ENGAGING IN VIRAL SCHOOL LIBRARY ADVOCACY

Journal of the American Association of School Librarians

VOLUME 48, NO. 4 | March/April 2020 | ISSN 1094-9046 | www.aasl.org

American Association of School Librarians, a division of the American Library Association
Meet your candidates on the AASL elections web page. Advocate for the election and share the AASL “VOTER” twibbon.

Your vote can make a difference!

Ensure that the voice of the largest library association includes the vital role of school librarians in K-12 education.

As school librarians have seen, that larger voice is critical when ensuring school librarians are part of federal legislation, that the intellectual freedom of our students is kept at the forefront, and that school librarians are recognized as a unique and critical role for developing lifetime library users. It takes school librarians involved in ALA leadership to keep this at the top of everyone's minds.

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.
Overview

- Alternative Assessments
  - Book Quizzes (English & Spanish)
  - Vocabulary Lessons & Test
  - Book Talk Videos
  - Writing Prompts (English & Spanish)
  - Book Reviews
  - Survey Questions
  - Book Printables

- Built-in Student Rewards
- Interactive Reading Log
- Robust Analytics & Reporting
- Fully Customizable

www.BookTaco.com
FEATURES

8 Creating a Viral Advocacy Effort in Tacoma
  Suzanna L. Panter

14 Advocating for the “Why” of School Libraries
  Empowering Students through Inquiry
  Barbara K. Stripling

22 One Small Voice
  My School Library Advocacy Journey
  Naomi Giles

28 The Many “Legs” of School Library Legislative Advocacy
  Christie Kaaland

ARTICLE

36 The Continuum of Care
  A Model for Collaboration with New Teachers
  Rita Reinsel Soulen
School librarians can transform their advocacy efforts by stepping off the treadmill and refocusing on the why of advocacy, the impact of school libraries on learning and student empowerment, rather than on the advocacy itself.

Advocating for the "Why" of School Libraries — pg 14

COLUMNS

35 2020 AASL Election President Candidate Statements

44 Welcome New 2018–2019 AASL Members

50 CBC Column

Choosing Books for Today’s Children
Marcia Strykowski

DEPARTMENTS

4 President’s Column
Adopting Effective Advocacy Strategies
Mary Keeling

6 Guest Editor Column
Proactive, Ubiquitous, Fierce, Collaborative School Library Advocacy
Christie Kaaland

52 Index to Advertisers

Look for these icons throughout this issue of Knowledge Quest. They will point you to additional resources online!

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.

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.


©2020 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.
I’m an introvert and uncomfortable with advocacy due to my basic shyness. As president of AASL, I’ve had to put this discomfort aside. School librarians in the United States are doing excellent work with learners and educators. It is important for me to tell YOUR story!

This issue of Knowledge Quest has some terrific stories about advocacy, and I am grateful to the authors for sharing their experiences and insights. As president, I’ve had several important opportunities to observe or be involved in advocacy efforts. These experiences have stretched my thinking.

Library school faculty at The University of North Carolina– Greensboro invited me to participate in an advocacy event in August during which they worked with the North Carolina School Library Media Association to plan a legislative advocacy project. People from beyond North Carolina shared their experiences advocating for or against legislative actions affecting school libraries and offered guidance about developing coalitions and organizing for political advocacy. At the Oregon Association of School Libraries’ conference, I attended concurrent sessions in which members of the legislative committee described resources they had assembled to guide legislative efforts to restore support for school librarians.

In both North Carolina and Oregon, participants demonstrated a deep understanding of the political realities in their states. In Oregon, for example, there is a strong commitment to protect local control of schools. State legislation to implement ESSA permits localities to fund school libraries, but school librarians know they are competing with many priorities at the local level. On the other hand, North Carolina’s governor is known to be passionate about literacy and achieving grade-level reading proficiency by third grade. North Carolina recommends but does not require school librarians in every school. Although the economy has improved, state legislators are reluctant to consider legislation that will increase tax burdens by requiring full staffing of school libraries.

In early September, past presidents Steven Yates and Kathryn Roots Lewis, president-elect Kathy Carroll, executive director Sylvia Knight Norton, and I visited ALA’s Washington Office. Our purpose was to engage in discourse with members of ALA’s Public Policy Office and the lobbyists they employ to deepen our shared understanding of school librarians’ needs, issues, and concerns.

During the summer, AASL convened the School Leaders Collaborative, a group of seven principals and superintendents working with AASL to develop impactful messaging for local, state, and national advocacy. This project, funded by OverDrive Education, aims to strengthen the collaborative relationship between AASL and school administrators. Through a series of conference calls this group developed a panel discussion for the 2019 AASL National Conference that addressed questions of interest to other administrators. Their voices changed hearts and minds in the room. One administrator said, “I will never think of my school library in the same way again.”
Advocacy Best Practices

Advocacy is important at the local, state, and national levels. Here is what you can do in your own school.

