21st Century Libraries: Something to Shh!!!OUT About

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Introductions:

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THE BIG IDEA:

The Power of the SCHOOL Librarian

Teacher-Librarian Learning Experience
70% - 100% of students report increased or accelerated learning experience as reported by the classroom teacher and teacher librarian.

Strong Library Programs
Studies show that students tend to earn better standardized test scores in schools that have strong library programs.

Higher Writing Performance
Secondary schools that incorporate a full-time librarian see 10% higher writing performance, with a marked increase in those at upper and lower end of their scores, average increases at 13% higher writing levels.

Librarians Give the Best Ideas
40% of students ages 9-14, 50% of those ages 15-16, and 19% of those ages 17-18 report that a librarian gives them the best ideas about books to read to fit their interests.

Student Academic Success
Students with 60 minutes of daily reading and library research show increased self-efficacy and interest, suggesting that school library programs helped by providing school libraries have a positive impact on student academic success.

The Right to Read Act
Jack Reed & Raúl Grijalva

capstonepublications.com
In December of 2021, the CT State Board of Education approved the AASL Frameworks for Librarians, Libraries and Learners as a replacement for the 2007 Information Literacy and Technology Frameworks.
<table>
<thead>
<tr>
<th>Shared Foundation:</th>
<th>Key Commitment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquire</td>
<td>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</td>
</tr>
<tr>
<td>Include</td>
<td>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</td>
</tr>
<tr>
<td>Collaborate</td>
<td>Work effectively with others to broaden perspectives and work toward common goals.</td>
</tr>
<tr>
<td>Curate</td>
<td>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</td>
</tr>
<tr>
<td>Explore</td>
<td>Discover and innovate in a growth mindset developed through experience and reflection.</td>
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<tr>
<td>Engage</td>
<td>Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice in an interconnected world.</td>
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Librarians have standards?

AASL Standards Framework for Learners

**Shared Foundations and Key Commitments**

**I. INQUIRE**
- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**II. INCLUDE**
- Demonstrate an understanding of commitment to inclusiveness and respect for diversity in the learning community.

**III. COLLABORATE**
- Work effectively with others to broaden perspectives and work toward common goals.

**IV. CURATE**
- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

**V. EXPLORE**
- Discover and innovate in a growth mindset developed through experience and reflection.

**VI. ENGAGE**
- Demonstrate safe, legal, and ethical sharing and spreading of knowledge products independently while engaging in a community of practice and an interconnected world.

**Domains and Competencies**

**A. THINK**
- Learners display curiosity and initiative by:
  - Formulating questions about a personal interest or curricular topic.
  - Reading prior and background knowledge accounts for new meaning.

**B. CREATE**
- Learners engage with new knowledge by following a process that includes:
  - Using evidence to investigate questions.
  - Deriving and implementing a plan to fill knowledge gaps.
  - Generating products that illustrate learning.

**C. SHARE**
- Learners adapt, communicate, and exchange learning products with:
  - Adapting to different audience needs.
  - Communicating effectively with others.
  - Sharing information with a global audience.
AASL Standards Framework for School Libraries

**SHARED FOUNDATIONS AND KEY COMMITMENTS**

**I. INQUIRE**
Build new knowledge by inquiring, modeling, developing critical, identifying problems, and developing strategies for solving problems.

**II. INCLUDE**
Demonstrate an understanding of and commitment to social justice and respect for diversity in the learning community.

