to measure competency and growth.* American Library Association.

    "A bridge between learner assessment and school librarian practice, this professional guide provides

- discussions of common assessments used in the school library in the context of the AASL Standards and with an emphasis on growth mindset and personalized learning;
- competency-based assessment examples situated in learning scenarios that integrate instruction with content areas; and
- strategies for a variety of settings and learners, including remote and low-tech assessments."

✓ **"Measuring Learner Growth, Chapter 12."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 129-146.**

4. Branding

  a. Henry, A. N. (2021, April-June). Building a library brand: Five strategies for solo marketers. *Public Services Quarterly, 17*(2), 129-135. DOI: 10.1080/15228959.2021.1896414

    "In academic libraries, the marketing and communications resource often can be a single individual, with marketing responsibilities billed as "other duties as assigned." In addition, this individual may or may not have any previous marketing experience. No matter who is responsible for marketing at your library, there are some achievable strategies for maximizing your marketing effectiveness by becoming more proactive versus reactive, accelerating brand awareness, making data-driven decisions, and leveraging cross-functional networking."

  b. Ballard, S. D., & Johns, S. K. (2024). *Elevating the school library: Building positive perceptions through brand behavior.* ALA Editions.

    "What is your school library's brand? This book will help school librarians improve their practice and strengthen their influence within their learning communities, increasing positive perceptions of school libraries through developing a brand in alignment with the AASL Standards."

  c. *248: Elevating the school library.* (2023, October 11). https://circulatingideas.com/2023/10/11/248-elevating-the-school-library/

Audrey Church, Ph.D.
http://www.longwood.edu/staff/churchap
churchap@longwood.edu @churchap3

"Steve chats with Susan D. Ballard and Sara Kelly Johns, authors of *Elevating the School Library*, about why developing a brand is important for school libraries, how to separate your personal brand from your organizational brand (including who does it right), and why it's important to do this work proactively."

✓ **"The school library is a <u>unique and essential</u> part of a learning community."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 11. (Common Belief #1)**

5. Classroom Management

    a. Pentland, C. (2018, April). Classroom management in the school library. *Teacher Librarian, 45*(4), 34-37.

"The article offers information related to classroom management on school library. Topics discussed include classroom management strategies for school library and establishing a successful learning environment, positive and successful classroom management through relationship building with students and teachers and resources for classroom management."

    b. Leonard, D. (2023, August 18). *34 ways to quiet a rambunctious class*. https://www.edutopia.org/article/34-ways-quiet-rambunctious-class

"From "Silent 20" to imaginary marshmallows, these teacher-tested strategies for all grade levels can help you snap an unruly classroom back to attention."

    c. Weisburg, H. K. (2020). *Classroom management for school librarians.* ALA Editions.

"Complete with Key Ideas at the end of each chapter that will assist you in real-world implementation, Weisburg's go-to reference will guide you through the special challenges that come with managing the school library classroom."

✓ **"School librarians foster active participation in learning situations by <u>creating a learning environment in which learners understand that learning is a social responsibility</u>."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 104. (School Librarian Standards, COLLABORATE, Grow, 2)**

6. Cultural Responsiveness

    a. Kirkland, A. B. (2022, January). New resources from Canadian school libraries: Culturally relevant and responsive school library learning commons: Supporting schools in the work to build culturally relevant and responsive school library learning commons. *The Teaching Librarian, 29*(2), 14-15.

"When schools consider planning for growth and actions to take to ensure their School Library Learning Commons is on the path to inclusive teaching and learning opportunities they should examine three key elements: Learning Environments, Instructional Approaches and Learning Partnerships." Links to the Canadian School Libraries Collection Diversity Toolkit: https://www.canadianschoollibraries.ca/collection-diversity-toolkit/

    b. Kennedy, E. (2023). *Embracing culturally responsive practice in school libraries.* ALA Editions.

