Discover world-class presenters, exciting authors, and a community of leaders dedicated to transforming learning!

KEYNOTES

Opening General Session
Thursday, November 14

Ellen Oh, highly-acclaimed author, and co-founder, president, and CEO of We Need Diverse Books (WNDB), a groundbreaking, grassroots non-profit organization dedicated to increasing diversity in children’s literature.

Friday General Session
Friday, November 15

Dr. Adolph Brown, recognized internationally as one of the most uniquely inspiring, relevant, and entertaining speakers on equity and diversity. His simple, powerful, universal, and timeless teachings skillfully address the impact of stereotypes and transcend differences—political, religious, socio-economic, philosophical, gender, lifestyle, and generational.

Saturday General Session
Saturday, November 16

Jarrett J. Krosoczka, New York Times bestseller and award-winning author and illustrator of more than 30 books for young readers, including select volumes of Star Wars: Jedi Academy, the Lunch Lady graphic novels, and the National Book Award finalist, Hey, Kiddo. Appearance made possible by Scholastic.

Save when you use AASL promo codes!

New registration promo codes are released monthly leading up to the conference.
Get students reading more with Sora

Watch their love of ebooks & audiobooks take off

The Sora app is your school’s gateway to the industry's largest catalog of digital titles for the classroom and beyond. Students can read and listen on any device, and teachers can assign and track students’ progress. Students can also add their public library for instant access to even more books!

The right book. At the right time. For every student.

Try it for yourself at DiscoverSora.com with a 60-day free trial that includes 115 titles.

overdrive.com/schools
FEATURES

8 A Letter to Rachel
Tips and Advice for Attending #AASL19
Alice Bryant

16 General Session Speakers Set the Stage for the 2019 AASL National Conference
Heather Jankowski

24 Why Louisville?

28 The First Conference Is Always Special
Looking Back at My First AASL National Conference Experience and Looking Forward to Louisville
LeeAnna Mills

34 One Commonwealth, One Common Vision
Sam Northern and Melissa Gardner

42 Better Together
Connecting with Your Administrator through AASL National Conference Attendance
Karen Haggard and Laura Graves Massey

ARTICLES

48 CREATE in 3-D
Building a Maker Mindset One Print at a Time
Amanda T. Osborne

54 Using Technology to Foster “Real Reading” in the School Library and Beyond
Nancy Flanagan Knapp
When attending conference we always strive to come back with some actionable items. Our administrator encourages us to share what we’ve learned with our principals and to take action on the goals we set while at conference.

Better Together: Connecting with Your Administrator through AASL National Conference Attendance — pg 42

COLUMNS

62 CBC Column
From Head to Toe and in Between: Scientists Get Dressed!
Deborah Lee Rose

DEPARTMENTS

4 President’s Column
Looking Forward to the Opportunities Ahead!
Mary Keeling

6 Guest Editor Column
Educate, Advocate, and Rejuvenate at the 2019 AASL National Conference
Karla Collins

64 Index to Advertisers

Knowledge Quest (ISSN 1094-9046) is published bimonthly September through May by the American Library Association (ALA), 50 E. Huron St., Chicago, IL 60611; <www.ala.org/aasl>. It is the official publication of the American Association of School Librarians (AASL), a division of ALA. Subscription price to members of AASL, $20 a year, included in membership dues; to nonmembers, $50 in U.S., $60 in foreign countries. Single copies $12 from ALA. Periodicals postage paid at Chicago, Illinois, and at additional mailing offices.

Change of address notices and subscription inquiries should be sent to the Subscription Dept., ALA, 50 E. Huron St., Chicago, IL 60611.

POSTMASTER: Send address changes to Knowledge Quest, 50 E. Huron St., Chicago, IL 60611.


© 2019 by the American Library Association.

All materials in this journal subject to copyright by the American Library Association may be photocopied for the noncommercial purpose of scientific or educational advancement granted by Sections 107 and 108 of the Copyright Revision Act of 1976. For other reprinting, photocopying, or translating, address requests to the ALA Office of Rights and Permissions.

Knowledge Quest

AASL Publications

AASL Resources

School Library Research

On the Web

DISCUSS THIS ISSUE OF KNOWLEDGE QUEST ONLINE!

Visit <http://knowledgequest.aasl.org> to post your thoughts on this issue.
Why do we belong to associations like AASL? Associations provide structure for like-minded people to solve common problems. By working together association members strive to make the world a better place. AASL improves its corner of the world by “empower[ing] leaders to transform teaching and learning.” The association exists to enrich the professional lives of school librarians. I am grateful to so many of you who have enriched my professional practice through your examples, presentations, blog posts, articles, and advocacy efforts. I’m thankful for the opportunities AASL has afforded me to write, work, and learn with inspiring people on committees and task forces, to share my ideas in conference sessions and webinars, and now to serve as your president. Thank you for putting your trust in me.

I’m grateful, too, to the 200 or so members who have accepted committee appointments for 2019–2020. Committees and task forces are the secret sauce of any association, for that is where the work gets done. School librarians are especially generous and creative, because much of committee and task force work is accomplished outside working hours via online conference calls across time zones in online collaborative workspaces of all kinds. Task force and committee members reach out to other members, contribute ideas and actions to make AASL’s strategic plan come to life, negotiate to set priorities and make decisions, and form deep and lasting friendships. The association is strong because of these volunteer members.

Finally, I am thankful for the AASL staff, who strategically plan for the best use of association resources, manage operations in the background, and keep an eye out for future trends. I am filled with gratitude to AASL’s members, leaders, and staff and look forward to the opportunities offered in a new strategic plan and national conference.

Being Intentional in AASL’s Strategic Plan

I’m excited about the opportunities we’ve identified through the strategic planning process. Over the past year member leaders met at ALA Midwinter in Seattle to establish a vision and goals for the association’s future. Using these ideas the AASL Board of Directors developed a strategic plan for the association’s immediate future

At conferences we encounter new ideas or consider familiar ideas from a new perspective.

Personally, I can point to renovations, inquiry process strategies, and other routines that were instituted or improved because of ideas presented at conference.
Looking Forward to the Opportunities Ahead!

May be used for the noncommercial purpose of scientific or educational advancement granted by Sections 107 and 108 of the Copyright Revision Act of 1976. Address usage requests to the ALA Office of Rights and Permissions.

AASL (2019). At ALA Midwinter member leaders affirmed the continuing relevance of AASL’s mission statement, “AASL empowers leaders to transform teaching and learning.” The board also identified the association’s core values: Learning; Innovation; Equity, Diversity, and Inclusion (EDI); Intellectual Freedom; and Collaboration.

These core values are woven throughout the new strategic plan as action steps, and will be reflected in the work of the committees, task forces, and editorial boards. In addition my presidential initiative will be informed by EDI, and will continue efforts begun by ALA’s Office for Diversity, Literacy, and Outreach Services and AASL leadership to provide a safe, respectful, and inclusive space for diverse voices and perspectives.

The board also outlined three primary goals for AASL’s immediate future:

- AASL advances a research agenda that informs school librarian practice.
- AASL builds capacity for leadership at all levels.
- AASL influences local, state, and national policy to ensure well-funded and fully staffed school libraries.

**Stimulating**

I’m excited about the upcoming AASL National Conference, November 14–16, in Louisville, Kentucky! Every conference is an opportunity to gain inspiration, challenge ourselves, and invest in our future. AASL hosts a national conference every two years. Two years ago in Phoenix AASL released the National School Library Standards for Learners, School Librarians, and School Libraries (2018). This year, more than a hundred school librarians and educators of school librarians will present on how they have implemented the AASL Standards. All concurrent sessions will demonstrate applications of the Shared Foundations of Inquire, Include, Collaborate, Curate, Explore, and Engage. I expect to be inspired by the presenters’ thoughtfulness, creativity, and passion.

Another thing many school librarians love about going to conference is the challenge of learning to get around a new place and experiencing the architecture and culture of different cities and states. In Louisville attendees can tour the farms and barns of rich and famous horses! A new environment is invigorating, and I think it contributes to refreshed thinking and renewed hope about our perennial concerns.

Finally, attending conference is an investment in one’s future. At conferences we encounter new ideas or consider familiar ideas from a new perspective. Personally, I can point to renovations, inquiry process strategies, and other routines that were instituted or improved because of ideas presented at conference. I am particularly excited about the general session speakers. I want to hear from more Ellen Oh, a founder of We Need Diverse Books, on why diversity in children’s literature is good for everyone. I look forward to learning how Jarrett J. Krosoczka uses his disarming wit and humor to make deep truths accessible to young readers. I know I will be moved and changed by Dr. Adolph Brown and his presentation on addressing the serious issues of equity, diversity, and inclusion.

It is often said that attending conference is worth it if you get one new idea. I challenge you to maximize your investment in yourself by making action plans to follow up on at least three new ideas in the first few days after returning home from Louisville. And before you go, be sure to dig into this issue of Knowledge Quest to whet your appetite!

I’m also grateful for the AASL National Conference Committee. Please join me in thanking them for what they have done to plan an amazing face-to-face learning experience. If you can’t be with us in Louisville look for conference takeaways on social media via the hashtags #AASL19 and #NOTatAASL. Recorded sessions will also be posted on AASL’s professional development library after the conference so those not able to attend can join us for the replay!

Mary Keeling is district supervisor of school libraries for Newport News (VA) Public Schools where she has developed and led implementation of a district-wide inquiry process model. She was a 2015–2016 Lilead Fellow, chaired the 2015–2018 AASL Standards and Guidelines Implementation Task Force, and has written for many school library-related publications. She wrote “Supporting You, Supporting the Standards: AASL’s Implementation Plan” in the November/December 2017 issue of Knowledge Quest.

**Works Cited:**
I don’t think I was fully prepared for my first AASL National Conference in 2009 in Charlotte, North Carolina. I was not prepared for a conference center full of people like me—comfortable shoes and library-themed or fall-themed sweaters all around—people who live and love school libraries and who are constantly looking for new ideas to help improve learning for their learners and educators. I attended alone, but quickly found rooms full of people sharing ideas and stories. What a rush!

I am fortunate to live in a state with a very active state association and our state conferences are great, but nothing can compare to the national level. I found myself next to big names in the field, such as David Loertscher and Joyce Valenza; people whose work I had followed were in sessions beside me and presenting sessions in front of me. Children’s and young adult authors were just walking around with the rest of the attendees, signing books and posing for pictures. And then there was the exhibit hall. And books...lots and lots of books.

There are so many things to look forward to at the 2019 AASL National Conference in Louisville, Kentucky, and this issue of Knowledge Quest is packed with ideas to help you prepare.
Louisville is packed with great things to see and do. Don’t miss “Why Louisville?” to make the most of your time in Louisville outside of conference. Since we will be in Kentucky, Sam Northern and Melissa Gardner share information about the state of school libraries in Kentucky. There are great things going on!

conference days. Alice talks about some new things that will be part of the 2019 conference, so even if you are a seasoned attendee you will want to read her article!

Once you have a general plan for your conference, it is time to find out about some specifics about the conference. How can you not be excited once you read Heather Jankowski’s article about the General Session speakers? Ellen Oh, Dr. Adolph Brown, III, and Jarrett J. Krosoczka offer something for everyone and are sure to inspire, motivate, and make you think. Heather provides additional background on each speaker.

Laura Graves Massey and Karen Haggard share their experiences attending national conference with their administrators. AASL offers free registration to administrators who attend with their school librarians—don’t miss that opportunity! Laura and Karen both stress the importance of planning your conference strategy and for reflecting on what you have learned during and after the conference. Along with ideas for making a conference work for the administrator-school librarian team, Karen shares some great ideas for what to do with what you learned once you get home. Our jobs are all about building relationships, and sharing a conference with an administrator is a great way to do this!

Louisville is packed with great things to see and do. Don’t miss “Why Louisville?” to make the most of your time in Louisville outside of conference. Since we will be in Kentucky, Sam Northern and Melissa Gardner share information about the state of school libraries in Kentucky. There are great things going on! You will be inspired by the involvement and activities of the Kentucky Association of School Librarians.

As we prepare for Louisville, we look forward to coming together as school librarians to educate, advocate, and rejuvenate.

Special thanks to KQ Editorial Board member Susan Zana who worked diligently to pull together many of the articles for this conference issue of Knowledge Quest.

Karla Collins, PhD, is an associate professor at Longwood University in the School Librarianship Program. Before teaching at Longwood, Karla was a classroom teacher and school librarian in Virginia. She considers it a privilege to be able to work alongside a great team to prepare others to be amazing school librarians. Karla also serves as the chair of the Knowledge Quest Editorial Board.
A LETTER TO RACHEL
TIPS AND ADVICE FOR ATTENDING #AASL19

Alice Bryant
Bryant@harpethhall.org
Years ago, Bekah Hassell, one of the middle school science teachers at my school in Nashville, asked me to network with her sister Rachel Barcus, then a school librarian in training at the University of Kentucky. Bekah thought it would be a great opportunity for Rachel to see a busy school library such as ours at Harpeth Hall. I was flattered and truly enjoyed the experience of spending time with Rachel and proudly sharing our program at Harpeth Hall.

