

VAASL Conference

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Roanoke, VA

Resource list compiled by Jenna C. Hamlett, Graduate Assistant, School Librarianship, Longwood University

Topic 1: AR and VR (Augmented Reality and Virtual Reality)

- 1) Northern, S. (2018, July 16). *Explore more with virtual reality*. Retrieved from <https://knowledgequest.aasl.org/explore-more-with-virtual-reality/>
Integrating VR into the curriculum will boost students' confidence. Students will benefit both socially and emotionally from using VR. Additionally, students will have new opportunities for accessing multimedia content, thinking critically about unique situations, and solving problems with their peers.
- 2) Northern, S. (2018, November 26). *Make learning awesome with augmented reality*. Retrieved from <https://knowledgequest.aasl.org/make-learning-awesome-with-augmented-reality/>
As educators, we can captivate our students through the use of AR. The next time the young boy described earlier learns about international marketplaces, he can do more than go there. AR will allow him to investigate interesting items from that destination. The good news is that students' adventures with AR are only beginning. This trendy tech tool will continue to improve.
- 3) Johnson, J. (2019). Jumping into the world of virtual & augmented Reality. *Knowledge Quest*, 47(4), 22–27.
The article explores the deployment of virtual, augment, and mixed-reality (VR, AR, and MR) in school libraries. Focus is given to the potential of VR/AR/MR to increase engagement and motivation of students, noting the opportunities offered by VR to provide differentiated learning experiences.
- 4) Craddock, I. M., & Moorefield-Lang, H. (2019, July). Technology connections: Using augmented reality in learning. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2214597>
Interested in augmented reality? This technology can encompass everything from Pokémon Go to Google Lens and can be used over an equally broad range in the school library and classroom.
- 5) Varnum, K. J. (2019). *Beyond reality: augmented, virtual, and mixed reality in the library*. Chicago: ALA Editions, An imprint of the American Library Association.
The current price of virtual reality headsets may seem out of economic reach for most libraries, but the potential of "assisted reality" tools goes well beyond merely inviting patrons to strap on a pair of goggles. Ranging from enhanced training to using third-party apps to enrich digital collections, there is a kaleidoscope of library uses for augmented, virtual, or mixed reality.
- 6) Arnhem, J.P. (2019). Mobile apps and gear for libraries: Augmented and virtual reality round-up. *Charleston Advisor*, 21(1), 58–61. <https://doi.org/10.5260/chara.21.1.58>
This column examines the trajectory and current state of augmented and virtual reality in libraries and education with a focus on recently released virtual reality (VR) headsets. The author discusses a variety of VR headsets that can be purchased as an entry point for virtual reality experiences in libraries and education. The author also considers various headsets that

can be used as a classroom educational tool and provides perspective on circulation or use in media labs and makerspaces for libraries.

- 7) Foote, C. (2018). Is it real or is it vr? Exploring ar and vr Tools. *Computers in Libraries*, 38(3), 33–36.
The article discusses the augmented reality (AR) and virtual reality (VR) tools focusing on its capabilities and applications in school libraries. Topics include considerations for using AR and VR tools in libraries for curriculum application purposes, popular AR and VR tools that are in use in schools and libraries like Aurasma, QuiverVision apps, and Metaverse, and their importance in developing and fostering creativity in students.
- 8) Craddock, I. M., & Moorefield-Lang, H. (2019, July). Technology connections: Using augmented reality in learning. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2214597>
Interested in augmented reality? This technology can encompass everything from Pokémon Go to Google Lens and can be used over an equally broad range in the school library and classroom.
- 9) Todd-Diaz, A., Gutierrez, A., & O'Dell, B. (2018). Using augmented reality to enhance outreach, instruction, and library exhibits. *Computers in Libraries*, 38(1), 8–11.
The article offers information on the use of augmented reality in enhancing the outreach, instruction and library exhibits. Topics discussed include evaluation of various apps such as Blippar, Aurasma and Layar that improve the library culture; various marketing techniques used by the university libraries to promote the banned book events; and use of exhibitions by the librarians and archivists to share materials and the stories.
- 10) McNamara, K. J. (2018, December). Wondar and discover @your library. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2148486>
Augmented and virtual reality have been seeping into our culture mainly through businesses, and it is exciting to see businesses and corporations being forward thinkers. At the same time, educators have the obligation to lift the veil and reveal the magic of these concepts. Further, educators have a unique opportunity to enable students to be more than mere consumers.
- 11) Pope, H. (2018, September 4). *Virtual and augmented reality*. Retrieved from <https://americanlibrariesmagazine.org/2018/09/04/virtual-augmented-reality-library/>
By incorporating VR and AR devices and programs, libraries can offer access to these technologies and create unique learning and experiential opportunities for their users.

Topic 2: Beyond CRAAP

- 1) Hill, R. (2019, March 12). *An interview with Sarah McGrew, co-director, Civic Online Reasoning Project, Stanford University*. Retrieved from <https://www.oif.ala.org/oif/?p=17040>
“Often many teachers use checklists to help students evaluate information. These lists, says McGrew, fail to consider just how sophisticated the web has become and how clever those who use it are. So, to Audrey Church, Ph.D. <http://www.longwood.edu/staff/churchap2> develop student evaluation strategies, McGrew’s group turned to the experts: professional fact checkers. What they found from these professionals was fascinating. Where most students often relied on a search engine like Google to prioritize their search results, then used the first search result on Google’s list, professional fact checkers used a process that McGrew called ‘lateral reasoning.’”
- 2) Warner, J. (2017, October 5). *Teaching without learning: The limits of checklists: Inside higher ed*. Retrieved from <https://www.insidehighered.com/blogs/just-visiting/teaching-without-learning-limits-checklists>

Experienced academics don't actually use the CRAAP test. The CRAAP test is an approximation of a much more sophisticated process rooted in that domain knowledge. Giving it to students as a substitute for knowledge may not be doing them any favors. In fact, many students in the Stanford study applied checklists like the CRAAP test and came up with incorrect assumptions about the reliability of the sources anyway.

