

Leading Learning through Enduring Topics

2025 VAASL Fall Conference

Williamsburg, VA

1. Advocacy (2006, 2007, 2009, 2014, 2017, 2021)

- a. AASL Advocacy Committee. (n.d.) What is advocacy?
<https://www.ala.org/aasl/advocacy/definitions>
“On-going process of building partnerships so that others will act for and with you, turning passive support into educated action for the library program. It begins with a vision and a plan for the library program that is then matched to the agenda and priorities of stakeholders.”
 - b. Miller, S. M. (2023, April 25.). *Library advocacy: Taking opportunities as they present themselves and finding your comfort zone.*
<https://www.youtube.com/watch?v=mkozpBJYCF4>
“Join Shannon McClintock Miller as she talks with middle school librarian, Kelly Passek, about looking for opportunities to make a difference no matter how far fetched, how big or small and in ways that show everyone within the school community the difference libraries and school librarians can make. You will leave this one with so many amazing ideas to use within your library and practice too.” (Includes mention of VAASL’s *What is a school librarian?* <https://www.vaasl.org/school-librarian>)
 - c. Hermon, A. (Host). (2023, December 15). *253 Quiet advocacy*. [Audio podcast].
<https://schoollibrariansunited.libsyn.com/253-quiet-advocacy>
“Ashley Cooksey shares strategies for advocacy for school librarians and libraries every day.” (Full discussion of quiet advocacy content begins around 30:00.)
 - d. Bellm, I., (2025, May/June). Library advocacy is a numbers game. *Knowledge Quest*, 53(5), 32-36.
“The article focuses on strategies for school library media specialists to effectively advocate for their libraries and enhance visibility within their schools. It emphasizes the importance of making library services known to stakeholders, utilizing data to demonstrate the library’s impact, and creating a structured service menu that outlines the level of service provided. The author outlines six high-impact strategies, including visibility, tracking metrics, planning budgets, gathering stakeholder feedback, and marketing library activities to foster community engagement and support. These approaches aim to ensure that library programs are recognized and adequately supported by school administration and the broader community.”
- ✓ **“The school library is a unique and essential part of a learning community.”** *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 4. (Common Belief #1)

2. Artificial Intelligence (2023, 2024)

- a. Malespina, E. (2025). *The AI school librarians newsletter*.
<https://elissamalespina.substack.com/>
“Newsletter and posts about the intersection of school libraries, education and AI”
- b. Oregon State University. (2024). *Bloom’s taxonomy revisited*. Version 2.0.
<https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/blooms-taxonomy-revisited/>
“Use this table as a reference for evaluating and considering changes to aligned course activities (or, where possible, learning outcomes) that emphasize distinctive human skills and/or integrate generative AI (GenAI) tools as a supplement to the learning process.”

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

- c. Peters, Martine. (2023). *Transparent use of artificial intelligence*.
<https://mpeters.uqo.ca/en/logos-ai-en-peters-2023/>
“Acronyms and icons for a transparent use of AI”
 - d. Blackwood, A. (2025). *AI pedagogy for higher ed*. <https://padlet.com/ablackwood2/ai-pedagogy-2025-for-higher-ed-ynw7fhhb11h840hbi>
“A padlet collection of AI resources on AI literacy, AI privacy, pedagogy, etc.”
 - e. Hermon, A. (Host). (2025, January 10). *302 AI scope and sequence*. [Audio podcast].
<https://school librarians united.libsyn.com/302-ai-scope-and-sequence>
“K12 school librarians can be leaders in guiding AI programming in our schools thanks to the Scope and Sequence created by Dr. Harris and a team of experts!” (Content begins around 21:00) Links to AI scope and sequence: PreK-12 concepts for teaching about AI <https://libraryready.ai/wp-content/uploads/2024/12/AI-Scope-and-Sequence.pdf>
 - f. Seales, D. L. I. (2025). *Leveraging AI in school libraries*. ALA Editions.
“Helping school librarians understand how AI can be used in educational settings while aligning with both AASL Standards and content-area goals, this book demonstrates how to design and implement AI-enhanced learning experiences and support school library services and operations.”
- ✓ **“Information technologies must be appropriately integrated and equitably available.”**
National School Library Standards for Learners, School Librarians, and School Libraries, (2nd ed.), p. 7. (Common Belief #6)
 - ✓ **“Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning.”** *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 80. (Learner Competencies, ENGAGE, Think, 1)