During our time together, I was impressed by Rachel’s love of the profession and her desire to learn and grow. Fast forward a few years: I thought of Rachel as I worked on AASL National Conference planning and reached out to her to see if she might be attending the 2019 AASL National Conference. I learned not only that Rachel was coming, but also that it would be her first AASL National Conference. I reached out to Rachel to see if she might be interested in hearing from seasoned conference attendees to learn more about the conference. Here is Rachel’s e-mail:

Hello and thanks for reaching out! I look forward to learning at the conference and am so excited for the opportunity. Could you tell me some things I should be considering before attending the conference? I know there are many opportunities, but because this is my first conference I would love to know about all the things that would make my conference experience meaningful.

Here is my response to Rachel and those like her who want to get the most out of their national conference experience in Louisville.

Dear Rachel,

I am so excited to hear you will be attending the 2019 AASL National Conference, November 14–16, in Louisville. I know you are busy working in your school library at Coventry Oak Elementary School in Lexington, and I know the weekend of conference will be a wonderful opportunity for you to learn more about the AASL Standards; pick up some excellent educational materials; learn some tips and tricks in the IdeaLab, concurrent sessions, and author presentations; and spend a little time in the beautiful city of Louisville.

As one of the conference committee co-chairs I am excited to share tips from seasoned AASL conference attendees. I e-mailed Hilda Weisburg and Jane Lofton, experienced and engaged librarians, for their suggestions.

Jane Lofton, chair of the social media committee for the national conference, has attended five national conferences. She noted, “I think a tip for newcomers is to be sure to network and meet new people. Some people are lucky to have colleagues to hang out with, and that is great, but it's so important to meet new people.”

Hilda, who has attended countless conferences, wrote:

I missed the very first AASL [National] Conference, which was in Louisville, but have gone to every conference since then.

“I think a tip for newcomers is to be sure to network and meet new people. Some people are lucky to have colleagues to hang out with, and that is great, but it's so important to meet new people.”
except for the time when my husband sustained a serious injury. I am a conference junkie, but the AASL [National] Conference is my favorite, because it’s all about us. Every program, every speaker, and every vendor is focused on us—school librarians. That’s what is special about AASL. It’s the only professional organization who speaks only for school librarians.

The best reason to attend an AASL National Conference is the people. This is your opportunity to expand your professional learning network nationally—and in some cases, internationally. When eating at the restaurants in the conference center, don’t sit alone. Join others and engage them in conversation. And, of course, exchange business cards. (If you don’t have business cards, be sure to make them up before conference. There are several online companies that do it for very little money.) After so many years of attending conference, I look forward to meeting the many friends I have met at previous conferences.

Many first-time conference goers experience a moment of shock when they see one of the national leaders just walking the exhibit hall or attending a program or event. To us they are celebrities, but they don’t act that way. Unless they are obviously hurrying to a meeting, you can stop and engage them in conversation. Ask questions. Exchange business cards. You may find yourself volunteering to be on an AASL committee or task force and on your way to being one of the next school library leaders.
Ask questions. Exchange business cards. You may find yourself volunteering to be on an AASL committee or task force and on your way to being one of the next school library leaders.
It is easy to become overwhelmed by all the program offerings and events, so try not to worry about missing something of great importance. Create your schedule and decide which programs are must-see for you. Don’t despair if you want to attend two programs that are scheduled simultaneously. Some sessions will be recorded and will be available on AASL’s professional development library after the conference. There is an abundance of riches—sometimes happening at the same time. Choose one. You can’t make a mistake.

When you find a presentation that is particularly relevant to your position or your school library, be sure to talk to the speaker at the end of the presentation. You won’t be the only one. Ask if you can follow up with the presenter after the conference. You can exchange business cards.

Rachel, you will be delighted to know there is a “First-Timer’s Session” at 12:30 p.m. on Thursday, November 14. You will want to attend that session and meet others who are attending conference for the first time to learn the ins and outs of the conference.

As conference co–chair my first suggestion would be to arrive early if you have the opportunity and attend a pre-conference! Arriving early for pre-conferences gives you an opportunity to learn, share, and become acquainted with the conference center, the hotels, and the city. The pre-conferences also offer a way to connect with smaller groups of people who share similar interests. This year’s opportunities for pre-conferences include the following workshops:

- “Leadership: Strategic Thinking, Decision Making, Communication, and Relationship Building” presented by Ann M. Martin and Kathleen Riopelle Roberts
- “Shared Foundations: Collaborate” presented by Mary Catherine Coleman
- “Shared Foundations: Inquire” presented by Lori Donovan
- “An Introduction to Collection Development” presented by Mona Kerby
- “Content-Area Collaborations for Secondary Grades” presented by Liz Deskins
- “Lessons Inspired by Picture Books for Primary Grades” presented by Maureen Schlosser and Rebecca Granatini

In addition, AASL’s Educators of School Librarians Section (ESLS) will be hosting an ESLS Research Symposium Thursday, November 14, from 8:30 a.m. until 12:00 p.m. ESLS members will be presenting. There are also some local events you might be interested in attending. From whiskey tasting to walking the city there are many opportunities to explore Louisville and its schools for attendees to enjoy. (Editor’s note: Read more about what Louisville has to offer in the article “Why Louisville?” on page 24.)

Our local arrangements committee co–chairs Tara Griffith and Amanda Hurley would love for you and others who might be interested to attend the “Dinner with a Local Librarian” on Wednesday, November 13. Amanda and Tara have spent time visiting and connecting with restaurants in the downtown area of Louisville to make the event an excellent, thoughtful, and enjoyable time for all.

Rachel, since you were a classroom teacher before you became a librarian seven years ago, I am sure you will want to soak up the concurrent sessions to assist you in your school library practice. The two concurrent session chairs, Jillian Ehlers and Ellen McNair, are excited to see their planning come to fruition in Louisville. I know you have a love for technology, and there will be plenty to offer on that front. There were many high–level proposals submitted, which made selection decisions extremely difficult. As you may be aware, all proposals go through a rigorous selection process, starting with teams of school librarian reviewers, program co–chair blind reviews, and crowd-sourcing prior to final decisions.

When you find a presentation that is particularly relevant to your position or your school library, be sure to talk to the speaker at the end of the presentation.
It is easy to become overwhelmed by all the program offerings and events, so try not to worry about missing something of great importance. Create your schedule and decide which programs are must-see for you.

Jillian and Ellen e-mailed the following suggestions for you as you plan your daily schedule:

The concurrent sessions represent the full range of AASL’s National School Library Standards for Learners, School Librarians, and School Libraries. There are great opportunities for learning through author presentations, IdeaLab, and endless concurrent sessions representing each of the Shared Foundations. The program guide will be helpful in determining appropriate programs you want to investigate based on your needs and interests. For example, while your interests may lead you to focus on sessions in the Explore or Include strands, you will also see sessions with strong connections to these Shared Foundations in the Inquire and Curate strands. There are strong alignments between each of the six Shared Foundations in all the sessions. We are confident you will leave the AASL National Conference inspired by possibilities and overflowing with practical ideas, new strategies, and plans you will want to implement the moment you return to work.

No national conference would be complete without fantastic keynote speakers and authors. This year’s keynote speakers are exceptional! Take the time to listen to Ellen Oh, Jarrett J. Krosoczka, and Dr. Adolph Brown III as they share their experiences and offer their thoughts on diversity, inclusion, reading, writing, and learning. Ellen will speak at the Opening General Session on Thursday, November 14, at 3:30 p.m. Dr. Brown will be presenting Friday, November 15, at 8 a.m. Jarrett J. Krosoczka, will speak on Saturday, November 16, at 8 a.m. My co-chair Heather Jankowski provides more information about our speakers in her article “General Session Speakers Set the Stage for the 2019 AASL National Conference” on page 16.

Rachel, can you believe we will have more than fifty authors presenting, doing readings, and offering signings at the national conference? Our conference author committee consisting of Robbie Nickel, Schenell Agee, and Lisa Lynn Morris-Wilkey worked diligently to provide authors for all ages and stages. Their goal was to select authors who would appeal to elementary, middle, and high school learners and librarians.

Our exhibit hall will feature 150 vendors. There will be authors and exhibitors displaying their newest products and services, including some great technology opportunities.
and best products and services, including some great technology opportunities. Hilda recommended that you block in at least half a day to see the exhibits, highlighting the specific vendors you want to visit. She recalled:

> When I was working in a high school library, I liked to attend the exhibitors’ scheduled presentations. Through these presentations I either found a new product or learned how to use one I had in my school library more effectively. And exhibitors usually have a gift for those who stay for the whole presentation. Of course, most of the vendors have swag for you, from chocolates (a wonderful pick-me-up when you get tired) to earbuds and a vast array of canvas bags in all sizes and colors.

Another thing I love most about national conference is the opportunity to see advanced copies of books from a wide variety of authors. For your convenience right across the street from the convention center there is a retail shipping facility. The opportunity to ship items is an expedient way to enjoy the benefits of free print materials without carrying a heavy load through an airport, especially for those flying into Louisville.

Exhibits open Thursday, November 14, at 5:00 p.m.

I noticed you enjoy rewarding your learners with badges in your day-to-day activities at Coventry Oak. Along with all the wonderful live events at conference, the Social Media Squad, led by social media committee co-chairs Jane Lofton and Ashley Cooksey, will be working to enhance your conference experience via social media. The Social Media Squad will provide up-to-date information on all things happening at conference, with members posting accounts of their experiences and insightful observations. Members of the squad keep tabs on the #AASL19 hashtag on Twitter, Instagram, Facebook, and other social media platforms for postings and session recordings, and contribute posts to the online conference conversation. It’s not too late to join the Social Media Squad crew! Just go to <bit.ly/aasl19socialmediasquadssignup> for information and to register. The social media team will also provide those unable to attend with conference experiences and takeaways via social media with #NOTatAASL postings and a #NOTatAASL website.

And new this year will be a collection of digital badges you can earn to demonstrate expertise in different areas and just for fun. Jane and Ashley explain more about the digital badges:

> Digital badges are online graphics that can be displayed as part of an e-mail signature, on blogs and on websites, and as part of digital portfolios.

Digital badges serve as an easy way to motivate participants, help set goals, and share goals accomplished. For example, the “Standards” badge will motivate conference goers to learn more about the AASL Standards and ideas for implementing them. To earn the badge, participants need to describe and submit through social media postings conference takeaways related to the standards. Volunteer validators will check submitted work, then award participants the badge. Attendees can earn one, several, or all the different conference badges.

Look for information about the badges and a webinar on how to use digital badges to document expertise this fall. Since you are already registered for the 2019 AASL National Conference you can go ahead and collect your first badge. Visit <www.badgelist.com/AASL19> to claim your AASL attendee badge!

Along with my fabulous, hard-working committee I am confident you will leave the AASL National Conference inspired by possibilities and overflowing with practical ideas, new strategies, and plans you will want to implement the moment you return to your school. I hope the conference is everything you hope for in a professional development experience. I look forward to seeing you and reconnecting at the conference!

Alice Bryant is the middle school instructional librarian at The Harpeth Hall School in Nashville, Tennessee. She was a 2007 winner of Follett’s School Library Media Program of the Year. She is a member of AASL and co-chair of the 2019 AASL National Conference Committee. Alice was a previous ALA Board Member and previous secretary of the Tennessee Association of School Librarians.

Along with all the wonderful live events at conference, the Social Media Squad, led by social media committee co-chairs Jane Lofton and Ashley Cooksey, will be working to enhance your conference experience via social media.
General Session Speakers
Set the Stage for the
2019 AASL National Conference

Heather Jankowski
hjankowski@csisd.org
It’s almost time for school librarians across the world to journey to Louisville to attend the 2019 AASL National Conference, the only national conference devoted to the needs of school librarians. The AASL National Conference Committee has worked hard to create a conference to meet the professional learning and networking needs of school library professionals. While we are excited about all the opportunities taking place during this year’s conference, we are especially excited to introduce the three General Session speakers. These three esteemed professionals bring unique perspectives to the conference, and we hope their messages will inspire attendees to continue their work and find new ways to connect with those they serve.

**Ellen Oh, We Need Diverse Books**

Ellen Oh is co-founder, president, and CEO of We Need Diverse Books (WNDB), “a 501(c)(3) non-profit and a grassroots organization of children’s book lovers that advocates for essential changes in the publishing industry.” The organization’s aim is to “help produce and promote literature that reflects and honors the lives of all young people” (WNDB n.d.).