- 3) Breakstone, J., McGrew, S., Smith, M., Ortega, T., & Wineburg, S. (2018). Why we need a new approach to teaching digital literacy. *Phi Delta Kappan*, 99(6), 27–32. doi: 10.1177/0031721718762419

Call the checklist approach into question. The issue is now more pressing than ever. The aftermath of the 2016 election drew unprecedented attention to media literacy and spurred widespread support for initiatives funded by technology giants. If these efforts are to create positive change, they must move beyond stale curriculum materials of the past and embrace strategies that address the threats in our digital present.

- 4) Journell, W. (2019). *Unpacking fake news: An educator's guide to navigating the media with students*. New York: Teachers College Press.

This book is one of the first of its kind to address the implications of fake news for the K–12 classroom. It explores what fake news is, why students are susceptible to believing it, and how they can learn to identify it. Leading civic education scholars use a psychoanalytic lens to unpack why fake news is effective and to show educators how they can teach their students to be critical consumers of the political media they encounter. Details research describing how students fail to recognize fake news. Examines how misinformation impacts classroom discussion of social issues. Offers research-based instructional strategies for helping students become aware of, and responsive to, fake news.

- 5) LaGarde, J., & Hudgins, D. (2018). *Fact vs. fiction: Teaching critical thinking skills in the age of fake news*. Portland, OR: International Society for Technology in Education.

"The advent of the 24-hour news cycle, citizen journalism and an increased reliance on social media as a trusted news source have had a profound effect not only on how we get our news, but also on how we evaluate sources of information, share that information and interact with others in online communities. When these issues are coupled with the "fake news" industry that intentionally spreads false stories designed to go viral, educators are left facing a new and challenging landscape. This book will help them address these new realities."

- 6) DeAbreu, B. S. (2019). *Teaching media literacy*, 2nd ed. Chicago: ALA NealSchuman.

"Though media literacy and information literacy are intertwined, there are important differences; and there has never been a more urgent need for an incisive examination of the crucial role librarians and other educators can play in teaching the skills necessary to access, analyze, evaluate, and create media. Media literate youth and adults are better able to understand the complex messages emanating from television, movies, radio, the internet, news outlets, magazines, books, billboards, video games, music, and all other forms of media."

- 7) Caulfield, M. (2017, March 4). *How "news literacy" gets the web wrong*. Retrieved from <https://hapgood.us/2017/03/04/how-news-literacy-gets-the-web-wrong/>

The reason we present these in sequence in this way is we don't just want to get students to the truth — we want to get them there as quickly as possible. The three-step process comes from the experience of seeing both myself and others get pulled into a lot of wasteful work — fact-checking claims that have already been extensively fact-checked, investigating meaningless

intermediate sources, and wasting time analyzing things from a site that later turns out to be a known hoax site or conspiracy theory site.

- 8) Caulfield, M. (2016, December 19). *Yes, digital literacy: But which one?* Retrieved from <https://hapgood.us/2016/12/19/yes-digital-literacy-but-which-one/>
We are faced with massive information literacy problems, as shown by the complete inability of students and adults to identify fake stories, misinformation, disinformation, and other forms of spin. And what I predict is that if you are in higher education every conference you go to for the next year will have panel members making passionate Churchillian speeches on how we *need more information literacy*.
- 9) Wineburg, S., & McGrew, S. (2016, November 1). *Why students can't google their way to the truth*. Retrieved from <https://www.edweek.org/ew/articles/2016/11/02/why-students-cant-google-their-way-to.html>
It's often not taught in school. In fact, some schools have special filters that direct students to already vetted sites, effectively creating a generation of bubble children who never develop the immunities needed to ward off the toxins that float across their Facebook feeds, where students most often get their news. This approach protects young people from the real world rather than preparing them to deal with it.
- 10) Osborne, C. (2018). Programming to promote information literacy in the era of fake news. *International Journal of Legal Information*, 46(2), 101–109. doi: 10.2139/ssrn.3167897
Given the instant availability of information and the proliferation of questionable news, the ability to critically examine information before consuming it, is of increasing importance. The need for excellent information literacy skills is evident but lacking. This article highlights reasons as to resistance to existing information literacy efforts and suggests components for information literacy programming with a focus on fake news.
- 11) Abilock, D. (2018, November). Adding friction: A preservice librarian asks, "how can I teach triangulation effectively?" *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2180389>
Such rules are mental shortcuts, heuristics that make decision-making efficient. However, rules can work to undermine validity by reinforcing cognitive biases. For example, if students assume that they're seeking objective and certain knowledge, they may just search to find replications of the exact phrase of their presumed fact in three sources but don't overlook the need to teach students to properly evaluate and compare these sources.
- 12) Stanley, D. B. (2018). *Practical steps to digital research: Strategies and skills for school libraries*. Santa Barbara, CA: Libraries Unlimited.
Today's rapidly diversifying digital world provides easy access to information, making it increasingly important that students know how to conduct research online. In this book, you'll learn how to transition your instruction of the research process from a print context to a digital one, and to expand your own knowledge of how to best assist students at all stages of their research.
- 13) Valenza, J. (2016, November 25). *Truth, truthiness, triangulation: A news literacy toolkit for a "post-truth" world*. Retrieved from <http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/>
News literacy is complicated. In our attempts to discern *truth*, we are confounded by a 24/7 news cycle. News hits us across media platforms and devices, in a landscape populated by all degrees of professional journalists and citizen journalists and satirists and hoaxers and folks paid

or personally moved to write intentionally fake news. All of this is compounded by the glories and the drawbacks of user-generated content, citizen journalism, and a world of new news choices.