3. Assessment of Student Learning (2007, 2008, 2009, 2011, 2012, 2013, 2014, 2023)

- a. Pappas, M. L. (2007, May). Tools for the assessment of learning. *School Library Media Activities Monthly*, 23(9). <https://school library connection.com/content/article/2207621>
“Assessment is the process of gathering evidence to show student understanding of information literacy. Assessment documents focus on thinking rather than on evaluating or measuring rote knowledge. The tools of assessment can range from an observation to a checklist or a portfolio.”
- b. Chapter 9, “Measuring Learner Growth,” in *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 89-104.
“Because the work of a school librarian contributes significantly to learners’ growth, assessment is a crucial component of school library practice, serving as a mechanism for obtaining feedback on both the learners’ progress and the school librarian’s teaching effectiveness.”
- c. Burns, E. (2024, November/December). Learner assessment. *Knowledge Quest*, 53(2), 10-13.
“The article discusses the importance of learner assessment in school libraries, highlighting the need for school librarians to incorporate assessment practices aligned with the National School Library Standards. Assessment in school libraries focuses on measuring competencies aligned with real-world information-seeking behaviors rather than traditional grades and testing. The article emphasizes the role of diagnostic, formative, and summative assessments in tracking learner progress and supporting the overall library program. It also underscores the significance of using learner data to establish library goals and showcase the impact of school libraries on academic achievement.”
- d. Calzada, B. (2024, November/December). The role of assessment in school libraries: Moving beyond opinions to informed decisions. *Knowledge Quest*, 53(2), 4-5.

Audrey Church, Ph.D.

<http://www.longwood.edu/staff/churchap>
churchap@longwood.edu

“The article discusses the importance of data-driven decision-making in school libraries, emphasizing the role of assessment in evaluating library programs and instructional methods. By utilizing data such as usage statistics and learner feedback, school librarians can avoid personal biases and tailor their services to meet the needs of learners effectively. Assessment methods like surveys and performance-based assessments help school librarians continuously improve their programs, demonstrate value to stakeholders, and foster a culture of reflection for personal growth and adaptability.”

- ✓ “**Measuring Learner Growth, Chapter 9.**” *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 89-104.

4. Collaboration (2006, 2009, 2021)

- a. American Association of School Librarians. (2024). *Developing creative collaborators, flexible partners, and resilient citizens: Activity guide, applied framework and infographic*.
<https://standards.aasl.org/project/collaborators/>
“Working effectively in teams means being able to listen to, learn from, and share with others. This collection of activities and web resources pushes school librarians, educators, and learners to build collaborative capacity in themselves and their learning communities.”
- b. Hincks, K. (2022, March 31). *4 levels of collaboration for teachers and librarians*.
<https://knowledgequest.aasl.org/4-levels-of-collaboration-for-teachers-and-librarians/>
“As school librarians, we know that collaboration is a large part of our role. In the AASL *National School Library Standards* to collaborate is to “work effectively with others to broaden perspectives and work toward common goals.” We also understand that collaboration can take many forms.”
- c. Hincks, K. (2023, November 17.) *4 ways to use the four levels of collaboration*.
<https://knowledgequest.aasl.org/4-ways-to-use-the-4-levels-of-collaboration/>
“After talking with other school librarians about this continuum, I realized that there are more ways it could be used than I originally considered. Here are four ways to use the four Levels of Collaboration.”
- d. Colvin, K. & Lewis Croft, M. (2025, March/April). Methods for establishing successful collaborative partnerships. *Knowledge Quest*, 53(4), 50-53.
“The article focuses on the importance of collaboration between teacher librarians and classroom teachers in enhancing student learning outcomes. It highlights that teacher librarians serve as vital instructional partners, yet their potential for collaboration is often underutilized. The research conducted by a teacher librarian explores the dynamics of successful partnerships, identifying key factors such as building a culture of collaboration, making collaboration relevant, starting small, and advocating for joint efforts. The findings emphasize that both active and passive advocacy are essential for fostering meaningful relationships and effective collaboration in educational settings.”
- e. Gruer, T. (2025, March/April). Creative collaboration: How librarians and the arts bring learning to life. *Knowledge Quest*, 53(4), 36-41.
“The article focuses on the essential role of school librarians in fostering dynamic and inclusive learning environments through collaboration with art and music teachers. It emphasizes inquiry-based learning as a key strategy that enhances student engagement and creativity by integrating the arts into various subjects. The article provides examples of collaborative projects that utilize picture books and inquiry-driven strategies to meet curricular standards, highlighting how these partnerships enrich students' educational experiences and promote critical thinking. Additionally, it discusses the benefits of such interdisciplinary approaches in supporting students' academic and emotional development.”
- f. Loomis, K., Lanier, A., & Harrod, K. (2025, September/October). Beyond the shelves: Partnering for impact. *Knowledge Quest*, 54(1), 48-53.
“This article explores librarians and their collaborators, emphasizing the need to prepare learners for future academic and lifelong success. Through thoughtful communication and partnerships with various libraries and community entities, we can enrich the educational journey of our youngest learners, laying the groundwork for their growth as informed and engaged citizens.”