WNDB began as a response from Ellen Oh and twenty-one other children’s book authors and publishing professionals to the announcement of an all-white, all-male author panel at a major book and publishing conference in 2014. The response quickly became a Twitter hashtag (thanks to writer, teacher, and lawyer Aisha Saeed) and an awareness campaign about the lack of representation of diverse lives in the publishing industry. Shortly thereafter a worldwide movement that captured the attention of the publishing industry, the media, and readers was born.

WNDB is “committed to the ideal that embracing diversity will lead to acceptance, empathy, and ultimately equality” (n.d.). To this end the organization works to continue to spread awareness of the lack of diverse representation in children’s and young adult books at all levels of publishing and turn this awareness into visible change. Ellen and the other WNDB board and team members work to share their message by continuing their book-writing endeavors, speaking at conferences, being active on social media, and creating several programs that further the WNDB mission. (More information on WNDB programs is available at <https://diversebooks.org/our-programs/>.) In addition to its programs WNDB provides a wealth of resources on its website, including resources on where to find diverse books, lists of WNDB author panels at various conferences, resources for writers, and summer reading resources.

Through their work in promoting a more realistic representation of our diverse world in children’s literature Ellen and her teammates strive to improve the statistics of
underrepresentation in children’s and YA books. To that end the Cooperative Children’s Book Center (CCBC) noticed an upward trend in the number of diverse books being published. In 2016 the number of diverse books published increased by 28 percent; in 2017 31 percent of the books published were considered diverse (Jalissa 2018). One factor contributing to this increase has been that major book awards have recognized diverse books and authors over the last couple of years. For example, there were “major award wins for authors of color in 2017, including a Newbery Medal for Erin Entrada Kelly, a Newbery Honor for Jason Reynolds, Renée Watson, Derrick Barnes, and Gordon C. James, and a Morris Award and Printz Honor for Angie Thomas” (Jalissa 2018).

While the contributions of the WNDB team (and other individuals and groups) have created a noticeable shift in children’s and YA publishing, there is still work to be done. For example, there is still a noticeable lack of diverse books written by diverse authors. Black, Latinx, and Native authors combined wrote just 6 percent of new children’s books published in 2016. In 2017 the number was only 7 percent (Jalissa 2018).

In addition to her involvement in We Need Diverse Books, Ellen is also a former adjunct college instructor and corporate/entertainment attorney. She is the author of the YA fantasy trilogy The Prophecy series and the novel A Thousand Beginnings and Endings; she also contributed a short story to the Diverse Energies book. She wrote the middle-grade novel series Spirit Hunters, currently with two titles in the series, and is editor of Flying Lessons & Other Stories, a collection of short stories from a variety of diverse voices.

We are looking forward to hearing Ellen’s message of diversity, equal representation in publishing, and how each of us can contribute to this meaningful work. She will be the Opening Keynote speaker on Thursday, November 14, from 3:30–5:00 p.m.
heart of each listener, and provides clear strategies for personal and professional improvement through laughter and real talk.

Dr. Brown was raised by a single mother in abject poverty of the inner-city housing projects where gangs, drugs, and violence were ever present. His only brother, Oscar, was murdered when Adolph was eleven years old. He enjoyed the reprieve that visiting his grandfather’s farm during the summers provided, and he spent a lot of time in his school’s library where he was often sent for “time out.”

The strong support system within his family consisted of his mother, aunt, uncle, and grandfather. They modeled hard work and instilled hope in Brown. He worked hard in school and held many part-time jobs to help his family better their lives. In time his family’s situation improved, and they were able to find a safer place to live. Once he felt success he persevered and continued to enjoy more success with the help of his family and many of his teachers. In 1987 he became the first high school graduate in his family. He graduated from the College of William and Mary with degrees in psychology and anthropology in 1991. He attended a Master’s degree program in 1992 and graduated with a doctorate from Virginia Consortium for Professional Psychology in 1996. Brown has numerous awards and accolades on his resume, but he remains humble and grateful for his journey.

Dr. Brown is the proud husband of Marla and father of eight uniquely beautiful children. He has authored three books: *This Is Real Talk: Connecting with Young People by Saying What Needs to Be Heard*; *Two Backpacks: Learning Their Story and Building Relationships with a Trauma Informed Perspective*; and *Championship Habits: Soft Skills in Hard Times for Leaders and Managers*. His third-grade teacher wrote a book about Brown’s early life called *It’s Gonna Be a Great Day!* He has also created numerous CDs and DVDs that provide motivation and professional and personal development.

Dr. Brown believes that current circumstances don’t have to prohibit anyone from being where they want to be in the future. Brown’s powerful message is sure to be full of valuable takeaways as school librarians continue to build relationships with those they serve and support them on their quest to accomplish their goals. Dr. Brown will be the Friday General Session speaker from 8:00–9:30 a.m.

Jarrett J. Krosoczka, *Dreams Can Be Reached!*

Jarrett J. Krosoczka is a *New York Times* best-selling author, a two-time winner of the Children’s Choice Book Award for the Third to Fourth Grade Book of the Year, an Eisner award nominee, and the author and/or illustrator of more than thirty books for young readers.

JJK, son, grandson, husband, father, author, illustrator, and graphic novelist are just a few of the titles Krosoczka proudly holds. Ask him about any of these and you’ll see a twinkle in his eyes and immediately be in the middle of a lively conversation about how he earned these titles. Jarrett is extremely passionate about all his roles and how his life has led him to each. While you listen to his powerful stories, it will be obvious that he possesses an innate ability to connect with people. It is this ability that has helped him overcome many obstacles to become the person he is today.

Jarrett’s mother struggled with addiction when he was very young, so he was raised by his maternal grandparents, Joseph and Shirley Krosoczka. Although Joe and Shirl thought they were finished raising children, they did everything in their power to provide a stable, loving home for Jarrett. They were extremely supportive of his artistic
talent, even registering him for art classes at the Worcester Art Museum. In art Jarrett found a way to express himself creatively as well as an outlet for the array of emotions he experienced. In an interview with NPR he states that “[drawing] becomes an escape—it becomes the one world I can control, right? It bides time, it’s therapeutic, it gets my mind off things—my mind is there on the page” (Cornish 2018).

One of the many lessons Jarrett learned from his grandparents was the value of hard work. His success with his artistic endeavors propelled him to try even harder. He was determined to use his gift to build a career. Although he was not accepted into the Rhode Island School of Design (RISD) on his first attempt, he enrolled in more art classes and fine-tuned his skills. He was ultimately accepted into RISD, and there he found a place where he could master his craft and begin to make a career of telling stories through pictures and words.

Jarrett lives in western Massachusetts with his wife and children and their pugs, Ralph and Frank. His work includes numerous picture books, the Lunch Lady graphic novel series, the Platypus Police Squad series, select volumes of Star Wars: Jedi Academy, and his young adult debut graphic memoir Hey, Kiddo, which was a finalist for the National Book Award and the YALSA Excellence in Nonfiction Award. Hey, Kiddo was also named to numerous “best of” lists for 2018 and named a Society of Children’s Book Writers and Illustrators’ Golden Kite Honor Book. Each week you can hear him on SiriusXM’s “Kids Place Live” station as he hosts “The Book Report with JJK,” a weekly segment celebrating books, authors, and reading. Jarrett is the founder of School Lunch Hero Day and the Platypus Police Reading Squad. He is also an advocate for arts education and the power of graphic novels.

During his presentation the audience will experience Jarrett’s powerful storytelling firsthand. This general session is sure to captivate and inspire and will no doubt provide all attendees with a fascinating story behind the story. I can’t wait for conference attendees to experience Jarrett’s passion and excitement. Jarrett will be the Saturday General Session speaker from 8:00–8:50 a.m.

AASL’s mission is to “empower leaders to transform teaching and learning.” I feel certain that the three general session speakers will help attendees do this in their own unique ways. While their work lies in very different arenas, the common connection between these speakers is that they have all found a way to harness their passion and perseverance to achieve their goals. I have no doubt that attendees will acquire new strategies to implement when they return to their school libraries. Have you registered for the 2019 AASL National Conference yet? We hope to see you in Louisville!

Heather Jankowski is the librarian at Greens Prairie Elementary School and Pebble Creek Elementary School in College Station, Texas. She is a member of the American Library Association, AASL, Texas Library Association, Texas Association of School Librarians, and Texas Computer Education Association. Heather is currently the co-chair of the 2019 AASL National Conference Committee. She has served as program chair and IdeaLab chair for the 2011 and 2013 AASL National Conference Committees. She also served on the program committee for the 2016 Texas Library Association Annual Conference.

Works Cited:

An Introduction to Collection Development for School Librarians
Second Edition
MONA KERBY  | ISBN: 978-0-8389-1775-6

Supported by the National School Library Standards and ALA/AASL/CAEP standards for university preparation programs, this resource introduces the key components that influence collection development today, including:

• policies, practices, and selection sources to evaluate, weed, and build dynamic and diverse school library collections;
• methods and examples for analyzing collection, curriculum, and community needs;
• strategies for showcasing the school library collection to learners and stakeholders; and
• charts, checklists, worksheets, discussion questions, and tips from practicing school librarians

Think, Create, Share, and Grow with the new AASL Standards–Based Learning Series
Standards-Based Learning Series

Lead teaching and learning in your community with these forthcoming publications tied to the AASL Standards

Interact with the authors and attend programs on these topics and more at the AASL National Conference from November 14-16 in Louisville, KY.

REGISTER AT national.aasl.org.
WHY
Louisville is changing the way people think about southern destinations. This is a city that’s truly unique and different. A city that combines heritage with innovation, authenticity with originality, and quirkiness with friendliness. A city full of sights, sounds, and sips all its own—including its official cocktail, the Old Fashioned, and the one-and-only Urban Bourbon Experience, a city-wide adventure that includes distilleries, endless craft cocktail bars, and Bourbon attractions and exhibits.

This is one of the most exciting cities you’ll ever eat, drink, explore, and meet in. Louisville has been transformed by a $1.5 billion investment in tourism infrastructure. Some of the highlights are an expanded and renovated downtown convention center and the addition of more than 1,000 new downtown hotel rooms in the last 18 months, including a 612-room Omni Hotel. The downtown convention center expanded to include 201,000 contiguous square feet of open, spacious exhibit space, a 40,000 square foot ballroom, 52 meeting rooms, a 175-seat state-of-the-art conference theater, advanced WiFi capabilities, and LEED Silver Certification.

Louisville has not one, but two convention centers. The Kentucky Exposition Center is the sixth largest center in the nation, sporting more than 1.2 million square feet of space. Additionally, Louisville’s 22,000-seat, $450 million downtown arena is the heart of a sizzling dining and entertainment district.
There are six bourbon attractions that have opened within walking distance of the convention center since 2013 (the first bourbon businesses to come back to historic Whiskey Row since before Prohibition). These are Angel’s Envy, the Evan Williams Bourbon Experience, Jim Beam Urban Stillhouse, Kentucky Peerless Distilling, Old Forester, and Rabbit Hole, with Michter’s slated to open a Main Street distillery. Other “bourbonism” attractions to open in Louisville include the Bulleit Frontier Whiskey Experience at Stitzel-Weller, the Frazier History Museum’s new Welcome Center for the Kentucky Bourbon Trail, and a rock-n-roll spirited brandy distillery in Butchertown called Copper & Kings.

And these great, one-of-a-kind visitor experiences compliment the incredible unique attractions that Louisville has taken pride in for years, like the 104-year-old Belle of Louisville, Churchill Downs, home of the Kentucky Derby; the Muhammad Ali Center; the Louisville Slugger Museum & Factory; the Kentucky Science Center; the Louisville Mega Cavern, the world’s only location for underground zip-lining and mountain biking; the Frederick L. Olmsted–designed park system, and many more.

To top it off, Louisville’s culinary scene is cooking. And it’s catching the attention of people across the globe, including Bravo’s Top Chef show, which featured Kentucky in the sixteenth season. In addition, Travel + Leisure, Garden & Gun, Bon Appetit, Saveur, National Geographic, Southern Living, and many others have taken notice that the city has positioned itself as a foodie destination. In just the past year, Louisville was named “Best Up-and-Coming Food City” by Thrillist, one of “America’s Best Cities for Food” by Travel + Leisure, and one of the “Nation’s Best Local Food Scenes” by USA Today. From farm-to-table to modernist cuisine to country cooking, top chefs and top shelf, Louisville has a lot to bring to the table.

Louisville did not invent New Southern Cuisine. We’ve tweaked it. Fried it. Poached it. And, most importantly, added bourbon.
The First Conference Is Always Special

LeeAnna Mills, NBCT
librarylee1@gmail.com
LOOKING BACK AT MY FIRST AASL NATIONAL CONFERENCE EXPERIENCE AND LOOKING FORWARD TO LOUISVILLE
Why should I share such a personal experience as my first time attending an AASL National Conference? Why would you care to know?