Topic 3: Communicating with Your Administrator

- 1) Takeda, J. (2019). Evaluating school library collections at the site and district level as a tool for advocacy. *Knowledge Quest*, 47(3), 14–21.
What are ways to draw attention to the need for an annual library budget? How can school library leaders advocate for equitable library budgets across a school district? These are questions the library services team of three district librarians researched before taking the first steps toward making transformational change in the Beaverton School District school libraries during the 2017-2018 school year. Using collection and circulation data to inform principals about their libraries is an integral step to advocate for increased library budgets and/or changes in library procedures.
- 2) Maxey, A., & Daria, M. (2018, October 3). *How to speak administrator*. Retrieved from https://www.slj.com/?detailStory=1810-Speaking-Administrator&utm_source=Marketing&utm_medium=email&utm_campaign=august22ExtraHelping
Our profession is complicated, and this advice offers no silver bullet. It has been our experience, however, that when teachers and librarians take the time to understand the way we think and translate their concerns and recommendations into ideas and visions that resonate with the way our brains have been (re)wired to think, it is much easier to grasp the weight of what is being communicated.
- 3) Harland, P. (2018, March). Future forward: Why future ready leaders don't care about your circulation statistics. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2140889>
Advocacy via close collaboration with your principal is one of your most important jobs. Your principal has no specific context or expertise in knowing what a librarian does or what defines a successful library program. Principals learn what you do, largely from observing your actions and seeing what you put in front of them. Are we impacting student learning or just enforcing policies? Are we collaborating with teachers or doing repetitive administrative tasks? Let's focus our energy on inquiry, collaboration, exploration, inclusion, curation, and engagement.
- 4) Ballard, S. D., & Fontichiaro, K. (2019, February). Leadership: Beyond the memes. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2145387>
While our profession pushes school librarians to be aware of pedagogical, technological, and societal shifts, it is in the mastery of the underlying dynamics of power, authority, and school culture that a librarian moves from innovation instigator to someone who is trusted to champion high-impact growth.
- 5) Evans, S., & Orr, B. (2017, March). Piecing administrators into the collaboration puzzle. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2064066>
Creating and sustaining the conditions for a successful school library program require constant effort. There are many stakeholders who must be informed of the value the library offers to the learning community. School librarians share statistics, promotional materials, and frequent communications with all stakeholders, particularly administrators. Effective teacher librarians have the ability to project a growth mindset and innovation in the school culture. To exemplify

this, Stony Evans, high school librarian, offers some best practices used to help stakeholders better understand the library program while Bruce Orr, Assistant Superintendent of Lakeside (AR) School District, provides a district-level perspective.

- 6) Cole, M. (2018, April). The new librarian: Using advocacy to promote leadership: Here are a few steps you can take to empower your librarians. *ESchool News*, pp. 10–11.
As innovation coordinator for instructional technology, information & library media at Parkway School District in St. Louis, Missouri, Bill Bass has long demonstrated his commitment to 21st-century learning. He believes that the only way to deliver a dynamic student learning experience is by empowering his librarians to be leaders in everything they do. Bass says one of the biggest things he offers his librarians is that of a constant voice advocating for them as leaders when it comes to literacy, instruction, and technology. He urges administrators to think differently about the way libraries are used and the role of the librarian in the digital age. Here are some ways he advocates for his librarians.
- 7) Morris, R. J. (2015, September). Building common ground: School leaders. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/1980850?topicCenterId=2158571&learningModuleId=1979873>
This workshop suggests strategies, content, rationales, and resources for building relationships with key stakeholders in your school community. Each topic addresses a different stakeholder group.
- 8) Ballard, S. D., & Fontichiaro, K. (2019, February). Leadership: Beyond the memes. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2145387>
While our profession pushes school librarians to be aware of pedagogical, technological, and societal shifts, it is in the mastery of the underlying dynamics of power, authority, and school culture that a librarian moves from innovation instigator to someone who is trusted to champion high-impact growth.
- 9) Miller, S. M., & Ray, M. (2018). Two future ready librarians explore advocacy in and outside of the Library. *Knowledge Quest*, 46(3), 22–27. Retrieved from
As part of the national Future Ready Librarians initiative at the Alliance for Excellent Education, Mark Ray and Shannon McClintock Miller serve as national advocates for school library programs and librarians. Mark and Shannon began their library advocacy careers in school libraries. For eight years, Shannon was the district librarian in Van Meter, Iowa, Community School District, working with all grades K-12. For twenty years, Mark was a public school librarian in Vancouver, Washington, working in elementary, middle school, and high school libraries. For the last five years, he has been a district administrator serving in a variety of roles. In this exchange between Shannon McClintock Miller and Mark Ray, they explore the topic of advocacy and lessons learned both in and outside of the library.
- 10) Cahill, M. (2017, March). Do you agree with the statement "the administrator(s) of my school(s) perceive me as a leader? *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2064067>
With the publication of *Empowering Learners: Guidelines for School Library Programs*, the American Association of School Librarians (2009) identified “leader” as one of five primary roles school librarians should enact. Yet, labeling school librarianship as a leadership profession doesn’t necessarily mean that school library stakeholders will perceive the position or the

professional occupying that position as such. Rather, leadership is a contextual process in which individuals develop relationships that position them to influence others.