"An authentic and approachable guide to culturally responsive pedagogy aligned with the *National School Library Standards*, this book features

- an adapted framework with actionable steps and activities based on culturally responsive principles that directly relate to AASL Standards;
- scenarios offering context for learning, demonstrating conflicts, exploring potential harm, and suggesting strategies; and
- reflective exercises and challenges, introductory definitions, and resources for deeper exploration."

Audrey Church, Ph.D.

http://www.longwood.edu/staff/churchap

churchap@longwood.edu   @churchap3

- ✓ **"Demonstrate an <u>understanding of and commitment to inclusiveness and respect for diversity</u> in the learning community"** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 76. (Key Commitment, INCLUDE)**

7. Evidence-Based Literacy/Science of Reading

a. Moreillon, J. (2023, August 10). *The right to read film: Part 1 What every school librarian should know.* https://knowledgequest.aasl.org/the-right-to-read-film-part-1-what-every-school-librarian-should-know/
The right to read film: Part 2, The 'science of reading:' Here we go, again. (2023, August 17).
https://knowledgequest.aasl.org/the-right-to-read-film-part-2-the-science-of-reading-here-we-go-again/
The right to read film: Part 3, In search of the elusive silver bullet. (2023, August 24). https://knowledgequest.aasl.org/the-right-to-read-film-part-3-in-search-of-the-elusive-silver-bullet/
"***Right to Read Film Parts 1-3:*** In three KQ Blog posts, Judi Moreillon provides her response to the other The Right to Read (not our bills in Congress), a film being shown across the country that links achieving the ability to read with social justice. The film suggests that increasing systematic phonics instruction is the silver bullet that will guarantee that all children will become reading proficient. Moreillon also shares responses of literacy scholars, related data and previous research, and reflection questions as well as possible action steps school librarians can take to address the concerns raised by this movement.*"

b. Bailey, N. (2023, September 27). *How picture books help teach comprehension and phonics.* https://nancyebailey.com/2023/09/27/how-picture-books-help-teach-comprehension-and-phonics/
"While how teachers teach reading is being acrimoniously debated, parents, teachers, and caregivers of young children must continue to read picture books to children, inundate their world with rich print, and recognize how important this is to get their children off to a good start reading and to help them read better when they start school."

c. Schwartz, S. (2023, August 31). To move past the reading wars, we must understand where they started. *Education Week, 43*(4), 16.
"Writing about the ongoing debates in reading instruction can sometimes feel a bit like time travel…Debates over how to teach reading have been detrimental to the education field over the last century. At their core, these arguments lie along one of the field's philosophical fault lines: Should teachers take a more traditionalist approach, focusing on explicit instruction and guided practice? Or should they follow a progressive approach that emphasizes experiences with stories? These reading debates set off earthquakes once every few decades; in between, they lie dormant. But they're always there, ready to shake the ground once again."

d. Ferlazzo, L. (2023, September 12). *Teachers, you don't need to choose sides in the reading wars.* https://www-edweek-org.proxy.longwood.edu/teaching-learning/opinion-teachers-you-dont-need-to-choose-sides-in-the-reading-wars/2023/09
"The so-called reading wars have consumed a lot of oxygen on social media, in professional development, and teacher discussions—for at least 30 years and probably longer, and certainly before there was such a thing as social media."

- ✓ **"School librarians foster learners' personal curiosity by <u>encouraging learners to read widely and deeply</u> in multiple formats…."** *National School Library Standards for*

Audrey Church, Ph.D.
http://www.longwood.edu/staff/churchap
churchap@longwood.edu   @churchap3

Learners, School Librarians, and School Libraries, **p. 104. (School Librarian Standards, EXPLORE, Think, 1)**

8. Intellectual Freedom

    a. AASL/ALSC/YALSA Joint Committee on School Library/Public Library Cooperation. (2023, January 30). *A few coping strategies for challenging times.* https://knowledgequest.aasl.org/a-few-coping-strategies-for-challenging-times/