Having just finished my twentieth year as a school librarian I realize that the 2019 AASL National Conference in Louisville, Kentucky, will be my seventh AASL National Conference. The upcoming conference is rooted in the National School Library Standards for Learners, School Librarians, and School Libraries and will offer many great sessions to help us incorporate the standards into our practice. I only wish that I had started attending conferences when I started working as a school librarian. My first conference was in 2007 in Reno, Nevada, and it most definitely was the beginning of big changes for me, both professionally and personally. After the first conference I was hooked; in fact I have not missed a conference since 2007. As I eagerly await Louisville I want to share some advice from my previous conference experiences that I hope will encourage you to make your case to attend the 2019 conference!

My opportunity to attend conference in Reno came about for several reasons, including my pursuit of National Board Certification, my starting to be active in my state association, and my intense desire to learn more about school librarian ship and connect with others in the field. I was hungry for the opportunity to attend quality professional development geared and targeted to me. I applied for a grant to help pay for the travel costs to Reno, and I was awarded the grant. I then asked my district to help cover some of the costs of registration, and received some district support to cover those costs. I also paid some expenses out of my own pocket. I still do this as I consider attending conference an investment in me and my career.

I had attended the Alabama State Library Association’s state annual conference, but was excited to get to see the much larger scale and scope of the national conference. I love to travel and meet new people—most especially people who know what a school librarian does. Upon arrival, I can still remember actually feeling the excitement like electricity in the air as I looked over the convention center and saw so many school librarians gathering there. I was totally unprepared for just exactly how being amongst “my people” would affect me. I literally called my husband to excitedly tell him just that!

I took the advice of others from my group who had attended AASL National Conferences before, and it is still good advice for those attending for the first time:

- Wear comfortable shoes
- Arrive in time to attend the “Dinner with a Local Librarian” on Wednesday night
- Attend the “First-Timer’s Session” on Thursday
- Choose sessions before each day begins and arrive to the convention center early

I highly recommend these same tips for anyone attending their first conference. I also recommend building in a day to explore the additional tours or the city!

My most compelling memory of the Reno conference—besides the excitement of the then-new standards—happened at the “Dinner with a Local Librarian.” My group consisted of ten to twelve school librarians, including our host from the area. It was great fun meeting awesome people from several states and sharing common interests and a great meal. In our conversations I learned of the vast differences in state requirements to become a school librarian. I hope my jaw didn’t drop open as I found out that night in one state you just had to have a high school diploma to work in the school library and in another it was the principal’s choice whether or not to have a school librarian and that one certified school librarian could be assigned to multiple schools.

In my state of Alabama it is no secret that we have suffered from lack of proper funding for education, including school libraries, for many years. However, Alabama requires and funds a certified school librarian for each school with a minimum set student population. I had been so busy with my day-to-day work life that I was clueless to how the professional requirements for a school librarian differed so vastly from state to state; unfortunately, they still do.

I was just beginning to become involved in advocacy in my state association, dealing with the lack of funding, and this disparity really increased my interest in advocacy in general for our profession. That first conference opened me up to the support AASL provided via quality advocacy tools such as the ready-to-use advocacy tools available at <www.ala.org/aasl/advocacy/tools>. As a somewhat isolated school librarian in my school and district, as most of us are, I was thrilled to connect with so many others who faced the same challenges and issues I did via the national conference. As a lifelong learner conference gave me the opportunity to seek out new ideas, programs, forums, and products that I could consider, explore, and then take home and share with my colleagues.

It seems odd now, but my first conference was before social media was the norm. However, school librarians have always been a very connected group via digital means, such as listservs at the time. After...
As a somewhat isolated school librarian in my school and district, as most of us are, I was thrilled to connect with so many others who faced the same challenges and issues I did via the national conference.
this extremely positive experience in Reno, I knew I would attend another conference.

Why do I keep coming back for more AASL National Conferences?

Each conference has different offerings and opportunities that I keep coming back to, mainly because I am still a learner and have the same hunger for the targeted professional development.

As a school librarian, I am in a different place in my professional learning and career when the next conference comes around. Personally travel beckons me as well. Each host city has offered a glimpse of a different area of the country, great hospitality, and myriad learning opportunities and new connections, both personal and professional.

Here are just a few of the takeaways I’ve gotten over the past five conferences.

In Charlotte, NC, I had a close personal connection with the conference co-chair Ann Marie Pipkin, an Alabama school librarian. Ann Marie encouraged me to volunteer at the conference, which allowed me to meet and interact with presenters. My volunteer work at conference led me to volunteer to serve on AASL committees. The Charlotte conference also provided a wonderful opportunity for a road trip with three of my favorite school librarians and spurred many from my home state to attend for the first time.

In 2011 in Minneapolis, MN, I was fortunate to attend as an officer of my state association, so I chose sessions with my responsibilities in mind and in the best interests of our state association. I focused on sessions that emphasized the school librarian as a leader and those that provided tips and strategies on managing my school library more effectively. The weather was absolutely beautiful and warm, just as the people were, which thrilled this southern girl.
The programming for the 2013 conference in Hartford, CT, helped me immensely as I helped plan and coordinate professional development for my district as the lead librarian. During his keynote session Peter Bregman shared information from his book 18 Minutes: Find Your Focus, Master Distraction, and Get the Right Things Done, which led me to share the book with my district administrator as soon as I returned. The book helped me to better manage my local school responsibilities, as well as my district duties.

During the 2015 conference in Columbus, OH, I came away particularly personally refreshed, renewed, and eager to share with colleagues after attending sessions on how the school librarian could and should be seen as a change agent in the school. My focus on this conference was on how the school librarians in my district impacted our schools and to promote our professional organizations. I enjoyed the numerous networking opportunities to meet up with others from my state and our AASL region. This resulted in a renewed desire to recruit members in our state affiliates as well as AASL.

Excitement surrounded the 2017 conference in Phoenix, AZ, due to the release of the AASL Standards! I was thrilled to be there to see them unveiled and to be able to contribute as co-chair of the programming committee for the conference. I also recruited one of my district librarians to attend for the first time. Finally seeing then-president Steven Yates at the rodeo was a memory that will last a lifetime!

Each conference delivered on targeted professional learning, and over the years I have returned to implement much of the content from conference sessions such as utilizing AASL. Best Websites and Apps for our district PD for our librarians and as advocacy tools with administrators and faculties; implementing and revamping book clubs in many forms and variations; leveraging comics and graphic novels as tools and quality literature; genre-fying my library; and implementing new lessons around digital literacy and fake news just to name a few! STEM and makerspaces were introduced to me at least two years before they became a “thing” in my district; this allowed me to help position school libraries as the place to Explore and Create. Many things that I bring back I have to hold, plan, and work through in order to incorporate them into my school library. Gamification and makerspaces intrigue me, but they have yet to become a reality in my school library. Other ideas that I brought back from conference have been tried but are still works in progress like coding and breakout boxes. Critical areas like teaching and modeling copyright, all kinds of literacy, advocacy for our profession, and promotion of the AASL Standards in my school and district are ongoing. I am thankful again for the many resources made available such as the “Libraries Transform Campaign” resources, available at <https://standards.aasl.org/project/transform/>.

What have the experiences taught me and were they worth it?

Conferences have consistently added to my professional knowledge with new ideas and concepts each time I attended. Each conference brings back special memories and shows a progression of professional growth. In retrospect, attending AASL National Conferences directly impacted and facilitated my being seen as a leader among my local and district administration and my colleagues in my district and my state. Being informed on what is happening in our profession and what is coming allowed me to contribute to my district and state as an informed professional. By attending conference and investing in my professional growth, I was able to provide targeted professional development for my district on the AASL Standards, share the latest trends in school libraries, and lead advocacy efforts through my state association. Advocacy has been a big part of my professional life and career, beginning back in 2007 in Reno. My advocacy efforts have continued through my state association and even spurred my involvement in committees in both AASL and ALA.

I cannot imagine what path my career would have taken or how different my career would have been if I had not taken the chance and gone to my first conference. I keep coming back because I don’t want to miss any of the excitement or learning. If you approach and attend conference with the attitudes of the AASL Standards’ Domains—Think, Create, Share, and Grow—you, too, will be excited, renewed, and forever professionally changed.

Looking forward to Louisville, KY. Hope to see you there!

LeeAnna Mills, NBCT, is the school librarian for Northside Middle School as well as the lead librarian for Tuscaloosa County School System in Tuscaloosa, Alabama. She serves as chair of the Legislative/Advocacy Committee for the Alabama School Library Association (ASLA), and was a past president, secretary, and board member for ASLA. Mills is the current chair of the AASL Inspire Disaster Recovery Grant and the Beyond Words Grant Committees; previously she served as co-chair of programming for the 2017 AASL National Conference and was a former member of the AASL Legislative Committee.
ONE COMMONWEALTH, ONE COMMON VISION
Each year half a million planes fly over Kentucky (Champion Traveler n.d.). During the crossing passengers see an assortment of colors, shapes, patterns, and textures. In eastern Kentucky ruggedly scenic mountains ripple westward toward 2,000 miles of shoreline at Kentucky Lake. Travelers fly over meadows of bluegrass and towering oak trees that hide an extensive system of caves. One cannot help but appreciate the uniqueness of Kentucky’s geography, especially from 35,000 feet. However, the true beauty of Kentucky is found when you experience it firsthand. You can learn all about Mammoth Cave, but nothing compares to standing at its entrance and peering inside.

Just like the cave systems wind beneath Kentucky, so do the school libraries wind within Kentucky schools. In Kentucky the school library is regarded as the hub of the school community and integral to teaching and learning. The power of the school library lies in the programming, resources, services, and instruction it provides educators and learners to support learning. Stakeholders come to appreciate Kentucky’s school libraries because of their experiences using the space, accessing materials, and learning-through-doing. With the release of the National School Library Standards for Learners, School Librarians, and School Libraries (AASL 2018), Kentucky school librarians are using the standards to transform the science of school librarianship and inspire the enhancement of school library practice.

Before heading to Louisville for the 2019 AASL National Conference, we wanted to give you a peek inside Kentucky school libraries and the support networks undergirding the state’s school librarians.

Kentucky Supports School Libraries

The Kentucky Revised Statutes (KRS) guide the state’s school libraries. KRS 158.102 requires the employment of a certified school librarian in each school to organize, equip, and manage the operations of the school library (Kentucky General Assembly 2000). Furthermore, KRS 158.791 requires each elementary school provide high-quality school library programs (Kentucky General Assembly 2000).

The Kentucky Department of Education (KDE) values these statutes and is one of the biggest proponents of school libraries. The department makes this clear on its website, where it states: “Success in life and work includes the use of higher-order thinking skills, collaboration, innovation, and information and media literacy. Quality library media facilities, with appropriate resources and certified librarians, are key components to success in these areas, as well as to success in implementing content area standards” (2018).

KDE understands that the school library should be fully integrated into the educational program. The “Library Media” section of KDE’s website declares: “A school library with a flexible (or open) schedule provides an opportunity for classroom teachers to participate in co-teaching and collaboration with the certified librarian” (2018). A flexible schedule means learners and educators are able to access the school library throughout the day to use information sources, read for pleasure, and meet and work with other library users. The most recent “State of Kentucky’s School Libraries Report” found that only 30 percent of the 223 responding Kentucky school librarians stated that their school libraries had a totally flexible schedule (KASL 2018). Unfortunately, 21 percent stated that their schedules were completely

---

All materials in this journal subject to copyright by the American Library Association may be used for the noncommercial purpose of scientific or educational advancement granted by Sections 107 and 108 of the Copyright Revision Act of 1976. Address usage requests to the ALA Office of Rights and Permissions.
Open access to a quality school library is essential for learners to develop the vital skills necessary to analyze, evaluate, interpret, and communicate information and ideas in a variety of formats.

Fixed. Even though the Kentucky Department of Education supports flexible scheduling, the individual school’s Site Based Decision Making Council makes the ultimate decision on scheduling the school librarian’s time and setting the schedule for the school library.

Open access to a quality school library is essential for learners to develop the vital skills necessary to analyze, evaluate, interpret, and communicate information and ideas in a variety of formats (AASL 2019). When space and resources are readily available school librarians become partners in learning. Kentucky school librarians regularly collaborate with classroom teachers to design, implement, and evaluate instruction.

Professionals Supporting Professionals

Professional learning networks empower change, encourage growth, and make schools a better place. For school librarians membership in AASL and state affiliates is part of our identity. The Kentucky Association of School Librarians (KASL) is the professional organization of all Kentucky school librarians. The association is a state affiliate of the Kentucky Library Association and a national affiliate of AASL. “KASL is organized and divided into seven regions across the state. Those regions are subdivided into 13 districts, which function under their own constitutions and bylaws. Libraries in independent school systems, colleges, and universities are included in these districts along with public school libraries” (KASL n.d.).