**III. COLLABORATE**
Work effectively with others to broaden perspectives and work toward common goals.

**IV. CURATE**
Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

**V. EXPLORE**
Dissent in innovation in growth through deep experience and reflection.

**VI. ENGAGE**
Demonstrate social, legal, and ethical standards and the creation and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

**DOMAIN AND ASSESSMENTS**

**A. THINK**

<table>
<thead>
<tr>
<th>The school library enables curiosity and inquiry by:</th>
<th>1. Encouraging the inquiry process within grade levels or within subject areas.</th>
<th>2. Using systematic approaches to development and information search processes to work with other educators to integrate the process into curricula.</th>
</tr>
</thead>
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<tr>
<td>The school library supports balanced perspectives through resources and learning opportunities by:</td>
<td>1. Providing varied and authentic opportunities that address the needs of the learning community.</td>
<td>2. Offering diverse learning experiences that allow for individual differences in learning.</td>
</tr>
<tr>
<td>The school library provides opportunities for integration of the school community:</td>
<td>1. Providing opportunities that enhance the functional and spiritual life of the educational institution.</td>
<td>2. Providing opportunities that enhance the functional and spiritual life of all members of the school community.</td>
</tr>
</tbody>
</table>

**B. CREATE**

<table>
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<tr>
<th>The school library enables generation of new knowledge by:</th>
<th>1. Supporting teachers with access to resources, information, ideas, and technology to enhance the learning community.</th>
<th>2. Supporting teachers with access to resources, information, ideas, and technology to enhance the learning community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school library supports learning in the classroom by:</td>
<td>1. Facilitating and enhancing the collection, selection, and use of information and resources.</td>
<td>2. Facilitating and enhancing the collection, selection, and use of information and resources.</td>
</tr>
<tr>
<td>The school library facilitates opportunities for students to create and share learning:</td>
<td>1. Providing opportunities for students to create and share learning.</td>
<td>2. Providing opportunities for students to create and share learning.</td>
</tr>
</tbody>
</table>

**C. SHARE**

<table>
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<tr>
<th>The school library provides opportunities to maintain focus throughout the inquiry process by:</th>
<th>1. Creating and maintaining a healing environment.</th>
<th>2. Creating and maintaining a healing environment.</th>
</tr>
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<td>The school library provides opportunities to communicate ideas and perspectives:</td>
<td>1. Encouraging and supporting social, cultural, and intellectual barriers to inhibiting communication.</td>
<td>2. Encouraging and supporting social, cultural, and intellectual barriers to inhibiting communication.</td>
</tr>
<tr>
<td>The school library provides opportunities for the school community to engage with learning and knowledge:</td>
<td>1. Providing opportunities for the school community to engage with learning and knowledge.</td>
<td>2. Providing opportunities for the school community to engage with learning and knowledge.</td>
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**https://aaslwebcenters.org/resources/Documents/AASL_framework_spreads.pdf**
AASL Standards work WITH other Standards - they do NOT replace them.
2. **Value of School Libraries**

“The school librarians’ contributions, whether direct or indirect, are consistently shown to be of positive value to not only students and teachers, but the wider school community.”

(Roles of the School Librarian Executive Summary, 8)
What a school library can do for you

The school library can enable students to achieve better learning outcomes.

The school library is a welcoming, flexible environment.

School libraries help improve students' literacy by offering reading opportunities.

School libraries support interdisciplinarity, inquiry, and evaluation.

School libraries foster reading for pleasure.

Library staff are the best resource in the library. They can:
- help plan a unit of work
- find a resource
- integrate ICT into teaching
- curate internet sources
- teach and promote the ethical use of information

Reading experiences increase empathy and emotional intelligence.

School library spaces can be:
- active
- cultural
- creative
- quiet
- collaborative

There is a large body of evidence-based research that shows effective school libraries have a positive impact upon learning and enrich the lives of their school community.

Reading experiences enrich our knowledge of the world.

Teacher-librarians can teach students the information literacy skills framework.

Provide access to high-quality resources that foster reading for pleasure.

Reading experiences that match the right reading experience to the right child at the right time.

Provide a world of resources - local and global, physical and digital.

Assist us all to understand how to interact and create in an online world.
WHAT CAN A QUALIFIED TEACHER LIBRARIAN DO FOR YOU

1. Plan and teach collaboratively across all year levels and subjects

“Students have the benefit of the right resource at the right time because there is a teacher librarian there to differentiate and a teacher there to help understand the special learning needs of each child in her/his class.” Loertscher, D. V., 2014.