Audrey Church, Ph.D.

<http://www.longwood.edu/staff/churchap>
churchap@longwood.edu

- ✓ “Work effectively with others to broaden perspectives and work toward common goals.” *National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd ed.), p. 54. (Shared Foundation III: Collaborate)

5. Evaluation of School Librarians (2011, 2012, 2014)

- a. Everhart, N. (2021). “Administrators’ evaluation of school librarians” in Chapter 2: Personnel. Evaluating the School Librarian in *Evaluating the school library: Analysis, techniques, and research practices*. 2nd ed. Libraries Unlimited.
“This chapter on evaluation of personnel provides benchmarks of staffing and how school librarians are evaluated.”
 - b. Chapter 10, “Measuring School Librarian Growth,” in *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 105-120.
“Looking at the dimensions of professional activity through the lens of the Shared Foundations provides school librarians a framework for reflection and self-assessment to achieve personal professional growth that supports empowerment of learners and of themselves.”
 - c. Virginia Department of Education. (2021). *Virginia teacher performance evaluation system (TPES) handbook. Appendix K: School librarians*.
<https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/performance-evaluation/teachers>
“The Yountown Teacher Performance Evaluation System (TPES) Handbook conforms to all aspects of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher* (hereafter, *Guidelines*) which was approved by the Virginia Board of Education on March 18, 2021. It is intended as a practical tool to assist school divisions in implementing the *Guidelines*.”
 - d. Ballard, S., & Johns, S. K. (2024, November/December). How can we be sure? Reflective practice, self-assessment, and evidence of impact. *Knowledge Quest*, 53(2), 18-23.
“The authors emphasize the need for school librarians to focus on brand behavior aligned with AASL National Standards to create positive perceptions of school libraries. They also highlight the significance of evidence-based documentation, assessment, and user input in demonstrating the impact of school librarians on student learning outcomes. The article provides practical tools and strategies for school librarians to assess their effectiveness and continuously improve their practice.”
- ✓ “**Measuring School Librarian Growth, Chapter 10.**” *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 105-120.

6. Intellectual Freedom (2003, 2015, 2018, 2022, 2023)

- a. American Library Association. (2025). *Intellectual freedom*.
<https://www.ala.org/advocacy/intfreedom>
“ALA actively advocates in defense of the rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment.”
- b. American Library Association. (2025). *First amendment and censorship*.
<https://www.ala.org/advocacy/intfreedom/censorship>
“American Library Association has long championed the freedom of the press and the freedom to read. ALA’s Office for Intellectual Freedom collects resources about the First Amendment, censorship, academic freedom, and freedom of information.”
- c. American Library Association. (2025). *Unite against book bans*.
<https://uniteagainstbookbans.org/>

Audrey Church, Ph.D.

<http://www.longwood.edu/staff/churchap>
churchap@longwood.edu

“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.”