One never stops learning, and no occupation understands this better than school librarians. To support the evolution of librarianship, KASL organizes an annual two-day professional conference that is held in the president’s home region. For many school librarians in the state this annual Summer Refresher conference is their preferred means of professional development. By attending the Summer Refresher
In Kentucky a school librarian does not have to wait until summer break for professional development opportunities. We stay connected and up to date on a variety of topics with just a smartphone and a Twitter account. Our professional Twitter chats are public discussions focused on bimonthly themes with the hashtag #KyLChat. Each #KyLChat is led by a designated moderator who asks questions and facilitates the one-hour discussion. This virtual collaboration began in 2013 as a grassroots effort by Heidi Neltner, former KASL board member and current digital learning coach for Fort Thomas Schools. Neltner says, “Through the years it has been a great source of learning and inspiration for me personally, and I’m proud of the work our librarians do around the state” (2019).

#KyLChat inspired the creation of other virtual professional learning networks. #KYGoDigital began as a hashtag used during events by the Kentucky Department of Education, and it has now become the identifier for educators wishing to share digital innovations or to learn more about them (Marsee 2018). School librarians and other tech-savvy educators lead #KYGoDigital by recording webcasts of new educational technology that are posted to the movement’s YouTube channel. The Kentucky Department of Education now sponsors the #KYGoDigital Summer Tour where digital leaders get together at five regional events. These professional development events have tracks for primary, elementary, middle, and high school educators, with tracks for school librarian content areas.
Collaboration from the Inside Out

For years school librarians have presented at non-library-specific conferences. In 2018 KASL began offering educational outreach grants to its members. If a grant application is approved, KASL pays for the member’s registration fee for the non-library-specific conference. KASL members have presented on gamification to environmental educators, geo-tools to social studies councils, and virtual reality applications to science teachers. Recipients of the grant are encouraged to highlight school librarians’ professional organization during their presentations. At the 2019 Kentucky Society for Technology in Education Spring Conference thirty-two presentations were led by school librarians. Kentucky’s school libraries are leading the charge on bridging the gap between subject areas.

One hundred and eighteen Kentucky school librarians are national board certified in Early Childhood through Young Adulthood/Library Media (National Board for Professional Teaching Standards 2019). National Board Certification is the most respected professional certification available in education and provides numerous benefits to educators, learners, and schools. It is no wonder content-area educators and administrators regard school librarians as instructional leaders. In addition to collaborating with classroom teachers on instruction, Kentucky school librarians coordinate unique programs for their school communities.

For example, school librarians often facilitate FIRST LEGO League (FLL), a program that challenges elementary and middle school students to think like scientists and engineers. Each year, FLL introduces a scientific and real-world challenge for teams to focus on and research. This program gives younger students the opportunity to investigate real-world issues such as food safety, water conservation, and energy using STEM concepts. Teams of students design, build, and program a LEGO robot to perform functions in relation to the problem. The 2019 Kentucky FLL Championshiptournament was held at Northern Kentucky University where students presented their research and robots to a live audience. FLL aligns with AASL’s Standards Integrated Frameworks (2018). The school library supports the program by embedding the inquiry process; implementing technology as a tool for learning; focusing on the effective use of a wide range of resources to foster information skills; and partnering with other educators and experts on presenting topics and strategies (AASL 2018). The Kentucky Department of Education’s Student Technology Leadership Program (STLP) “uses project-based learning principles to empower student learning and achievement through the utilization (and creation) of technology to solve school and community needs. STLP provides a means for students to design, make, connect and learn” (KDE n.d.). Teams of students present their projects at regional and state competitions. STLP is a perfect fit for school librarians who are information experts and champions of inquiry-based learning. According to Jeff Sebulsky, KDE’s STLP Program Manager/Digital Learning Coach, 20 percent of the 509 STLP coordinators who registered for the 2019 state competition were school librarians.

School librarians support STLP students’ creation of technology products, which are submitted for online judging. Categories for STLP’s Digital Product Online Judging include student-generated book trailers, digital storytelling, multimedia content, and screen-capture tutorials. School librarians guide students on the use of open-source software and other web applications when creating their products. Not only do students...
become adept at using single-lens reflex cameras and other video recorders, they also learn how to customize their work using programs like Adobe Spark and iMovie. Regardless of the technology tools students use, the school librarian is there during the entire process. The school librarian teaches students how to access Creative Commons-licensed content, when to apply best practices for attribution, and why intellectual property should be protected.

Beyond Professional Development

School librarians in Kentucky are fortunate to have the Kentucky Virtual Library (KYVL) available to them and to their staffs and students. KYVL provides access to more than sixty research and other databases, a courier service offering interlibrary loan, and the Kentucky Digital Library from which Kentucky libraries may share their digital archives throughout the world (Kentucky Council on Postsecondary Education 2019a). KYVL first became available in November 1999. It was developed by the Council on Postsecondary Education, Kentucky’s statewide postsecondary and adult education coordinating agency. The council was established as part of the Postsecondary Education Improvement Act of 1997 (Kentucky Council on Postsecondary Education 2019a). Currently KYVL has 115 member schools: 14 private schools, 99 public schools, the Kentucky School for the Blind, and the Kentucky School for the Deaf. Beyond the school setting most public libraries and many college libraries are also members (Kentucky Council on Postsecondary Education 2019b). Membership in KYVL provides school libraries in Kentucky numerous benefits that many would not be able to provide to their patrons otherwise due to costs. KYVL is a common factor throughout libraries in the state. For learners searching for information at school, at the public library, or later in a post-secondary institution, KYVL is a common resource available at most libraries.

School librarians in Kentucky are also very proud of the Kentucky Bluegrass Awards. The Kentucky Bluegrass Award (KBA) program was established in 1982 and has grown each year. Dedicated school and public librarians, educators, and university professionals comprise the committees set with the task of choosing ten outstanding books in each division for students to read and vote on in the coming year. A winner, based on the number of votes received, is selected from each age division. Kentucky school and public librarians have these and many other great books for readers of all ages. They often have bookmarks, digital presentations, book trailers, and other information about the KBA books. According to KBA chairperson Renee Hale, “373 schools and public libraries submitted votes, and 56,264 total votes were cast this year” (2019). Master lists for 2019–2020 are now available and school librarians have already begun planning how they will promote them to their readers. For more information about the Kentucky Bluegrass Awards, visit <www.kasl.us/kentucky-bluegrass-award.html>.

Waterfalls, sandstone arches, and rock bridges are not Kentucky’s only

---

Sam Northern is a National Board Certified school librarian at Simpson Elementary School in Franklin, Kentucky. An AASL member, he blogs for the Knowledge Quest website. He also serves as president-elect for the Kentucky Association of School Librarians. In 2014 Sam was selected for the Fulbright-Hays Summer Seminars Abroad Program, enabling him to spend four weeks in China. Since then, Sam has voyaged to Antarctica as a National Geographic Grosvenor Teacher Fellow and worked aboard a research vessel on the Atlantic Ocean as a NOAA Teacher at Sea. From January to April 2018, Sam studied in Finland as part of the Fulbright Distinguished Awards in Teaching Program. To learn more about his research on inquiry-based learning, go to his website <www.pbltoolkit.weebly.com>. Connect with him on Twitter @Sam_Northern and Facebook @themisterlibrarian.
phenomena. Natural wonders can also be found inside our schools. With the guidance of the school librarian, learners discover the world through innovative resources and engaging instruction. The school library is a place where learners are encouraged to investigate interesting topics, pursue curiosities, and solve problems. School librarians prepare students for life beyond states’ conceptual boundaries. Our students’ boarding passes read, “Ready to explore.”

Melissa Gardner
is the school librarian at
Campbell County Middle
School in Alexandria, Kentucky. She is a member of AASL and is currently a member of the Knowledge Quest Editorial Board and the AASL Inspire Disaster Recovery Fund Jury. She was guest co-editor of the September/October 2018 issue of Knowledge Quest. She also serves as the constitution/handbook chair for the Kentucky Association of School Librarians (KASL) and is a past-president of KASL. In 2017 she was awarded KASL’s Barby Hardy Lifetime Achievement.

Works Cited:
Hale, Renee 2019. Personal communication.
Neltner, Heidi. 2019. Personal communication.
Connecting with Your Administrator through AASL National Conference Attendance
AASL offers complimentary administrator registration with every full-conference registration. Attending national conference with an administrator can help school librarians in multiple ways. Below Karen Haggard and Laura Graves Massey detail their experiences when their administrators joined them at national conference.

Karen Haggard  
karenmhaggard@gmail.com

Not long after I began my new position as a librarian at Collier-ville High School, my principal told me he had entered a drawing at a principal’s conference and won a conference registration for a school librarian and an administrator to attend AASL’s National Conference in Phoenix in the fall of 2017. I was beyond excited about this opportunity! I’d attended other AASL national conferences before, but I had assumed that because I was new to the position it would be awkward, if not impossible, to ask to attend this one. With the conference registration paid, the district covered the travel and hotel expenses for me and Dr. Lara Charbonnet, the school’s vice principal.

I’d traveled with fellow school librarians from my state for other conferences. This time it was just me and an administrator, something new for me. The experience provided an opportunity for me and Dr. Charbonnet to get to know each other outside of school, which was helpful since I was new at the school. She assisted me as I took my first Uber ride from the airport to our hotel. We even sat down in the hotel one morning after the conference to complete, with no interruptions, my first evaluation from an observation she had done the previous week.

Between our busy schedules Dr. Charbonnet and I had little time to coordinate in advance what sessions and events we would attend at conference, but we did talk about how this conference would be focused on the National School Library Standards for Learners, School Librarians, and School Libraries. I planned to attend several sessions on the AASL Standards to gain ideas to share with fellow school librarians in my district. Although we didn’t try to coordinate our conference schedules, we did touch base occasionally during the conference about what we were experiencing. We shared things we thought the other would enjoy in the exhibits, thought-provoking sessions we had attended, and interesting conversations with fellow attendees.

Our high school was in a unique position in 2017. We were in our last year in an older and overcrowded building. A brand-new high school was being built, and we were determining how the new building would impact the school’s instruction and schedules. With the opening of the new building in the fall of 2018, all students would be issued a laptop, which was another major change. These factors influenced the sessions and exhibits we chose to attend. Dr. Charbonnet appreciated being able to talk with other people who had been through the experience of giving every student a laptop and could share things that had worked for their situation. She even came home with a button: “I Survived the Transition to 1 to 1.”

In reflecting on our conference experience a year later, a few general impressions stand out. Dr. Charbonnet especially remembers the focus on the National School Library Standards. Her primary work focus is curriculum, so she was impressed that school libraries had their own standards. Though the focus of the AASL Standards is a little different than the core subjects she works with on a daily basis, she saw the depth of what school libraries and school librarians offer and how our work complements the goals of the school as a whole. The sessions and the exhibits impressed her with how
Attending a conference with an administrator is a definite win for you, your school library, and your administrator!

much there is to school libraries outside of books. Her young children still play with a set of blocks she purchased in the exhibit hall.

For me the conference has distilled in other ways. I was new to Twitter at the time, but I now follow several people I heard as speakers or met in sessions. The focus on the AASL Standards has helped tremendously this year as I have served on my state association’s standards implementation committee and presented introductory sessions on the standards for various groups across Tennessee. And I was able to come home with ideas and goodies from the exhibits to share with the school librarians with whom I work in my new district. One session gave me a unique idea for a way to implement an area-wide Battle of the Books competition, which I shared with other high school librarians in my area. We just finished our second year of competition and still utilize the ideas from that session.

I love attending conferences and taking advantage of professional development opportunities. However, I am often overwhelmed and exhausted by the time I return home. I don’t always take the opportunity to absorb and plan how to implement all my new learning. Attending with my administrator who hadn’t attended a school librarian conference before made me more aware of this character trait in myself. For future events I want to allow myself time after a conference to really reflect on what I’ve learned, how it will impact my role, and what and how I want to share what I learned with others, both other educators in my building and fellow school librarians.

My advice to others who have the opportunity to attend an AASL national conference with an administrator would be to go for it! I think it’s great that AASL offers the opportunity for a free conference registration for an administrator who attends with a school librarian. If you can, look at the program together ahead of time and focus on areas of personal interest for your school and your school’s unique needs. Don’t forget the exhibits! You can help steer your administrator to companies that might be of interest to him or her. If your travel arrangements allow, take advantage of travel time to plan ahead and reflect back on your conference experiences. After you return, plan a mini-conference to debrief with your administrator, focusing on your most important takeaways. Use what you and your administrator have learned to set goals for your school library and outline ideas you want to implement or to study further. List ideas or inspiration you want to share with key people on your school’s staff, including at the district level, then decide when and how you will share this information.

Attending a conference with an administrator is a definite win for you, your school library, and your administrator!