Topic 4: EDI (Equity, Diversity, and Inclusion)

- 1) Meyer, L. (2017, May). How fair is your maker space? *School Library Journal*, 63(5), 34-36.
“The article discusses how to offer student-driven learning and foster the development of 21st-century skills. It is said that not all maker spaces and activities are created equal as some feature high-tech equipment and some may cater certain children's interests but not others. Makers can use donated equipment, recycled and upcycled materials, low-technology and no-tech options.”
- 2) Dillon, S. & Laughlin, A. (2017, May). Lessons in equity. *School Library Journal*, 63(5), 42-44.
“The article highlights several sources and tools for starting and extending conversations on social justice and equity. The blog "Carrots Are Orange," offers program ideas to impart basic awareness and knowledge of tolerance, fairness, bias and cultural diversity. The Anti-Defamation League offers comprehensive lesson plans for elementary, middle and high schoolers.”
- 3) American Association of School Librarians. (2019). *Developing inclusive learners and citizens activity guide*. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/advocacy/tools/docs/InclusiveLearners_ActivityGuide_190719.pdf
“To aid school librarians in nurturing inclusive learning communities, AASL tasked a 2019 ALA Emerging Leaders team with developing a guide of reflection activities and resources based on the Include Shared Foundation in the National School Library Standards. Using the scenarios, activities, and resources in this guide, learners and school librarians alike can seek balanced perspectives, global learning, empathy, tolerance, and equity to support inclusive environments within and beyond the four walls of the school library. An infographic and applied framework further support application of these materials in professional development and instructional settings.”
- 4) Munro, K. (2019). Renewing the system: Thinking broadly about equity, diversity, and inclusion in scholarly communication. *College & Research Libraries News*, 80(7), 374–377.
The article offers information on importance of thinking equity, diversity and inclusion in scholarly communication. Topics discussed include scholarly communication in the areas of open educational resources and open access; importance of opening up scholarly and educational materials to broader audience; and cost of opening scholarly communication ecosystem.
- 5) Getting started: Diversity and identity (2017). *Canadian Centre for Diversity and Inclusion*. Retrieved from <https://ccdi.ca/media/1587/toolkit-1-getting-started-diversity-and-identity.pdf>
These toolkits include classroom or extracurricular programming material to support high school students in valuing and embracing diversity and inclusion. Each toolkit contains: • professional development learning resources • a facilitator manual for each activity • student handouts, and • a corresponding PowerPoint presentation that includes embedded multi-media resources (e.g. videos, images).
- 6) Martin, C. (2018, July 3). *YALSA board update on equity, diversity, and inclusion*. Retrieved from <http://yalsa.ala.org/blog/2018/07/03/yalsa-board-update-on-equity-diversity-and-inclusion/>

In New Orleans at the 2018 Annual Conference, the YALSA Board discussed several documents related to Equity, Diversity, and Inclusion. YALSA is committed to Equity, Diversity, and Inclusion, and to make this commitment a reality the Board took several steps.

- 7) Peet, L. (2018). Ithaka report offers equity best practices. *Library Journal*. Retrieved from <https://www.libraryjournal.com/?detailStory=181010-Ithaka-Report-Offers-Equity-Best-Practices>
A new report from Ithaka S+R published on September 20, "Interrogating Institutional Practices in Equity, Diversity, and Inclusion: Lessons and Recommendations from Case Studies in Eight Art Museums," looks at eight case studies of best practices and methods for addressing institutional challenges around equity, diversity, and inclusion (EDI).
- 8) Henderson, S. (n.d.). *Equity, diversity, & inclusion*. Retrieved from <https://www.firstinspires.org/about/diversityinclusion>
FIRST is committed to fostering, cultivating and preserving a culture of equity, diversity, and inclusion. We embrace and encourage differences in race, ethnicity, national origin, sex, gender, gender identity, gender expression, sexual orientation, disability, age, religion, income or any other characteristics that make our adult-force and students unique. FIRST will remove barriers to program participation for underserved, underrepresented students. Pursuant to that end, FIRST Equity, Diversity, & Inclusion is a concerted, organized effort to develop strategies to make its programs more accessible and inclusive.
- 9) Evans, M. Herold, I. M. H., & Sharrow, Z. (2018). Hidden science superstars: Making diversity visible to increase inclusion. *College & Research Libraries News*, 79(7/8), 380–386. <https://doi.org/10.5860/crln.79.7.380>
The article offers the authors' insight regarding their efforts to increase campus and library engagement and address issues of equity, diversity and inclusion (EDI) at The College of Wooster in Ohio. Topics discussed include the addition of campus student groups, the creation of a LibGuide for library use, and the Hidden Science Superstars initiative. Information on the Popcorn Day outreach event which aims to promote library involvement in college-wide initiatives is also provided.
- 10) Cruz, A. (2019). Intentional integration of diversity ideals in academic libraries: A literature review. *The Journal of Academic Librarianship*, 45(3), 220–227. doi: <https://doi.org/10.1016/j.acalib.2019.02.011>
The Association of College and Research Libraries (ACRL) has recently announced a renewed emphasis on diversity and inclusion. In response to this initiative, this paper will review the current academic literature relating to diversity initiatives in academic libraries. Specifically, it will discuss diversity as it pertains to staffing, culture, collections, services and programming.
- 11) Powers, M., & Costello, L. (2019). *Reaching diverse audiences with virtual reference and instruction: A practical guide for librarians*. Lanham, MD: Rowman & Littlefield.
Designed to help new and experienced librarians with practical advice for teaching and serving diverse audiences using a mix of new technologies and old-school librarianship. Just as today's library users come from different backgrounds and experiences, and range from the tech-averse to internet-savvy, there's no one-size-fits all method for effectively teaching information literacy or providing reference and research assistance! The guidebook aims to provide a range of options that can be adapted for your community's needs, and includes advice for reaching many kinds of learners with virtual technologies for reference and instruction.