2. Encourage an active reading culture which directly flows to student achievement in reading and writing

“There was a very strong relationship between reading attainment and school library use, with young people who read below the expected level for their age being almost twice more likely to say that they are not a school library user, and those who read at or above the expected level being nearly three times more likely to say that they are school library users.” Clark, 2010.
3. Manage and develop relevant and responsive collections of physical and digital resources & are informed regarding the challenges of doing so.

“Developing ecollections for 2020 school libraries requires skills and expertise beyond the traditional bibliographic paradigm, encompassing digital licensing and contract negotiation, budgets, formats, device storage and management, as well as an up-to-date understanding of the publishing industry.” O’Connell et al., 2015.

4. Develop and support an inquiry-based learning culture

“Teacher librarians are strong advocates of inquiry learning based on inquiry process models. The use of these inquiry process models and the emphasis on questioning indicates that teacher librarians have evolved their practice from an information literacy or information-seeking focus to a more holistic inquiry focus.” Lupton, 2010.

5. Provide professional learning for teachers, admin, and other school community members in areas such as information management, social media management, and resource development.

Whether librarians were recognized for teaching an information literacy lesson to students, providing professional development sessions to teachers, or co-teaching the curriculum, many of the teachers and administrators viewed school librarians as “everybody’s teacher,” Gavigan & Lance, 2015.
Roles

* Teacher
* Leader
* Instructional partner
* Information specialist
* Program administrator

And so much more!
School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

(AASL, Common Beliefs)
Building a culture of reading is everyone's job!

CULTURE OF READING

6 Reasons to Read Aloud

1. Improves listening skills
2. Expands vocabulary and spelling
3. Cuts down on screen time
4. Affirms the value of reading
5. Sparks important conversation
6. Bonding time kids will never forget

In 2021, there were 729 attempts to censor library resources, targeting 1,597 books.

From January 2022 - August 2022, ALA documented 681 attempts to ban or restrict library resources, and 1,651 unique titles were targeted.

(American Library Association)
Reasons for Challenges

Each word and phrase in this graphic is cited from 2020 censorship reports.

Censorship by the Numbers
ala.org/bbooks | #BannedBooksWeek
If your district does not have selection or reconsideration policies/forms, use these guides to help develop them:

- ALA Selection & Reconsideration Policy Toolkit
- ALA Sample Materials Reconsideration Form
Book challenges arise when you least expect them. But just as you prepare for severe weather or home emergencies by gathering safety supplies, you can prepare to extinguish a book challenge by assembling necessary resources ...
When you combat censorship, you are upholding principles supported by the **United States Constitution**, the **American Library Association**, the **National Council of Teachers of English**, and the **National Coalition Against Censorship**. Use these documents to build your case.

- First Amendment
- ALA Library Bill of Rights
- ALA Access to Resources & Services in the School Library
- ALA Access fo Library Resources & Services for Minors
- ALA Challenged Resources
- ALA Code of Ethics
- NCAC First Amendment in Schools: A Resource Guide
- NCTE Position Statement on Academic Freedom
- NCTE Position Statement Regarding Rating or "Red Flagging" Books
- NCTE Students' Right to Read

Source: Intellectual Freedom and Censorship in Literature
"We who value and **defend books** don’t do it because we love books and have better lives because of them, though both those things are usually true. We defend books because by doing so, we defend all the **kids who are represented** in those books."

David Levithan
Resource Links

✗ https://casl.wildapricot.org/Standards
✗ https://standards.aasl.org/project/crosswalks/
✗ https://docs.google.com/document/d/1mit1eXykQXY4IU0P1Yuy-PW-SGsoRTWu8t_iCk8FY/edit?usp=sharing
✗ https://libguides.ala.org/school-library-expert/value
✗ https://schoollibrarynj.libguides.com/Librarians/ReadingCulture

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Sources

ALA


CASL - Connecticut Association of School Librarians


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