Karen Haggard is a retired school librarian in Fort Smith, Arkansas. She previously worked as the school librarian at Collierville High School in Tennessee. She is active in the Tennessee Association of School Librarians, where she served on the task force for standards implementation and presented at TASL conferences. She was named TASL’s Western Tennessee Librarian of the Month for March 2019.

Karen Haggard is a retired school librarian in Fort Smith, Arkansas. She previously worked as the school librarian at Collierville High School in Tennessee. She is active in the Tennessee Association of School Librarians, where she served on the task force for standards implementation and presented at TASL conferences. She was named TASL’s Western Tennessee Librarian of the Month for March 2019.
I count myself very lucky to have an administrator who is deeply invested in our district’s school libraries. Our district technology coordinator is the administrator in charge of school library supervision. She has been very involved in our school libraries since I first started working in my district five years ago. She always tries to stay up to date with current school library practices and constantly pushes us to grow professionally.

In 2015 she found a way to send any interested school librarian in the district to the AASL National Conference in Columbus, Ohio. Because she took such an interest in our work in the school library, it felt natural that she join us. Since then we’ve attended the national conference in Phoenix in 2017, and we’re already registered to attend this year’s conference in Louisville.

Our administrator is always looking for ways to make positive changes in our schools, and she recognizes the innovative impact libraries can have in schools. Simply being at the conference and immersing herself in school library best practices and new ideas have changed the way she views the school librarians in our district and what we do. When administrators can see evidence of something working in other schools and districts, they are more likely to support and recognize the different roles we play in our own school libraries. At the last conference in Phoenix our administrator focused on learning what she could about the National School Library Standards for Learners, School Librarians, and School Libraries so she could decide how best to support us in our district implementation. She has also always been interested in how school librarians can be more involved in STEAM (science, technology, education, arts, math) education.

While school librarians and our administrator have the freedom to attend any session we choose, we do usually do some informal planning the night before each day at the conference. We always get breakfast together before the sessions begin; this enables us to chat about what sessions we’re interested in attending. We might end up picking the same sessions, but we do our best to divide and conquer so we can bring what we’ve learned back to the group.

Meals together always seem to be the best time to learn from each other. At dinner we talk about the sessions we attended, share new ideas, and generally share the excitement and energy we get from learning from others in the field. Those are some of the best professional conversations I’ve had. One of the best things we do, however, is sit down together toward the end of the conference to have a focused conversation about our takeaways. Our administrator takes this time to challenge us to turn the ideas we’ve gotten from others in sessions into actionable goals and think about how they will positively impact our learners.

One of the greatest things about traveling to a conference with your administrator is the time you get to spend together. Travel time is the perfect time to talk with each other about how things are going in your school library, come up with solutions to roadblocks, and plan for more exciting things in your school library for the coming year. What’s even better than that is getting to know your administrator on a more personal level. Having a closer relationship can really open up the communication lines and help keep your administrator invested in your school library and your role in the school and district.

When attending conference we always strive to come back with some actionable ideas. Our administrator encourages us to share what we’ve learned with our principals and to take action on the goals we set while at conference. We have planning sessions every year to update the strategic plans for our school libraries, and we usually take that time to look back over any ideas or goals from conferences.
When attending conference we always strive to come back with some actionable ideas. Our administrator encourages us to share what we’ve learned with our principals and to take action on the goals we set while at conference.

and other professional learning that we might want to add to our plans. Taking the time to identify what ideas and goals came from the conference and how we plan to implement them shows our administrator the value in sending us to these professional development opportunities.

The best advice I could give other school librarians attending conference with their administrators is to engage with them. Talk to them about the sessions you attend. Ask them what they learned from the sessions they attended. Find time to make actionable plans together based on what you’ve both learned. Once the conference is over keep the conversation going. Send them updates on anything you do that was a direct result of your conference attendance. Never let that line of communication close. Whether they are a district-level administrator or a building-level administrator, the person who takes an interest in your school library and your role as the school librarian is the one who will give you the best support when you need it.

Laura Graves Massey is the school librarian at Hewitt-Trussville High School in Trussville, Alabama. She serves as the president-elect of the Alabama School Library Association. Follow her high school library adventures via Facebook (@HTHS Library or <https://www.facebook.com/HTHSLibrary>), via Twitter (@HTHSLibrary or <https://twitter.com/hthslibrary>), or via Instagram (@HTHSLibrary or <https://www.instagram.com/hthslibrary/>).
CREATE in 3D

Building a Maker Mindset One Print at a Time

Amanda T. Osborne
atosborne@oxfordsd.org
Seeing the Power of Making

I began thinking about 3-D printing in 2014 when I learned that the Mississippi Library Commission would loan school libraries a printer for programming. At the time, I was a brand new school librarian who had recently transitioned from being an English teacher, so I was learning about the maker movement in libraries and all the different ways that looked. 3-D printing stood out to me as innovative and awe-inspiring. I was curious about the technology and wanted to share with my school community the sense of wonder I felt. When I brought the printer to our school library for the first time, it mesmerized the students, teachers, and me. We spent hours watching the printer build robots, dragons, and other trinkets. The possibilities that exist in desktop manufacturing are exciting not only for those watching the printer build something but also for those who think about what it could build.

Unfortunately, we had to return the loaner printer and couldn’t afford to buy one for our school. However, earlier this year, I had the opportunity to partner with the Lafayette County and Oxford Public Library to bring a loaner 3-D printer to my school library. Although I am in a different school setting than before, the printer did not fail to captivate the attention of high school students, teachers, and administrators.

This was the “ah-ha” moment for me when I knew I needed to purchase a 3-D printer for the school library’s makerspace. It was exciting to think about how 3-D printing could really shift the culture of my library from a “sit and get” to a “make and take” environment.

Meeting Standards through 3-D Printing

I decided on the spot, as I watched the engagement with the borrowed technology ignite wonder among my patrons, to submit a grant to the Oxford School District Foundation, a group with the mission of funding innovative projects in the district, to request support for the purchase of a Makerbot Replicator+. Using the AASL Standards Framework for Learners as a foundation, I focused my grant proposal on Common Belief 6 and its summary description that states: Information technologies must be appropriately integrated and equitably available. Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill. (AASL 2018, 3)

I argued that the printer’s placement in the school library would promote developing makerspace programming that could capture the attention and spark the curiosity of my school community.
the “democratization of technology,” which Jim Reitz has defined as “the process by which access to technology rapidly and readily becomes accessible to more people” (2018). Furthermore, the school library is a place that “help[s] individuals of all ages harness this technology to build cutting-edge digital skills and unlock new opportunities for learning, entrepreneurship, scientific advancement and personal creative expression…. Libraries are leading the charge toward a ‘democracy of creation’” (Wapner 2015).

Another crux of my argument focused on the National School Library Standards for Learners, School Librarians, and School Libraries: Shared Foundation of Explore and its Key Commitment: “Discover and innovate in a growth mindset developed through experience and reflection” (AASL 2018, 4). Specifically, I focused on the Create Domain and the expectations that “Learners construct new knowledge by: Problem solving through cycles of design, implementation, and reflection” (V.B.1) and “Persisting through self-directed pursuits by tinkering and making” (V.B.2). These learner competencies were important for shaping how to implement the printer in library programming. I argued that access to the 3-D printer would further STEAM initiatives across the curriculum because makerspaces are “natural, and accessible, venues” for “engineering, technology, and the application of science” (Meyer 2018). Andy Plemmons has stated, “The library [is] much more than a place to consume information. In fact, with more and more devices in students’ hands in their classrooms, there is less need to consume information in the library and instead use that knowledge and curiosity to create something new…. The focus will be on a culture of creation that incorporates the curriculum standards and interests of the library“ (2014).

Like Plemmons, I do not have a special room called a makerspace. I simply made the decision to “invest in … technology that supports a culture of creation” (Plemmons 2014).

Supporting Curriculum through Making

I was awarded a $6,000 grant in April 2018 to purchase the printer. To date, the project that fully realizes the goals set forth in the learner competencies cited above involved 3-D printed “gingerbread” houses. I collaborated with Brittany Franks, an English II teacher, to use the printer to help students in her classes create houses to display at the annual Gingerbread Village at the Gertrude C. Ford Center for the Performing Arts in Oxford. We worked from the idea that the tradition of making gingerbread houses at Christmas began with the Brothers Grimm tale of “Hansel and Gretel.” The story of two children stumbling into a house made of treats sparked a centuries-old Christmas tradition. The gingerbread house, in essence, is a symbol of the power of storytelling and its ability to ignite curiosity in the hearts and minds of its audience.

Rather than students creating gingerbread houses in the tradition of decorative baked goods, we used 3-D printed houses to teach students how setting is an essential element of narrative writing. The students used the concept of the gingerbread house to learn how authors use setting to tell a story and how attention to detail is crucial in this process. The overarching curriculum connection is to teach learners how to use details and setting to develop their narrative writing. This lesson connects to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts for English II Writing 10.3, “Write narratives to develop real or imagined...
experiences or events using effective technique, well-chosen details, and well-structured event sequences”; Writing 10.3b, “Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters”; Writing 10.3d, “Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters”; and Writing 10.6, “Use technology … to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically” (Mississippi Dept. of Ed. 2016, 120).

For this assignment, students were asked to write an original Christmas story, making the setting the most important part. Since they would be recreating the story’s setting in a 3-D model, the directions stated, “The story must contain very detailed information about the setting. Specifically, your story must include a house or other specific building that is described in great detail. You should also be sure to include classic story elements like a protagonist and antagonist, basic plot structure, and dialogue.” After students had written an initial draft, Brittany grouped students based on their strengths and weaknesses as writers. Each of the eleven groups contained three to five students who shared their narratives within the group and selected one story to collaboratively revise and edit.

After the revision process, students created a sketch plan. They were instructed to choose a scene from their story to recreate in 3-D and draw a detailed plan for the “gingerbread” model. Each group of students generated a list of materials needed to create the planned

*Figures 2–4. Finished houses on display.*
Investing in technology for the school library ensures that all students, regardless of their achievement on standardized tests, will have access to innovative tools to learn digital skills necessary to thrive in 21st-century college and career environments.

structure and assigned each group member a job to complete for the final model. Their ELA teacher emphasized that learners should check their sketch against their story to make sure everything in the model was in the story.

Next, each group of students met with me in the school library to learn how to use 3-D printing technology to create the setting of their story. Students either created their own original 3-D designs using SketchUp or downloaded an open-source design from Thingiverse to bring to life the settings of their stories. Because I am not a design expert, I enlisted a few student “experts” to teach other students to design using SketchUp. All groups, then, met with me individually to select and scale projects in Makerbot Print software. This process took several weeks as most designs required four or more hours to print with some jobs including multiple pieces. I even took the printer home one weekend in the beginning because learning to print large designs was challenging while working with a deadline.

After all the houses had been printed, I invited local artist Lee Harper to share with students her artistic process for bringing scenes to life. She is a self-proclaimed “maker of things.” Harper’s works, History Bones, are dioramas depicting historical scenes and created with found objects (Harper 2018a). From her, students learned how to use the details of the setting to recreate the story. Harper explained to the students how the story is in the details. From her perspective, the setting actually is the story (2018b). She brought a few of her pieces to show students her process for creating dioramas by using things she finds in nature and around her home. The students went to work decorating their houses to depict the settings of their written stories. Using materials from the library’s makerspace, the students began decorating their houses and incorporating the details into the scenes. Students solved design problems by
making parts of their design with the materials available. A few items were store bought, but the majority of the designs were created by the students’ inventive use of the materials on hand. What we presented to the public was the culmination of this process.

**Bridging the Digital Divide**

It is important to note that the students who created these designs are categorized as being in the bottom 25 percent of achievement in English language arts based on their end-of-year test scores. This fact is significant because access to 3-D printing technology is usually available only to students enrolled in STEM classes. Students who fall in the bottom 25 percent of ELA achievement typically are not enrolled in these technology-enriched courses because these learners don’t have time available. Instead, they must devote significant amounts of their time to remediation. To meet graduation requirements, these learners must improve their performance on high-stakes tests. Therefore, without access to 3-D printing through the school library, projects employing emerging technologies to produce, publish, or share student learning would not be possible for most of Brittany’s students.

Investing in technology for the school library ensures that all students, regardless of their achievement on standardized tests, will have access to innovative tools to learn digital skills necessary to thrive in 21st-century college and career environments.

At the conclusion of the project, English teacher Brittany Franks stated:

> The possibilities opened to them [students] through the design/3-D printer process pushed them to develop their stories further so that they could use those designs or details in the dioramas. I think being able to bring the story settings "to life" with all of the options on SketchUp and/or Thingiverse really pushed the creativity in their writing, and the whole process definitely pushed them to add more detail to their narrative writing than I saw in their initial drafts. (2018)

With the adoption of the conviction that the school library "bridges digital and socioeconomic divides to affect information technology access and skill," my job as school librarian is to facilitate learning equitably for all student and teacher populations (AASL 2018, 3).