Topic 5: Leading Beyond the Library

- 1) Alliance for Excellent Education. (2018, June). *Collaborative leadership: Leads beyond the library*. Retrieved from https://futureready.org/wpcontent/uploads/2017/01/Library_flyer_download.pdf
"Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners."
- 2) Gangwish, K. (2019, February). Future forward. Leading into the future. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2187777>
Good leaders empower others not only to be successful, but to become leaders themselves. Think about your leadership role in your school/district, state, and beyond, and consider not only how you can become a leader, but also how you can empower others.
- 3) Sullivan, M. (2018, August 7). *The importance of advocacy at the state level*. Retrieved from <https://knowledgequest.aasl.org/the-importance-of-advocacy-at-the-state-level/>.
While the federal government passes laws like the Every Student Succeeds Act (ESSA) that affect public education, state legislatures are where the most impactful decisions are made. As school librarians, we would all like to see laws that require a certified librarian in every school and healthy budgets for every school library because those are two necessary components of a strong school library program. Unfortunately, political reality in most states dictates such legislation unrealistic. So, MASL and other AASL affiliate organizations lobby state officials in an attempt to strengthen school library programs through incremental steps.
- 4) Ewbank, A. D. (2019, April). *Political advocacy: Extending your leadership*. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2181818>
School librarians are in an incredible position to leverage their inside knowledge of effective library programs in order to civically engage in the political process.
- 5) Ewbank, A. D. (2019). *Political advocacy for school librarians: leveraging your influence*. Santa Barbara, CA: Libraries Unlimited, an imprint of ABC-CLIO, LLC.
Education and information policy has a direct impact on school libraries and is shaped by decisions at the local, state, and federal levels. School librarians are positioned uniquely to leverage their inside knowledge of effective school library programs to make a difference in education through civic engagement; however, a thorough understanding of both the explicit and "hidden" rules of government is necessary to be an effective advocate.
- 6) Bass, B., Lindskog, K., Miller, S., & Ray, M. (2017, April 11). *Future ready librarians: Leading beyond the library*. Retrieved from <https://all4ed.org/webinar-event/apr-11-2017/>.
On April 11, 2017 Future Ready Schools® held a webinar as part of its Future Ready Librarians series. The webinar addressed how school librarians can support Future Ready Schools® (FRS). Future Ready Librarians (FRL) identified specific ways that librarians can lead, teach, and support personalized student learning. The FRL framework is based on research-based components used by FRS. This webinar examined how librarians can support collaborative leadership by leading beyond the library. District and library leaders discussed how school librarians are extending their leadership beyond their libraries to benefit their schools and district.
- 7) Barnett, C., & Deichman, J. (2019). School libraries go beyond the four walls. *Knowledge Quest*, 47(4), 6–7.
The article discusses the role of school librarians in helping extend learning beyond the school library. It outlines the common beliefs of the American Association of School Librarians (AASL) "National School Library Standards for Learners, School Libraries," which covered topics

including the role of qualified school librarians in leading effective school libraries, promotion of reading, and intellectual freedom as every learner's right.

- 8) Ray, M. (2018). Leadership suits me. *Teacher Librarian*, 46(2), 26–29.
In this article, the author discusses leadership in libraries and his experience both as a teacher librarian and as a district leader. It mentions significant leadership challenge for teacher librarians and librarians do not realize that leading a library program is not the same as effective educational leadership. It also mentions network team focused on device configuration and management and professional learning and paraprofessionals took the lead with deployment.
- 9) Tetreault, S. (2019, October). The *janus* decision: A chance for school librarian leadership. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2181817>
One of the most important lessons we're trying to teach students these days is to carefully evaluate the source of the information they find, and to consider the purpose it. It's important for education professionals to do the same, and never was this more important than with the 2018 Janus v. American Federation of State, County, and Municipal Employees decision from the Supreme Court. School librarians are uniquely positioned to demonstrate leadership regarding this important legal ruling that will shape the lives of education professionals for years to come.
- 10) Kromer, K. (2019, January 25). *ALA launches advocacy resources*. Retrieved from <https://americanlibrariesmagazine.org/blogs/the-scoop/ala-launches-advocacy-resources/>.
In an article in *American Libraries*, Kathi Kromer, associate executive director of ALA's Washington Office, describes ALA's new advocacy tools on its redesigned advocacy website. The site now features a video on how to team up with local news media to promote your library and offers resources that explain how to connect with journalists and make use of social media. It also provides plug-and-play resources, downloads, template letters, a congressional calendar, and more. ALA will add other resources, such as two new videos, in the coming months.

Topic 6: Personal Learning Networks

- 1) Donovan, L. (2018, February). Management matters: Developing and maintaining an online professional learning network. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2137083>
Sometimes being a librarian can be a lonely prospect, but developing an online PLN is a way to create ongoing professional connections and life-long learning. Online PLCs allow teachers to guide their own learning and collaboration. The flexibility of an online PLC allows teachers to work on their own time, in their own space, using a format that meets their instructional needs. Participating in an online PLC can support teachers by extending their professional learning beyond the confines of the school building, the school day, and the school schedule.
- 2) *Building Your PLN*. (2018, August 20). Retrieved from <https://teacherchallenge.edublogs.org/creating-a-pln/>.
Many teachers would agree that becoming a “connected educator” and developing a PLN (Personal/Professional/Personalized Learning Network) is the most powerful thing you can do to improve your teaching and provide better outcomes for your students. This free self-paced course guides you through the process of building your PLN.
- 3) Gray, K. (2019, May 15). *Leveraging social media to build a digital pln*. Retrieved from <https://www.edutopia.org/article/leveraging-social-media-build-digital-pln>.
Tips for building a professional learning community online, whether you seek personal relationships or just want to follow other teachers. As teachers, we have traditionally found

professional learning networks (PLNs) in our buildings, but in the digital age there are no boundaries: PLNs can exist on any social media platform, which creates endless possibilities for sharing, mentorship, and growth as teachers.