        "We read about this more and more every day: a parent or group has challenged library materials. As members of the AASL/ALSC/YALSA Interdivisional Committee on School and Public Library Cooperation, we offer here a few coping strategies and hope that you, the reader, will offer some of your own."

    b. Janosz, L. F. (2023, March 22). *The kids are alright: Highlighting children's books with characters who stand up to censorship*. https://knowledgequest.aasl.org/the-kids-are-alright-highlighting-childrens-books-with-characters-who-stand-up-to-censorship/

        "Friends, it would appear that we are in a battle. It is not one of our choosing; it is one which we enter into reluctantly, though necessarily. There are many ways that we can combat this problem of censorship, and what I believe are some of its main catalysts, fear and hatred, certainly among the great issues of our time and all time. They run the gamut between the proactive and the reactive and include advocacy, legal action, involvement in and support of organizations dedicated to protecting our freedoms and rights, familiarity with district policies and further-reaching laws, and much more. All of these are worthy pursuits. Yet I would like to focus on the interactive; that is, specifically, engaging in a dialogue with our students about the importance of FReadom and the consequences of its disappearance and destruction."

    c. Yorio, K. (2023, October 3). *Laurie Halse Anderson discusses censorship, its frightening impact, and the need for conversation*. https://www.slj.com/story/Laurie-Halse-Anderson-discusses-Censorship-its-Frightening-Impact-and-the-Need-for-Conversation

        "Laurie Halse Anderson is not experiencing a "new" wave of censorship. Attempts to pull her books off of the shelves haven't lulled in more than two decades for the author of Speak, SHOUT, and other oft-challenged titles. But she is feeling this new kind of censorship. On the 10 th anniversary re-release of Speak in 2009, Anderson wrote an author's note in the new editions that discussed the censorship attempts of that time."

    d. American Library Association. (n.d.) *Office for intellectual freedom.* https://www.ala.org/aboutala/offices/oif

        "Established December 1, 1967, the Office for Intellectual Freedom is charged with implementing ALA policies concerning the concept of intellectual freedom as embodied in the Library Bill of Rights, the Association's basic policy on free access to libraries and library materials. The goal of the office is to educate librarians and the general public about the nature and importance of intellectual freedom in libraries."

    e. *Unite against book bans*. (n.d.) https://uniteagainstbookbans.org/

        "Unite Against Book Bans is a national initiative to empower readers everywhere to stand together in the fight against censorship. We are not alone. On both sides of the aisle, large majorities of voters and parents oppose book bans."

✓ **"Intellectual freedom is every learner's right."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 13. (Common Belief #5)**

Audrey Church, Ph.D.

http://www.longwood.edu/staff/churchap

churchap@longwood.edu   @churchap3

9. Mindfulness and Self-Care

    a. Tetreault, S. (2023, October 6). *Simple stress relief (though I can't imagine why you'd need it).* https://knowledgequest.aasl.org/simple-stress-relief-though-i-cant-imagine-why-youd-need-it/

"Back in April, the New Jersey Association of School Librarians (NJASL) held our Spring 2023 Virtual Mini-Conference. Our theme was "Hope & Healing". We figured that would be a theme that would hit home with folks after a long, increasingly contentious winter. It was a great day – we had excellent, informative, and uplifting presentations, and a great prize raffle. But due to overwhelming requests, we also held the second mid-day Dance Party. We enjoyed a bunch of tunes from across the decades, and folks (and their families!) were shaking and shimmying. It was a great, energizing break. Even more, it was a great reminder that we should – and we can – take a few minutes for stress relief. Recently, I've needed to refer back to those de-stressing ideas. Knowing lots of us are facing some stress, I figured I'd share some of my preferred ways of lowering my cortisol levels."

    b. Rozalski, M., Stewart, A., Andrus, B., & Interlichia, C. (2021, Winter.) Becoming mindful: Collaborating to empower students and peacefully resolve problems. *Children & Libraries: The Journal of the Association for Library Service to Children. 19*(4), 6-12.