Cherie P. Pandora and Kathy Fredrick wrote, "... technology integration isn’t about the 'stuff,' but about the use and manipulation of tools and resources to build understanding and facilitate creation" (2017, 83). Creating in 3-D is extending students’ learning with opportunities to use technology through innovative lessons that capture the imagination and build a maker mindset.

---

**Amanda T. Osborne**

is school librarian at Oxford (MS) High School and a post-grad student at the University of Mississippi, where she is studying toward her MEd degree in Curriculum and Instruction. She is a member of AASL, ALA, YALSA, and the Mississippi Library Association (MLA).

At the 2018 MLA Conference, Amanda was a panelist at the opening general session: "State of Mississippi Libraries." (Excerpts were published in the Winter 2018 issue of Mississippi Libraries.) Last year she was also honored as Oxford High School Employee of the Week.

---

**Works Cited:**


Using Technology to Foster “Real Reading” in the School Library and Beyond
As we all know, school librarians play a key, though often unrecognized, role in teaching literacy skills (Knapp 2011; Lance and Hofshire 2012; Scholastic 2016). Research over two decades has repeatedly confirmed school libraries’ and librarians’ significant impact on learners’ literacy achievement. Studies in more than twenty states and several Canadian provinces have shown that, “a school library program that is adequately staffed, resourced, and funded can lead to higher student achievement [in literacy] regardless of the socioeconomic or educational levels of the community” (Scholastic 2008, p. 10). And this effect is strongest when school librarians take a leading role in collaborating with other educators to foster literacy.

School librarians are likewise increasingly called upon to serve as technology integration leaders in their schools (Calvert 2016; Clephane 2014). In many schools librarians are responsible not just for finding, purchasing, and recommending useful digital resources, but also for offering classroom teachers informal help and even formal professional development on how to best use these resources to maximize student engagement and learning (Johnston 2015; Theard-Griggs and Lilly 2014).

Unfortunately, some may see these two common roles for school librarians as separate, or even in opposition. Over the past three years I have been working with school librarians all over my state on ways to enhance literacy throughout the school, and many are concerned that the increasing emphasis on technology use in schools may detract from the practice learners need to become proficient readers or their motivation to read for pleasure. Others worry that the time they spend helping classroom teachers and students with technology takes away from what they see as their main purpose: helping students become lifelong readers.

I would not argue with this goal, but I would argue that technology use and traditional literacy do not have to be in competition. In fact, just as traditional literacy skills support and enhance students’ use of technology for learning, so can digital technologies support and enhance more traditional literacy development, in five important ways.

1. Technology can make practicing basic literacy skills more effective and more fun.

For most educators, practicing “the basics” is perhaps the most familiar use of technology to enhance reading skills. Beginning readers must develop fundamental vocabulary, decoding, and word-recognition skills. Developing these basic skills often requires a certain amount of repetitive practice, but the flash cards and worksheets traditionally used for this purpose are notoriously disengaging, and therefore often less than effective (Allington 2002). Ever since the first Learning Company programs came out in the 1980s (remember Reader Rabbit and Treasure Mountain?), many school-based and commercial software programs have been developed that give early readers a chance to practice basic skills in engaging, game-based contexts. While such programs should never be used as the primary means to teach reading (OECD 2015), they can be quite useful as add-on components to motivate novice readers to get the basic practice they need (Connor, Goldman, and Fishman 2014). School librarians can not only make these programs accessible in the
library, we can also help teachers and parents find sites like the ones below that offer a myriad of good, free reading games for early readers:

- PBS Kids "Reading Games" website: <http://pbskids.org/games/reading/>
- EducationWorld's "The Reading Machine" website: <www.educationworld.com/a_tech/archives/readingmachine.shtml> (includes links to more than thirty free reading games)
- Scholastic’s "Student Activities" website: <http://teacher.scholastic.com/activities/clf/tguidesitemap.htm> (includes books, games, and activities)
- The Learning Company’s games and thousands of other old educational games are available to play online at <https://classicreload.com> or they can be downloaded at <https://www.myabandonware.com>.

2. Technology can greatly increase the number and variety of texts available for readers at all levels.

E-books are usually less expensive than print books, and many websites offer free e-books, including many children’s books and classics. Another advantage of e-books and e-readers is that no one can see what an individual student is reading or how quickly the student is progressing through the book, eliminating easy comparisons and embarrassment for struggling readers or students with "unpopular" tastes.

E-books are usually less expensive than print books, and many websites offer free e-books, including many children’s books and classics. Another advantage of e-books and e-readers is that no one can see what an individual student is reading or how quickly the student is progressing through the book, eliminating easy comparisons and embarrassment for struggling readers or students with "unpopular" tastes (Isero 2014). But most students aren’t accustomed to finding or reading e-books.

School librarians can play a key role in opening up this new resource to them.

Class visits, during which school librarians walk students through the sometimes-complex process of accessing e-books from the school collection (creating an account, signing in, searching for a book to read) and checking out their first e-book can make this procedure less intimidating. By guiding them through this process, school librarians can help students see reading e-books as just another activity of the many they are used to doing on their phones or other devices. Making sure that step-by-step screenshot instructions are always available, both in the school library and online, can also be really helpful. School librarians can purchase extra short-term e-copies of the newest "hot" books, the ones we can’t keep on our shelves, to encourage students to try e-books, and we can also make available many more books than we can afford by sharing with students websites like these, which offer multiple free e-books of all kinds.
The International Children’s Digital Library: <http://en.childrenslibrary.org> (offers free children’s books featuring multiple cultures and written and translated in multiple languages)

- Unite for Literacy: <http://uniteforliteracy.com> (provides free children’s e-books written in English and narrated in multiple languages of the reader’s choice)

- Storyjumper: <https://www.storyjumper.com/book/search> (offers picture e-books, and students can write their own stories as well!)

- Project Gutenberg: <https://www.gutenberg.org> (offers free e-copies of older books, including frequently assigned classics, and many others; more than 30,000 e-books are available)

- Gizmo’s Freeware: <https://www.techsupportalert.com/free-ebooks-audio-books-read-online-download.htm> (an amazing compilation of websites offering free e-books and audiobooks, in every category you can imagine!)

- Amazon and Barnes & Noble also offer thousands of free e-books for all ages and readers. Just search “free Kindle books” at Amazon (<www.amazon.com>) or “free eBooks” at Barnes & Noble (<www.barnesandnoble.com>).

And increased access to texts through technology goes far beyond e-books! Today the Internet offers almost unlimited quantities of free fiction, indie narrative works, and substantial informational texts on just about any subject that might interest a potential reader. School librarians can capitalize on students’ fascination with a video game or movie by steering them to related websites and online fan fiction written in their favorite imaginary worlds. Students with interests as diverse as football and cooking will find more to read about their favorite activity online than we could ever stock in the library. Of course, not all of these texts will be appropriate for all age groups, but school librarians are the experts who can help learners find online texts that are appropriate for them, and help them distinguish the crass, shallow, or misleading texts from those that are worth reading.

Here are just a few examples of the plethora of specialized reading material that is out there, waiting to be discovered:

- Teen Ink: <https://www.teenink.com> (a literacy magazine by and for teens and pre-teens; kids can publish here, too)

- Poetry4kids: <www.poetry4kids.com> (contains lots of fun poems for kids, plus poetry-based activities)

- News – Around the NFL: <www.nfl.com/news> (provides breaking news and in-depth articles about all aspects of professional football)

- FaveCrafts: <https://www.favecrafts.com> (offers instructions for hundreds of different craft projects, of all types and difficulties)

- FanFiction: <https://www.fanfiction.net> and Archive of Our Own: <https://archiveofourown.org> (contain literally hundreds of thousands of fan-written stories based on everything from the Star Wars movies to the Mario video games to the Little House on the Prairie books)
3. Technology can scaffold texts for struggling readers and writers of all ages.

Many learners avoid reading because they struggle with it. Built-in text-to-speech features on all Macintosh and PC computers, in e-book programs, and in Google Read&Write (a free app that runs on any device using the free Google Chrome browser) can give struggling readers a boost by defining and pronouncing words and phrases on demand; they will even read an entire document or website aloud. Read&Write and Kindle also give oral and/or print translations of words, passages, websites, or complete digital texts into more than twelve different languages, scaffolding access for English language learners. The premium version of the Read&Write app (free to educators) can create a savable MP3 recording of any document, which is especially useful for working with special needs students whose accommodations call for worksheets or tests to be read aloud to them.

For beginning or reluctant writers, both Macintosh and PC operating systems also offer built-in speech-to-text functions that will print out what they say, generating a beginning draft that they can then edit and improve upon using any word-processing program. The Google Read&Write app and voice input functions on tablets and other mobile devices for both Apple and Android platforms provide the same functionality.

School librarians can show individual students how to use all these features to make complex digital texts more accessible on computers or tablets. We can also offer brief professional development to educators on how they can use these programs to support English language learners and other struggling readers and writers in
their classrooms. These three short, shareable videos give step-by-step, how-to instructions for using these features on multiple devices and platforms:


• “Tech for Teachers: Supporting Struggling Readers with Ebooks”: <https://www.youtube.com/watch?v=Xl0KfUNwHNe&t=9s>

4. Technology can help educators personalize and differentiate instruction for diverse readers better than ever before.

The variety of digital texts available online and in electronic format can provide readers on different levels with texts of varying difficulties on the same themes or topics, as well as texts that will connect to readers of diverse cultures and interests. Using the scaffolding tools discussed above can, in turn, make these texts accessible to more readers.

- Newsela: <https://newsela.com> (features really good current events and non-fiction articles that can be set to multiple Lexile levels, from 530L up; also provides information in Spanish, so every kid in a class can read the same article, but at their appropriate reading level)

- Simple English Wikipedia: <https://simple.wikipedia.org/wiki/Main_Page> (includes more than 100,000 articles from Wikipedia rewritten in simplified English—around sixth- or seventh-grade level; this site is great for English language learner students, too)

- Storyline Online: <www.storylineonline.net> (features lots of read-alouds, mostly for younger kids, by actors and other well-known people)

- Fact Monster: <https://www.factmonster.com> (offers fun facts, trivia games, and homework help for elementary school students)

- Khan Academy: <https://www.khanacademy.org> (offers tutorials for elementary, middle, high school, and even college students on almost any topic)

5. Technology can bring out the “social” in reading.

Avid readers have always liked to share what they are reading, and new readers can be especially motivated by the chance to share their reading with others (Schwanenflugel and Knapp 2016). Technology can help school librarians build this kind of “culture of reading” (Makatche and Oberlin 2011) in our libraries and schools. Student-written reviews can be stored on the school library’s website and directly accessed on smartphones or tablets through QR codes on the books’ inside covers. Literacy-focused social media sites can also encourage students to review books, see what their friends are reading, and record “likes” and “dislikes,” just as on any other social media platform. Students can even record book talks and trailers and share them with fellow students and the world on YouTube or Amazon and also on these literacy-focused websites, all free, and some designed especially for children and teens:

- Goodreads: <https://www.goodreads.com> (for those 13 years and up; school librarians can create private groups with
Nancy Flanagan Knapp is an associate professor of learning, design, and technology at the University of Georgia in Athens. She is co-author of Psychology of Reading: Theory and Applications (Guilford Press), and co-writes an invited monthly blog for Psychology Today called “Reading Minds,” available at <https://www.psychologytoday.com/us/blog/reading-minds>. She also researches and writes about technology and post-secondary teaching; two recent publications in this area are “The Shape Activity: Social Constructivism in the Psychology Classroom” in the January 2019 issue of Teaching of Psychology and “Increasing Interaction in a Flipped Online Classroom through Video Conferencing” in the November 2018 issue of Tech Trends. Through funding from the U.S. Department of Education’s Teacher Quality Grant Program, she has been fortunate to work with school librarians and collaborating teachers all over the state of Georgia in a number of year-long professional development programs on supporting literacy through the school library.

• Biblionasium: <https://www.biblionasium.com> (allows users to share their reading preferences; intended for those aged 6–13; coordinates with Follett’s Destiny)

• Library Thing: <https://www.librarything.com> (lets students create a private, but shareable, personal “bookshelf”; intended for kids 13 years and up)

• Poetry-Free-for-All: <www.everypoet.org> (mainly for poets of all ages)

• Teen Ink: <http://www.teenink.com>

• Book Crossing: <www.bookcrossing.com> (forum for sharing actual print books in a unique way)

• Epals: <https://www.epals.com/#/connections> (reputable global pen-pal site that can encourage reading and writing)

The Takeaway

School librarians don’t have to choose between embracing technology and developing traditional literacy skills in the school library. Instead, through incentivizing practice, greatly expanding the pool of available texts, scaffolding texts for struggling readers, personalizing and differentiating instructional texts, and helping kids experience the “social” in reading, technology can facilitate, rather than compete with, traditional literacy. And by using technology in these ways, we can also help learners and fellow educators see how literacy is all of one piece, whether on a tablet or a computer or within the covers of a regular print book, and exciting and fun and accessible for all.