- 4) Watanabe-Crockett, L. (2018, September 14). *The best tools for nurturing your personal learning network*. Retrieved from <https://www.wabisabilearning.com/blog/8-tools-personal-learning-network>.

Developing your own personal learning network gives you flexibility to get information on your own terms. You're no longer only limited to just the professional opportunities that your school provides. Social media and other online tools have broken down the barriers to learning; this is just as true for teachers as it is students. You have much more control in your own professional development nowadays. So, what are some of the best tools that can help you? Let's look at some of the finest avenues for support in sharpening your career and craft. These are some of the best tools out there for perfecting your personal learning network.

- 5) Oddone, K., Hughes, H., & Lupton, M. (2019). Teachers as connected professionals: A model to support professional learning through personal learning networks. *International Review of Research in Open & Distance Learning*, 20(3), 102–120. <https://doi-org.proxy.longwood.edu/10.19173/irrodl.v20i4.4082>

Current professional development approaches may not meet contemporary teachers' needs. Seeking to enhance teachers' professional learning opportunities, this paper presents a model of learning as a connected professional. The model draws upon the findings of a qualitative case study of 13 teachers who interact with others through a personal learning network (PLN). The model comprises three elements: arenas of learning, teacher as learner, and PLN. Key characteristics of the experience are practices described as linking, stretching, and amplifying. The model promotes professional learning that is active, interest-driven, and autonomous, meeting personal learning needs while being socially connected.

- 6) Treptow, M. (2019, March). Teaching the teachers. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2148468>

There are now many ways to present and personalize professional learning. By taking advantage of the many strategies and topics available, librarians can add value to their positions, transform teachers, and positively impact student learning throughout the school. The most significant is in the shared foundation of Collaborate where the key commitments include facilitating learner networks, leading professional development, and modeling and promoting information skills to the larger school community in a variety of ways.

- 7) Tour, E. (2017). Teachers' self-initiated professional learning through personal learning Networks. *Technology, Pedagogy & Education*, 26(2), 179–192. <https://doi-org.proxy.longwood.edu/10.1080/1475939X.2016.1196236>

It is widely acknowledged that to be able to teach language and literacy with digital technologies, teachers need to engage in relevant professional learning. This article investigates three teachers' self-initiated professional learning about digital technologies through their Personal Learning Networks. The analysis identified that the participants' everyday digital literacy practices provided opportunities for a range of professional practices that supported learning about digital technologies: information retrieval and resources aggregation, cooperation, collaboration, reflections and socializing. It also revealed that the teachers considered this form of learning as valuable. The article concludes by discussing how knowledge

about self-initiated professional learning might be used to draw out some implications for teachers' professional development.

- 8) Tipton, S. (2019). 3 Reason trainers need social media. *Training*, 56(2), 16–17.
The article reports on the need for social media for Learning and Development (L&D) professionals. Topics discussed include the benefits of social media for L&D professionals to build knowledge which involve joining web resources like Twitter and LinkedIn groups, and building a personal learning network on social media.
- 9) Korhonen, A.-M., Ruhalahti, S., & Veermans, M. (2019). The online learning process and scaffolding in student teachers' personal learning environments. *Education & Information Technologies*, 24(1), 755–779. <https://doi-org.proxy.longwood.edu/10.1007/s10639-018-9793-4>
Personal Learning Environments (PLEs) enable lifelong learning and make competences visible in education and professional life. This paper illuminates how to design an online learning process that enables deep learning through PLEs based upon our study of a scaffolding process supported by Web 2.0 tools. Professional student teachers developed their own blogs as PLEs, and we collected data from five student teacher groups. We employed the DIANA pedagogical model to design a dialogical, collaborative, and authentic learning process before comparing its activities against the activities of the five-stage model for scaffolding designed for online learning processes. The results indicate that the DIANA model includes the elements of the five-stage model, and it appears that teacher scaffolding is particularly important in student PLEs. These findings provide insights to other practitioners seeking to design and implement online learning processes that are based on collaborative knowledge construction utilizing students' Personal Learning Environments.
- 10) Green, L. S., & Folk, M. M. (2018, July). The summer of self-care. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2152615>
Social media and self-care might seem like an unlikely pairing, but from a professional standpoint, social media can actually be an excellent way to connect with colleagues over the summer, yet maintain balance in your personal life. The anytime, anywhere aspect of your PLN means you can watch a webinar while you relax at the beach or listen to a podcast while you hike in the woods. Topics aren't limited to what's being offered in a course catalog and many online learning opportunities involve little or no cost. Here are a few suggestions for using social media at your own pace, on your own terms, to engage with work related topics.

Topic 7: Reading Choice

- 1) *Position statement on labeling books with reading levels*. (2011, August 2). Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements/labeling>
The American Association of School Librarians position statement on labeling books by their reading levels. It is the responsibility of school librarians to promote free access for students and not to aid in restricting their library materials. School librarians should resist labeling and advocate for development of district policies regarding leveled reading programs that rely on library staff compliance with library book labeling and non-standard shelving requirements. These policies should address the concerns of privacy, student First Amendment Rights, behavior modification in both browsing and motivational reading attitudes, and related issues.
- 2) Miller, D. (2017, October 15). *On the level by Donalyn Miller*. Retrieved from <https://nerdybookclub.wordpress.com/2017/10/15/on-the-level-by-donalyn-miller/>

Restricting children's reading choices to books that fit within their reading level warps children's positive reading identity development and their perceptions of what reading is. Requiring students to read books "at their level" at all times limits children's reading choices and derails intrinsic motivation to read, which is driven by interest, choice, and reader's purpose—not reading level.