- d. Hermon, A. (Host). (2025, March 28). *314 Texas FReadom Fighters* [Audio podcast] <https://school librarians united.libsyn.com/314-texas-freadom-fighters>
“Becky Calzada and Carolyn Foote share strategies, resources and success stories of the Texas FReadom Fighters.” (Episode content begins around 7:30.)
- e. PBS News Hour. (2025, October 5). *The fight against book bans by public school librarians shown in new documentary*. <https://www.pbs.org/newshour/show/the-fight-against-books-bans-by-public-school-librarians-shown-in-new-documentary>
“A PEN America report found more than 6,800 book bans in the 2024-25 school year, which led to the creation of “The Librarians,” a new documentary by Kim Snyder, that highlights the challenges school librarians face as they confront book bans in public schools. School librarian Audrey Wilson-Youngblood, featured in the film, emphasizes the importance of standing up against censorship to protect students' rights to diverse literature.”

- ✓ **“Intellectual freedom is every learner’s right.” *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 7. (Common Belief #5)**

7. Leadership (2011, 2013, 2021)

- a. International Literacy Association. (2022). *Literacy leadership brief: The essential leadership of school librarians*. <https://www.literacyworldwide.org/docs/default-source/where-we-stand/the-essential-leadership-of-school-librarians.pdf>
“School librarians--also called school media specialists or teacher librarians--play a powerful and essential role: promoting school-wide cultures of literacy, partnering with teachers to enhance learning, propelling students toward lifelong reading habits, and establishing transformative learning spaces rich with print and digital resources. Schools that fully embrace school librarians gain collaborators who support school-wide technology initiatives and champion students' rights to read.”
- b. Cooper, J. (2023, September/October). Instructional leadership: Building relationships & community partnerships. *Knowledge Quest*, 52(1), 10-18.
“The article focuses on the pivotal role of school librarians as instructional leaders and emphasizes the importance of building relationships with stakeholders to enhance their influence. Topics include strategies for gaining a seat at the leadership table, fostering learning through collaborative partnerships, and effective communication through methods such as newsletters and hallway conversations.”
- c. Kordeliski, A. (2025, February 26). *Leadership and how to change what’s not working*. <https://knowledgequest.aasl.org/leadership-and-how-to-change-whats-not-working/>
“Leadership involves a commitment to learning.”
- d. Sturge, J. (2025, August 4). *Leading through the stacks—Yep, that’s leadership*. <https://knowledgequest.aasl.org/leading-through-the-stacks-yep-thats-leadership/>
“As I set out to write this month’s blog post, I found myself reflecting on how leadership can take many shapes and forms. Sometimes, we don’t even recognize that we’re leading, because we’re simply doing what we know is best for students, our school communities, and our libraries. This month, I want to explore leadership through the lens of collection development and how taking the lead in this area results in positive outcomes for everyone. Because, yep, great collection development – that’s leadership!”

- ✓ **“Leader: As an essential and central member of the learning community, the school librarian plays a key role in the strategic planning and development of dynamic, evolving educational systems.” *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 8.**

Audrey Church, Ph.D.