"The implementation of mindfulness practices can be an opportunity for teachers and librarians to form a collaborative relationship to transform the quality of the classroom or library experience. The coordination and cooperation of these two diverse, but complementary, groups of educators can enhance the classroom environment for students."

    c. Iberlin, J. M. (2023). *Mindfulness first: A nine-week leadership plan for supporting yourself and your school.* Marzano Resources.

"School leaders will find the nine-week leadership plan outlines effective strategies for mitigating stress, becoming more productive, controlling their emotions and reactions—no matter the circumstance—and becoming healthier both physically and mentally."

✓ **"School librarians help learners develop through experience and reflection by helping learners to recognize capabilities and skills that can be developed, improved, and expanded."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 104. (School Librarian Standards, EXPLORE, Grow, 2)**

10. Teaching for Learning

    a. LaGarde, J., & Hudgins, D. (2021). *Developing digital detectives*: *Essential lessons for discerning fact from fiction in the 'Fake News' era.* ISTE.

"this book offers easy-to-implement lessons to engage students in becoming media literacy "digital detectives," looking for clues, questioning motives, uncovering patterns, developing theories and, ultimately, delivering a verdict."

The evidence locker: (2021). https://www.evidencelocker.online/

"We are so glad you are here. Your journey as a leader, coach and developer of Digital Detectives is just beginning; it is our hope that the resources in the Evidence Locker will support you in this critical work. As a reminder, the Evidence Locker was designed to be a companion to our book, *Developing Digital Detectives*. The resources you find here will be most useful when used alongside the book, which provides guidance about how to use them with learners."

    b. Madigan, M. (2021). *Learning centers for school libraries.* ALA.

"Learning Centers for School Libraries presents innovative, engaging, and fun ideas to target the AASL National School Library Standards and content-area standards. It contains almost everything needed to set

Audrey Church, Ph.D.

http://www.longwood.edu/staff/churchap

churchap@longwood.edu   @churchap3

up learning centers in a school library. The ideas are flexible and can fit different grade levels and lesson lengths. Suggestions for collaboration with classroom educators are also included."

   c. *Developing inquisitive learners, critical thinkers, and resourceful citizens: An activity guide.* (2023). American Association of School Librarians. https://standards.aasl.org/wp-content/uploads/2023/06/Inquire-Activity-Guide_230620.pdf

"This collection of activities and web resources, pushes school librarians, educators, and learners to consider the importance of the process of inquiry. At the heart of the Inquire Shared Foundation is information literacy. Learners who can employ an inquiry process to solve problems begin to see authentic purposes for their questions, becoming more resourceful and adaptive citizens. An infographic, applied framework, and resource matrix further support application of these materials in professional development and instructional settings."

   d. Greenberg, K. (2023, June 5). *Making research exciting through student choice*. https://knowledgequest.aasl.org/making-research-exciting-through-student-choice/

"My favorite option for keeping high school students occupied after end-of-year exams is independent reading. A close second, though, is helping them discover the joy of research. Last year was the first time I collaborated with an AP United States History teacher on a mini podcast project. Taking what we learned from the experience, we teamed up again this month for another round."

   e. Cooksey, A. & Shaw, E. (2023, February). Engagement strategies in the library: Sustaining student attention. *School Library Connection*.

"We began teaching careers with the mentality that we had the information our students needed; we were the 'sage on the stage.'… As time progressed, more of a constructivist method emerged in our instructional practices; we realized we had become a scaffold that helped students build their own knowledge of various scientific concepts and literacy skills through experiential learning and engaging activities."