- 3) Ripp, P. (2017, August 29). *When we make a child a level*. Retrieved from <https://pernillesripp.com/2017/08/28/when-we-make-a-child-a-level/>
When we make a child a level we diminish the entire child. Levels tell a child that they are not worth us getting to know them. That we don't have time to take the time we need to help them better. That their entire reading identity is the same as every other child that is at that level.
- 4) Ness, M. K. (2019). Lose the levels: Organizing libraries by reading level can be more hindrance than help. *Principal*, 98(3), 48–50.
The article discusses how organizing libraries according to reading level in elementary schools can be a challenge. Topics discussed include the common organizational structure for books, as opposed to genre, content, author, or theme; efforts to match readers to texts that best met their reading levels; and leveling systems' effects on children reading habits.
- 5) Rumberger, A. (2018). Levels in the library. *Phi Delta Kappan*, 99(8), 57–61. <https://doi.org/10.1177/0031721718775681>
Leveled reading, in which students select "just right" books based on their assessed reading level, has become a significant part of elementary reading instruction. However, libraries remain places where students can select books to read outside their reading levels. Based on observations of 1st-grade students, the author describes how the idea of reading levels has affected students' perceptions of themselves as readers and what they should be reading. She argues for the preservation of spaces, like libraries, where students choose what, when, and how they read, without regard for reading levels.
- 6) Miller, D., & Sharp, C. (2018). *Game changer!: book access for all kids*. New York, NY: Scholastic Inc.
Through research and testimonials from voices in the field and their own classroom experiences, Miller and Sharp provide practical and resourceful information on a range of topics, including examples of successful school and classroom libraries, the power of book ownership, the importance of access to culturally diverse books, and meaningful family-community reading engagement.
- 7) Moreillon, J. (2013). Policy challenge: Leveling the library collection. *School Library Monthly*, 29(5), 28–29.
The article discusses issues inherent in categorizing, labeling or leveling reading materials in libraries by lexile levels. Leveling's basis on the book's readability in terms of sentence length or word frequency is mentioned. The American Association of School Librarians' (AASL) identification of ways in which labeling counteracts the core values of librarianship in a 2011 document titled "Position Statement on Labeling Books with Reading Levels" is also cited.
- 8) Parrott, K. (2017). Thinking outside the bin: Why labeling books by reading level disempowers young readers. *School Library Journal*. Retrieved from <https://www.slj.com/?detailStory=thinking-outside-the-bin-why-labeling-books-by-reading-level-disempowers-young-readers>
In classrooms across the country, reading instruction, assessment, and labeling of material have impacted how people search for and engage with books, sometimes resulting in restricted

reading choices—even for independent reading. That, as Betty Carter, professor emerita of children’s and young adult literature at Texas Woman’s University, noted in a July 2000 SLJ article, is a “formula for failure.”

- 9) Mitchell, D. (2016, March 18). *Public libraries don't limit their readers by levels, why should we?* Retrieved from <http://inservice.ascd.org/public-libraries-dont-limit-their-readers-by-levels-why-should-we/>

What I remember most about the experience was the choice I had to read books that interested me. Many times, my choices were influenced by the thoughtful suggestions of my peers or teachers. Not once in my formative reading years did a teacher tell me I had to read in a certain range or prescribed level dictated by scores from a reading test. Not once was I limited or labeled by a leveled classroom library. The lessons I learned about how to choose my own books have influenced my lifelong reading process.

Topic 8: Social and Emotional Learning

- 1) Himmelstein, D. (2019). Teaching with heart. *School Library Journal*, 65(3), 26–33.
The article discusses the benefits of social-emotional learning (SEL) for young students and the concept of mindfulness as being taught in several U.S. public schools. It also discusses the development of the organization the Collaborative for Academic, Social, and Emotional Learning (CASEL).
- 2) Chen, D. R. (2018, May). Safe and self-actualized: Addressing student needs. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2147965>
The library as a safe space is more than the absence of harm and danger. It gives students a place to risk new thoughts, learning processes, and products. These may involve reading choices, creating presentations and art, exploring new ideas, debating and discussing potentially emotionally charged topics, developing new friendships or connections, acquiring communication tools, and asking questions.
- 3) Newman, J., & Moroney, D. (2019). Reading between the lines of social and emotional learning: Discover what SEL is all about and why it’s important to consider when designing and implementing teen services. *Young Adult Library Services*, 17(2), 16–21.
The article offers information on the social and emotional learning (SEL) for youth development. Topics discussed include information on the elevation of student engagement and child development with the concept using SEL; discussions on the role of the SEL in raising self-awareness, self-management and the social awareness; and the information on the effective benefits of the SEL.
- 4) Farber, M. (2019, August 15). *Using digital tools to promote social and emotional learning*. Retrieved from <https://www.edutopia.org/article/using-digital-tools-promote-social-and-emotional-learning>
Educators can take advantage of digital tools that students want to use to enhance social and emotional learning efforts. Educators need not carve out class time to explicitly teach empathy or collaboration; instead, opportunities should exist for students to practice those competencies in authentic and meaningful ways.
- 5) Schlosser, M. (2019, April 15). *Compelling resources to support social and emotional learning (SEL) in the library*. Retrieved from <https://knowledgequest.aasl.org/compelling-resources-to-support-social-and-emotional-learning-sel-in-the-library/>

Social and emotional learning (SEL) is the practice of noticing and working with feelings. Learners develop skills to manage emotions, build empathy, communicate, persevere, and solve problems. The *AASL Standards Framework for Learners* provides opportunities for SEL. Below are some resources and ideas for a brainstorming session with your collaborative partner.