<http://www.longwood.edu/staff/churchap>
churchap@longwood.edu

8. Makerspaces (2013, 2014)

- a. Hermon, A. (Host). (2024, March 15). *264 Reimagining makerspaces*. [Audio podcast]. <https://school librarians united.libsyn.com/264-reimagining-makerspaces>
“Kate Hebert shares her approach to Makerspace programming and supporting her entire school community.” (Episode content begins around 18:30.)
- b. Tetreault, S. (Host). (2025, September 8). *Building conversational English skills in the makerspace*. [Audio podcast]. <https://www.school librarian learning network.org/podcast>
<https://www.youtube.com/watch?v=Ac15ArJEX5c>
Rachel Grover describes how her middle school makerspace meets the needs of her English language learners.
- c. Seymour, G. (2018). *Makers with a cause: Creative service projects for library youth*. Libraries Unlimited.
“This quick-start guide explains how to use inquiry to promote civic engagement in the school library makerspace and provides ready-to-use ideas for hands-on service projects. By creating for their community in the school library makerspace, young people not only develop academic and cognitive skills but also learn to value building a culture of caring. Award-winning author Gina Seymour discusses her initiative to empower students to take an active role in making a difference and outlines how to implement similar programs in any school library setting.”
- d. Lister, H., & Smith, W. (2022, April). Trauma-informed makerspaces. *School Library Connection*. <https://school library connection.com/content/article/2275039>
“Many educators are familiar with the Adverse Childhood Experiences Survey (ACE), from which trauma informed education has evolved. Just as this information plays a role in designing responsive classroom instruction, it plays a large role in designing a makerspace. ... While the connection may not seem obvious, many studies have shown the connection between creative expression and healing after trauma.”
- e. Butler, D., Fancher, J., Lester, F., McCombs, A., Summerford, M., & Petty, S. (2025). *Makerspace with a purpose: Easy guided steps and ideas for success*.
<https://www.canva.com/design/DAGukXwn8zw/rAhsAEYRBeiHzO78dO9TGg/edit>
<https://drive.google.com/drive/folders/1odCpAVwWndhtTHrLGJKCOcKX-g8HSjQ8>
From AASL2025 in St. Louis: “Makerspace with a Purpose is the solution to chaos and the need for more structure in Makerspace and STEM activities. In this session, participants will learn how to guide students (PreK-12th grade) with all abilities through a thought process in makerspace that supports AASL standards of exploring, designing, creating, growing, and sharing. Participants will rotate through stations that introduce new technologies as well as lessons that support literacy, ISTE standards, and the STEM engineering design process with and without the use of technology. Not only will we explore new resources, but we will add some old favorites and things you may already have such as Legos, cardboard, etc.”
- f. Rendina, D. (n.d). *Makerspace resources: Articles, links & more resources to help you on your makered journey*. <https://www.renovatedlearning.com/makerspace-resources/>
“I first started learning about the Maker Movement in education and makerspaces in late 2013. Since then, I’ve been using this page to compile and curate some of the best articles, videos, blogs, books and other resources that have helped me along the way. My hope is that you will consider this a go-to resource as you progress along your own Maker journey.”

✓ “School librarians stimulate learners to construct new knowledge by providing opportunities for tinkering and making.” *National School Library Standards for Learners, School Librarians, and School Libraries*, 2nd ed., p. 70. (School Librarian Competencies, EXPLORE, Create, 2)

Audrey Church, Ph.D.

<http://www.longwood.edu/staff/churchap>
churchap@longwood.edu

9. Reading (2003, 2006, 2008, 2009, 2010, 2013, 2014, 2018, 2019, 2020, 2022, 2023, 2024)

- a. Virginia Department of Education. (2022). *Virginia Literacy Act*.
<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/literacy/virginia-literacy-act/-fsiteid-1>
“With the passage of the Virginia Literacy Act (VLA) in the 2022 General Assembly, Virginia is taking the lead nationwide to improve early literacy outcomes for Virginia’s young learners. Through the VLA, the Virginia Department of Education (VDOE) will support school divisions through a multi-year effort with tools, resources, technical assistance and funding.”
 - b. International Literacy Association. (2020, September). *Reading Research Quarterly* Special issue executive summary: The science of reading: Supports, critiques, and questions. <https://www.literacyworldwide.org/docs/default-source/resource-documents/rrq-sor-executive-summary.pdf>
“The International Literacy Association (ILA) defines SOR as “a corpus of objective investigation and accumulation of reliable evidence about how humans learn to read and how reading should be taught.” The authors for this special issue seem to characterize SOR as an approach that prioritizes basic science and experimental work... What is important here is that the authors almost universally emphasized that narrow interpretations of SOR (often taken up by the media to make its way into practice, policies, and schools) are problematic. Taken together, the articles in this special issue suggest that SOR is both a body of knowledge (defined broadly by researchers and scholars) and an interpretation of that body of knowledge (often defined narrowly by audiences outside the academy).”
 - c. Sanderell, H. (2025, May 16). *The wide-ranging positives of read-alouds*.
<https://www.edutopia.org/article/using-read-alouds-benefit-young-students/>
“Teachers can use these strategies to entertain and engage early learners with reading and foster social and emotional skills.”
 - d. Greenberg, K. (2024, December 13). *A call to bring back sustained silent reading*.
<https://knowledgequest.aasl.org/a-call-to-bring-back-sustained-silent-reading/>
“Teens secretly want to read more. That’s the thought that popped into my mind as I watched a class of 12th-grade AP Lit students reading silently during our recent Book Tasting event.”
 - e. Hermon, A. (Host). (2024, November 1). *The lazy librarian’s guide to creating reading culture*. [Audio podcast]. <https://school librarians united.libsyn.com/294-the-lazy-librarians-guide-to-creating-reading-culture>
“Elementary librarian Hannah Webster shares her easy and affordable strategies for creating reading culture in her library.” (Content begins around 18:00.)
 - f. Greenberg, K. (2025, October 8). *The power of a reading librarian*.
<https://knowledgequest.aasl.org/the-power-of-a-reading-librarian/>
“Follow the Leader (Or Not) ‘Do as I say, not as I do’ Educators say it in jest many times throughout their careers. It teaches an important lesson: sometimes, those in charge have different sets of rules from students. Whether it’s using a cell phone for authentication, or eating at a desk, actions occasionally contradict directives. There’s one area, though, where it’s important to have the same standards as our students: reading books.”
- ✓ **“Reading is the core of personal and academic competency.” *National School Library Standards for Learners, School Librarians, and School Libraries*, (2nd ed.), p. 6. (Common Belief #4)**