✓ **"The school library assists in the growth and development of learners by <u>leading other educators and learners to embrace a growth mindset through lifelong learning</u>."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 105. (School Library Standards, EXPLORE, Grow, 1)**

11. Positives

   a. Ishizuka, K. (2023, October 11). *Jeff Kinney to honor librarians in nationwide tour for next Wimpy Kid book, "No Brainer." SLJ has the exclusive excerpt*. https://www.slj.com/story/Jeff-Kinney-to-honor-librarians-in-nationwide-tour-for-next-Wimpy-Kid-book-No-Brainer-SLJ-has-the-exclusive-excerpt

"Jeff Kinney, author of the mega-bestselling Diary of a Wimpy Kid books, holds a unique position. With the launch of volume #18 in the series, No Brainer, he will use the requisite book tour to make a statement—in support of libraries."

   b. *The power of the school librarian*. (n.d.). Capstonepub.com https://www.capstonepub.com/sites/default/files/files/DM-874--Librarian%20Infographic_Updated.pdf

Attractive, colorful infographic citing research on the impact of school librarians

   c. *Right to Read Act.* (2023, May). https://grijalva.house.gov/wp-content/uploads/2023/05/FINAL-Right-to-Read-Act.pdf

"The Right to Read Act will address the disparities in access to school library resources. It will increase the federal investment in literacy by reauthorizing Comprehensive Literacy State Development Grants at $500 million, and the Innovative Approaches to Literacy program at $100 million, targeting critical literacy

Audrey Church, Ph.D.

http://www.longwood.edu/staff/churchap

churchap@longwood.edu   @churchap3

resources in high need communities. The bill protects access to quality reading materials, and provides the resources needed to create a foundation for learning and student success."

    d. Obama, B. (2023, July 17). *Thank you to America's librarians for protecting our freedom to read*. https://barackobama.medium.com/thank-you-to-americas-librarians-for-protecting-our-freedom-to-read-80ce373608b3

"I wrote a letter thanking librarians across the country for everything they're doing to protect our freedom to read."

    e. Pentland, C. (2023, September 14). *Building relationships is a marathon, not a sprint*. https://knowledgequest.aasl.org/building-relationships-is-a-marathon-not-a-sprint/

"One piece of advice that I give to my school library graduate students and anyone who is taking on a new school librarian role is that in our profession, we need to remember that it is a marathon, not a sprint. Some goals can be reached immediately, but some take time…. Relationship building never ends. Relationships are the marathon that keeps us moving throughout our careers, and the memories we will hold tight as we look back from the finish line."

✓ **"Qualified school librarians lead effective school libraries."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 12. (Common Belief #2)**

12. Right off the plane from #AASL23 in Tampa….

    a. *We need diverse books: Resources* https://diversebooks.org/resources/
In addition to General Resources (such as where to find diverse books) and Resources for Parents, Educators, and Librarians, includes Banned Books Resources (such as a comprehensive flowchart and list of resources)

    b. *Campaign for our shared future: Resources* https://www.campaignsharedfuture.org/resources
Resources for standing against book bans

    c. *Lincoln Public Schools Elementary Library Lessons* https://lms.lps.libguides.com/c.php?g=1212253&p=8953339
Sample library lessons for preschool through grade 5

    d. *Reimagining your library space: How to increase the vibes in your school library no matter what your budget.* https://www.renovatedlearning.com/learning-space-design/
Diana Rendina's resources for learning space design

    e. *Science of Reading in 30 Minutes or Less* https://tinyurl.com/2p9a8yw5
An overview of the science of reading and ideas to incorporate authentic literature

    f. *Curating your PLN: Supercharge your school library practice* https://docs.google.com/presentation/d/13YD-rZykQKXVvDiD6gse1xPm6jjs8d2rVYbRXt_IPUY/edit?usp=drivesdk
Five school library leaders share their PLNs

✓ **"The school library assists in the growth and development of learners by leading other educators and learners to embrace a growth mindset through lifelong learning."** *National School Library Standards for Learners, School Librarians, and School Libraries,* **p. 105. (School Library Standards, EXPLORE, Grow, 1)**

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

Audrey Church, Ph.D.
http://www.longwood.edu/staff/churchap
churchap@longwood.edu   @churchap3