Works Cited:


Isero, Mark. 2014. “Rekindle the Love of Reading: Giving Students Kindles Reinvigorates Young Readers and Improves Their Reading Achievement.” Phi Delta Kappan 95 (7): 61–64.


Every year, AASL recognizes excellence in school librarianship with more than $80,000 in awards and grants. Apply to be among the class of leaders recognized by AASL.

**ABC-CLIO Leadership Grant**  
$up to $1,750  
sponsored by  
![ABC-CLIO](image)

**Affiliate of the Year Award**  
$1,000  
sponsored by  
![AASL](image)

**AASL Past Presidents Planning Grant**  
$up to $7,500  
sponsored by  
Helen R. Adams  
Cassandra Barnett  
Roger and Susan D. Ballard

**Collaborative School Library Award**  
$2,500  
sponsored by  
![SCHOLASTIC](image)

**Distinguished School Administrator Award**  
$2,000  
sponsored by  
![ProQuest](image)

**Distinguished Service Award**  
$3,000  
sponsored by  
![ROSEN PUBLISHING](image)

**Frances Henne Award**  
$1,250  
sponsored by  
![ABC-CLIO](image)

**Innovative Reading Grant**  
$2,500  
sponsored by  
![Capstone](image)

**Inspire Collection Development Grant**  
$up to $20,000  
sponsored by  
Marina Welmers

**Inspire Special Event Grant**  
$up to $10,000  
sponsored by  
Marina Welmers

**Intellectual Freedom Award**  
$3,000  
sponsored by  
![ProQuest](image)

**Roald Dahl’s Miss Honey Social Justice Award**  
$up to $3,000 and $5,000 book donation  
sponsored by  
![Penguin](image)

**The Ruth Toor Grant for Strong Public School Libraries**  
$3,000 for advocacy and $2,000 travel  
sponsored by  
Jay Toor

**National School Library Program of the Year Award**  
$10,000  
sponsored by  
![Follett](image)

To submit your application, visit [www.ala.org/aasl/awards](http://www.ala.org/aasl/awards)
**Why do scientists suit up, gown up, gear up, and even dress up in costume so many different ways? Their work can succeed or fail depending on what they wear.**

From Head to Toe and in Between: **Scientists Get Dressed!**

Deborah Lee Rose  
deborahleerose@gmail.com

One of my favorite school memories is getting dressed up in white, thermal long underwear. It was not for a wintry day or Halloween, but for a science skit about astronauts walking on the moon. I remember imagining that day that I could be an astronaut! Now my newest STEM book for children lets young readers discover how real scientists—including women astronauts—get dressed to do their extraordinary work.

Major inspiration for *Scientists Get Dressed* came in the form of the diving wetsuit and SCUBA gear worn by Anne Scanlon, my author visit host at Robert Down Elementary School library in Pacific Grove, California. Anne doesn’t wear her wetsuit or SCUBA equipment when she works in the school library, but she does don the wetsuit when she volunteers as a diver/educator at the nearby Monterey Bay Aquarium. Her underwater outfit got me thinking about how marine biologists get dressed for their work with all kinds of ocean animals.

Since writing *Beauty and the Beak* I had been fascinated by my coauthor/raptor biologist Janie Veltkamp’s Kevlar-lined gloves and thick leather jacket, which she must wear to protect herself from the ripping talons and beaks of birds of prey. The “Eureka!” moment for *Scientists Get Dressed* came when my grand-niece showed me a picture of her mother at work, wearing waterproof waders up to her chest and standing waist deep in a partly frozen stream. “That’s what Mommy does?!” I asked in astonishment. I knew her mother, Lucy Rose, was a freshwater chemist, but until I

Scientists’ livelihoods—and their very lives—can depend on their spacesuit, polar parka, waders, helmet, harness, gloves, and more as they do work like repairing the International Space Station, providing medical care for injured bald eagles, tagging whale sharks, or operating on the human brain.
Scientists’ Glove Challenge Activity

Before writing *Scientists Get Dressed*, I helped create the national STEM activity website <howtosmile.org>, named an AASL Best Website for Teaching & Learning. Now I’ve created a new, hands-on Scientists’ Glove Challenge STEM Activity, which is included in the book. Any librarian, teacher, informal educator, or parent can lead this activity, or kids can try it themselves in school and other settings using inexpensive, easy-to-obtain, available, and safe materials.

What kids (and adults) can learn from this activity is that scientists can’t do their work without the right clothing and tools. In the challenge learners try different tasks like connecting toy bricks or measuring while wearing different gloves. Gloves you can use include dishwashing gloves (to represent a water chemist); thin, lab-type gloves (to represent a lab scientist or surgeon); mittens or oven mitts (to represent a glaciologist); cotton work gloves (to represent a volcanologist); and winter or ski-type gloves (to represent an astronaut).

**Extra Challenge (timed):** Glaciologist Adrian McCallum studies how snow and ice freeze and melt to create slow-moving glaciers and roaring avalanches. He does research in the coldest, harshest places on Earth, and knows firsthand that how fast scientists get dressed is critical to their safety and survival. He suggests this activity extension: Have kids time themselves, or each other, to discover how long it takes them to button or zip their coat or jacket, depending on what gloves they’re wearing.

---

saw that photo I had NO idea how or where she did her work.

Not all scientists wear white lab coats, like pioneering brain researcher Marian Diamond in *Scientists Get Dressed*, but most children and adults envision them that way. Students learning about scientific facts and challenges may not know anything about the scientists discovering these facts or meeting these challenges. Through the unique lens of what scientists wear, I want children to explore and understand STEM in new ways, and imagine themselves getting dressed for all kinds of exciting, important work.

Why do scientists suit up, gown up, gear up, and even dress up in costume so many different ways? Their work can succeed or fail depending on what they wear. Even the material their clothing is made of is critical to their safety. A volcanologist must wear cotton gloves that won’t melt near hot lava. A glaciologist may wear four pairs of mittens at one time to keep from getting frozen hands. Scientists in the lab need gloves that can’t be penetrated by dangerous germs or chemicals.

Scientists’ livelihoods—and their very lives—can depend on their spacesuit, polar parka, waders, helmet, harness, gloves, and more as they do work like repairing the International Space Station, providing medical care for injured bald eagles, tagging whale sharks, or operating on the human brain. Scientists and photographers across the United States and in Canada, England, China, and Australia eagerly contributed their “you are there” photos to *Scientists Get Dressed*, so young readers can meet real scientists and discover what they do, how they do it, and why their scientific work matters.

A spectacular photo of marine biologist Eric Hoffmayer satellite tagging a whale shark is spotlighted on the educational poster on the
Locating and tagging these endangered sharks is critical for collecting and transmitting data to scientists worldwide. This data quest gives scientists—and all of us—new knowledge about how these little-known giants survive in the open ocean, where they migrate and give birth, and how we can protect their species worldwide. In the photo Eric wears snorkeling, not SCUBA diving, equipment. He explains that diving fast and deep with whale sharks can be dangerous for humans. Wearing a snorkel, mask, and swim fins, he can closely and more safely observe and tag them near the ocean surface.

Like Eric, I can’t physically follow my subjects everywhere, as they climb a frozen glacier, pull themselves high into the forest canopy, or repair the International Space Station, but I can explore and discover with them in my imagination. This is something I always have in common with young readers.

Deborah Lee Rose is the award-winning author of Scientists Get Dressed (WunderMill Books 2019) and Beauty and the Beak: How Science, Technology, and a 3D-Printed Beak Rescued a Bald Eagle (WunderMill Books 2017). Coauthored with renowned raptor biologist Janie Veltkamp, Beauty and the Beak won the AAAS/Subaru SB&F Prize for Excellence in Science Books, the Bank Street College Cook Prize for Best STEM Picture Book, the California Reading Association Eureka! Gold Award for Nonfiction, and is a Junior Library Guild title. Deborah also wrote Ocean Babies (National Geographic); Into the A. B. Sea (Scholastic Press); Jimmy the Joey (National Geographic), which was named a Notable Social Studies Trade Book for Young People; The Twelve Days of Kindergarten, and The Twelve Days of Winter (Abrams Books for Young Readers); and many other cherished books for children of all ages. As a senior science writer at UC Berkeley’s Lawrence Hall of Science, she helped create the AASL Best Website for Teaching & Learning–honored STEM activity website <www.howtosmile.org>. Deborah graduated from Cornell University and lives in the Washington, D.C., area. To learn more about her work, visit <www.deborahleerose.com>.
2019–2021 SHARE THE WEALTH MEMBERSHIP CAMPAIGN

Share your commitment to the school library profession by participating in AASL’s Share the Wealth membership recruitment campaign. By recruiting your colleagues to AASL, you are contributing to their professional development as well as to the growth of your association. A growing AASL means greater recognition for school librarians in the K-12 community, more resources and support for members, and a larger network dedicated to transforming learning.

AASL members who refer a colleague will be entered into:

- Monthly drawing (in the month the application is received) for a complimentary AASL membership—over $100 value
- Grand prize drawing for complimentary 2021 AASL National Conference registration, airfare to conference, and three-night hotel stay in Salt Lake City, UT (one entry for each referral received)—$1,500 value

For more information, visit us on the web:
WWW.ALA.ORG/AASL/STW

SHARE THE WEALTH
Recruit and win!

PERSONAL MEMBERSHIP ACCEPTANCE FORM

Name

Prefix First Middle Last Suffix
Title Place of Employment
Address
City State Zip Country
Work Phone Home Phone Toll Free # Fax
E-mail
Home Address
City State Zip Country

Send ALA mail to: ○ Home ○ Work
Send ALA billings to: ○ Home ○ Work

Please allow 4-8 weeks for initial receipt of publications.

From time to time, ALA rents its membership lists to select organizations offering services or products related to libraries and educational organizations. If you DO NOT wish to be included in these mailings please check the appropriate circle(s):
○ NO MAIL listing ○ NO E-MAIL listing

Personal Membership Categories:

○ $124 I want to join AASL /ALA for the FIRST TIME
○ $162 Renew SECOND YEAR ALA membership and ADD AASL
○ $198 Renew THIRD YEAR ALA membership and ADD AASL
○ $103 I am a library support staff person employed in library and information services or related activities
○ $88 I am employed full- or part-time in library service related activities at a salary of less than $30,000 per annum, or I am unemployed
○ $88 I am retired
○ $74 I am a student enrolled in a library science program (5-year limit)
○ $50 I am already an ALA personal member and want to join AASL

Membership Number
Valid Through

Sections & Special Interest Groups:

○ Educators of School Librarians (ESLS)
○ Independent Schools (ISS)
○ Supervisors (SPVS)
○ Student SIG
○ Retiree SIG

Method of Payment:

○ Check enclosed (payable to ALA) ○ Purchase order enclosed ○ VISA ○ MasterCard ○ AmEx
Account/PO # ___________________________ Expiration Date __________
Name/Contact ___________________________ Signature ___________________________
Phone ___________________________ E-mail ___________________________

Your membership will be effective for one year following the receipt of dues.

Referred by ___________________________
Name ___________________________
E-mail ___________________________

Membership in the American Library Association is required for membership in the American Association of School Librarians. In order for your reference to receive credit for this referral your membership form must be returned to AASL (not ALA) for tracking.

MAIL, FAX, OR E-MAIL APPLICATION TO:
American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611-2795
Fax: 312-280-5276 | E-mail: aasl@ala.org

For more information, visit us on the web:
WWW.ALA.ORG/AASL/STW
NO OTHER BOOKS STACK UP TO BOUND TO STAY BOUND!

Ordering new titles (or replacing older ones) is often an intense and time-consuming process. It doesn’t have to be! Before placing your next order, just ask these three simple questions:

How long will they last?
BTSB’s prebound bindings, the most durable in the industry, provide more than 10X the circulation of publishers’ library bound books.

How much do they cost?
With a cost per circulation only a fraction of that of other books, BTSB’s prebound books maximize the efficiency of your budget… today and in the future.

How fast can I get them?
Our in-stock inventory of more than 20,000 titles, over one million books, enables BTSB to ship your complete order in record time.

Call or email us today to find out “why our name says it all.”

Bound to Stay Bound Books
Linking Libraries to Children’s Books
1880 West Morton Ave., Jacksonville, IL 62650
Tel: 800-637-6586 • Fax: 800-747-2872
www.btsb.com • sales@btsb.com

Partners in the Professional Development of tomorrow’s librarians
NATIONAL SCHOOL LIBRARY STANDARDS
To learn how this program can benefit your school district, please visit: standards.aasl.org/kit_request