10. Standards (2008, 2009, 2010, 2017, 2019)

- a. The newest Virginia *Standards of Learning*
Audrey Church, Ph.D.
<http://www.longwood.edu/staff/churchap>
churchap@longwood.edu

- i. 2024 Computer Science *Standards of Learning*
<https://www.doe.virginia.gov/teaching-learning-assessment/instruction/computer-science>
 - ii. 2024 English, Reading, & Literacy *Standards of Learning*
<https://www.doe.virginia.gov/teaching-learning-assessment/instruction/english-reading>
 - iii. 2023 History and Social Science *Standards of Learning*
<https://www.doe.virginia.gov/teaching-learning-assessment/instruction/history-and-social-science>
 - iv. 2023 Mathematics *Standards of Learning*
<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/mathematics>
 - v. 2018 Science *Standards of Learning* (2025 Expanded High School Science *Standards of Learning*)
<https://www.doe.virginia.gov/teaching-learning-assessment/instruction/science>
- b. Pennington, C., & Hicks, L. (2025, September 30). Evolving standards for an evolving profession: Introducing the second edition of the *National School Library Standards*.
<https://knowledgequest.aasl.org/evolving-standards-for-an-evolving-profession-introducing-the-second-edition-of-the-national-school-library-standards/>
“The school library landscape is evolving rapidly. Emerging technologies, shifting educational priorities and policies, and growing demands on teaching and learning continually redefine how school librarians serve learners, educators, and communities. In response to this dynamic landscape, the American Association of School Librarians (AASL) proudly announces the release of the second edition of the *National School Library Standards for Learners, School Librarians, and School Libraries*—a timely, research-informed update designed to meet the profession’s evolving needs and reaffirm the essential role of school libraries in today’s learning environments.”
- ✓ **American Association of School Librarians. (2026). *National school library standards for learners, school librarians, and school libraries* (2nd ed.) ALA Editions.**

From the 2025 AASL National Conference in St. Louis, MO!

- Eldredge, M. (2025, October). *More giggling less wiggling*.
https://docs.google.com/presentation/d/1dijKHzeqToPD5060RJ7aZINopKzHTBB68jFKQ06WylU/edit?slide=id.g38c39e70f99_0_2724#slide=id.g38c39e70f99_0_2724
 - A treasure trove of ideas and activities for working with our littlest learners
- *Lincoln Public Schools Library Lessons*. (2025, October).
<https://lms.lps.libguides.com/c.php?g=1212253&p=8953339>
 - Library lessons for elementary and secondary!
- Bolton, C., & Munson, B. (2025, October). *Let the numbers do the talking! Data-driven advocacy*.
https://docs.google.com/presentation/d/e/2PACX-1vRqX6wXjf-F-oixeuvx5w2GNXplYwvMnyvuBqjDJsTjdqVhLRLXgZ4sBQZ3m47c1VYLA3dnmVa8t5U3/pub?start=false&loop=false&delayms=3000&slide=id.g38e8d2cdebd_0_110
 - Advocacy using “circulation statistics, collection development numbers, database sessions, collaboration numbers, and website clicks...methods to gather the data, analyze the data, and share with others”

Audrey Church, Ph.D.

<http://www.longwood.edu/staff/churchap>
churchap@longwood.edu