- 6) Luhtala, M. (2019, February 27). Social-emotional learning in the library. Retrieved from <https://home.edweb.net/webinar/emergingtech20190227/>
Integrating social-emotional learning into the learner experience is becoming a priority among school districts but competing initiatives vie for professional development and instructional time. The library program can serve as a vehicle to incorporate emotional wellness into each student's day. In this edWebinar, Michelle Luhtala, Library Department Chair at New Canaan High School, CT, explores the many ways in which school librarians can support their learning communities through co-teaching, making, reading, and more.
- 7) Maughan, S. (2018). The power of social and emotional learning. *Publishers Weekly*, 265(34), 26–34.
The article explores the role of school librarians, teachers and other school-related professionals in helping students cope during times of distress through social and emotional learning. It discusses the implementation of crisis or emergency management plans by U.S. school districts. It also describes the work of the Crisis Aftercare Response Event team created by Metro Nashville Public Schools in Tennessee.
- 8) Maughan, S. (2018). Finding books for teaching SEL. *Publishers Weekly*, 265(34), 38–42.
The article describes the strategies used by children's book publishers to market and promote books that encompass social and emotional learning (SEL) themes. The strategies include author appearances and promotional giveaways at library and educator conferences, advertising in teacher- and librarian-centric journals and creating physical kits of marketing materials.
- 9) Toppen, M. (2019, August 12). *Using dance to promote SEL skills*. Retrieved from <https://www.edutopia.org/article/using-dance-promote-sel-skills>
Bringing dance into the classroom with simple exercises can help elementary students develop social and emotional learning skills. The most successful social and emotional learning (SEL) programs use active forms of learning to teach students, and evidence suggests that dance outpaces other forms of physical activity and other forms of arts learning when it comes to improving SEL outcomes.

Topic 9: Universal Design Learning (UDL)

- 1) CAST. (2019). *About universal design for learning*. Retrieved from <http://www.cast.org/our-work/about-udl.html#.XWVmE-hKjcs>
Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. See how the UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.
- 2) Robinson, D. E. (2017). Universal design for learning and school libraries. *Knowledge Quest*, 46(1), 56–61.
The article focuses on partnership between Universal Design for Learning (UDL) and school libraries to collaborative curriculum development and implementation. Topics discussed include UDL helps to improve and optimize teaching and learning; student

demonstration of knowledge to develop meta-skills; and roles of the school librarian for modeling and infusing UDL principles and strategies.

- 3) Murawski, W. W., & Scott, K. L. (2019). *What really works with universal design for learning?* Corwin.

"What Really Works with Universal Design for Learning" is the how-to guide for implementing aspects of Universal Design Learning (UDL) to help every student be successful. UDL is the design and delivery of curriculum and instruction to meet the needs of all learners by providing them with choices for what and why they are learning and how they will share what they have learned.

- 4) Bugaj, C. R. (2018). *The new assistive tech: Make learning awesome for all*. Portland, OR: International Society for Technology in Education.

"School districts often struggle to develop consistent practices for meeting the assistive needs of special education students. This playful yet professional book will help public school educators select, acquire and implement technology to help all students, but especially those with special needs. The New Assistive Tech is a catalyst for breaking down walls between special education and general education and will help all educators realize they have tech knowledge (and can build upon that knowledge) that can be used to support students with disabilities."

- 5) Hammer, S. (2018). Access through universal design and technology. *Library Technology Reports* (Vol. 54, pp. 36–38). American Library Association.

Chapter 8 of the book "Accessibility, Technology & Librarianship" edited by Heather Moorefield-Lang is presented. It focuses on offering student opportunities for learning in many different methods through library programming. It focuses on incorporating technology into lessons. It states that in public school, there are number of learning needs.

- 6) Kennette, L. N., & Wilson, N. A. (2019). Universal design for learning (UDL): What is it and how do I implement it? *Transformative Dialogues: Teaching & Learning Journal*, 12(1), 1–6.

After a brief description of each of the principles of UDL, the authors provide an overview of empirical evidence supporting the benefits that implementing UDL principles has on student achievement. They then describe various ways that it can be included in higher education curriculum, drawing on their own classroom experience to provide the reader with specific ways to implement UDL principles. Where appropriate, they also discuss student and faculty perceptions of UDL in the classroom.

- 7) Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing.

In this book, Meyer and Rose, along with David Gordon, provide the first comprehensive presentations of UDL principles and practices since 2002. This new look at UDL includes contributions from CAST's research and implementation teams, as well as their collaborators in schools, universities, and research settings.

- 8) Lowrey, K. A., Hollingshead, A., Howery, K., & Bishop, J. B. (2017). More than one way: Stories of UDL and inclusive classrooms. *Research & Practice for Persons with Severe Disabilities*, 42(4), 225–242. <https://doi.org/10.1177/1540796917711668>

This project focused on examining general education teachers' stories as they relate to implementation of Universal Design for Learning (UDL) framework and inclusion of students with moderate to severe intellectual disability. Seven general education teachers from Canada and the United States participated in this study. Narrative inquiry was utilized as a method of data gathering and analysis. Four themes emerged: designing for learner variability, talking

about inclusion, teaming fosters success, and differing descriptions of UDL. Discussion of implications to research and practice is included.

- 9) Burgstahler, S. (2018). *Equal access: Universal design of libraries*. Retrieved from <https://www.washington.edu/doiit/equal-access-universal-design-libraries>

Libraries play an important role in ensuring that everyone has access to information in printed and electronic forms. In making these resources accessible and useful to everyone, principles of universal design (UD) can be employed.

- 10) UDL Center. (n.d.). Retrieved from <https://medium.com/udl-center>

National Center on Universal Design for Learning

- 11) Novak, K., & Rodriguez, K. (2016). *Universally designed leadership: Applying Udl to systems and schools*. Wakefield, MA: Cast Professional Publishing.

In this book, Novak and Rodriguez, veteran school administrators, provide school leaders and educators with a guidebook for putting the UDL framework into practice. They show how to guide district and school staff in discussions around student data and use the UDL guidelines to shape curriculum decisions. This is a must-read for any education leader who wants to create more equitable, inclusive, and effective learning environments.