Do the Right Job. First, ground your work in AASL’s National School Library Standards. The Shared Foundations and Domains resonate with administrators and guide school librarians to employ practices valued by other educators and administrators. Make sure the school library is a place of discovery and joy, a place that invites learners to be themselves, pursue their questions, tinker with ideas, take charge of their own reading, and collaborate with others.

Next, partner with educators. Step out of the library, ask for high-level work, and contribute to school and district goals. If you don’t know where to start, use inquiry strategies to identify at least one school need that can be addressed through the library. Find ideas to try out by looking at any of the resources on AASL’s website, such as Defending Intellectual Freedom: LGBTQ+ Materials in School Libraries, Developing Inclusive Learners and Citizens Activity Guide, or by browsing topics on the Knowledge Quest website.

Articulate Your Impact. Libraries exist to improve communities, and school librarians work to deepen students’ learning experiences. As you implement solutions to meet your learning community’s needs, consider what evidence you can use to show how you have improved lives or deepened learning. Although everyone seems to love data, no one is interested in circulation numbers, unless they tell a story. What data do you collect to demonstrate how you have improved the lives of learners through inquiry, self-guided reading, social-emotional learning, or multiple literacies? Can you show the impact of partnerships with teachers? I know one high school librarian who was so effective at leading guided inquiry that now at least two of the teachers in her building are seamlessly incorporating inquiry into their own practices. Through co-planning, modeling, and co-teaching, she coached classroom educators to adopt inquiry as an instructional practice.

Listen to Administrators and Policy Makers. Most people enjoy talking about themselves, and administrators are no different. Instead of framing your advocacy message as an “ask,” start by listening. Find out what your administrator cares about, what makes them get up and go to work every morning, the “why” that gives them energy for long and demanding days. Administrators on AASL’s School Leaders Collaborative say they love working with teachers; some frame their work as a call to service. Others care deeply about student well-being, equity, and community connections.

Administrators and policy makers are bombarded with demands, many of which represent competing priorities. Expect them to ask how responding to you affects the issue(s) they care about, what it will cost, and other implications. This is a long game; be prepared to adjust and persist.

Connect Your Work to Stakeholder Goals. Once you know your administrator’s priorities, craft your message using AASL’s “School Libraries Transform Learning Message Box” (available at <https://standards.aasl.org/project/message-box/>). Focus your message on your administrator’s goals to help them see how the school library advances their agenda. You may also discover that your school library priorities do not align with your administrator’s goals; this may suggest that you may need to shift your priorities, collect different data, or review the National School Library Standards again.

Whatever happens, your confidence and practice will grow. The process of looking at your school library, comparing it with the National School Library Standards, listening to your administrator, and crafting a message will strengthen your ability to reach the learners and educators in your building. And when someone says, “I didn’t know you did that,” be proud that you expanded someone’s thinking.

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 love you, Rod Stewart, but you’re wrong about this: “The first cut is the deepest.” Every school library cut hurts as painfully as the last, and the best response is proactive, ubiquitous, fierce, collaborative school library advocacy.

School librarians have a passionate love of words, and recognize the power of words to impact action. It is through powerful words and evidential data that librarians convince others of the value, the profound academic impact, of a well-funded school library supervised by a certified librarian. As proctors of our profession and our programs, school librarians must advocate constantly for full support of their school libraries. Librarians serve on the front lines of literacy as information stewards and “right to read” freedom fighters.

Proactive

The first time I tried to “sell” school library advocacy to school librarians in a district where librarians were struggling with the news of more cuts, I was admonished for asking the school librarians to do more. Instead of being supportive or sympathetic, they felt I was adding another duty to their already packed schedules. The cuts came. That was twenty years ago, and that district’s school libraries have still not recovered.

A sorrowful truth is that library cuts are hard to heal and nearly impossible to reinstate. Therefore, it is imperative for school librarians to advocate proactively at every level, ensuring patrons and parents, administrators and board members, champions and legislators fully understand the school library’s impact on student academic success.

As information managers, school librarians understand the importance of staying informed; thus, representation at the bargaining table during contract negotiations, at local school board meetings, and on curriculum decision-making committees is critical when decisions that could impact the library are discussed.

Ubiquitous

Today’s school librarians have been taught that advocacy is a seamless, ongoing component of the job. It’s not an add-on or additional work, but rather a part of a school librarian’s DNA. It is ubiquitous, quotidian, and must be a part of everything that school librarians say and do in their positions. Advocacy must saturate a school librarian’s work, workplace, and beyond. And while it does not always preserve school libraries from cuts, more often than not, beyond doing the job well, advocacy is the most powerful tool available to sustain school libraries. School librarians must infuse ubiquitous advocacy into their daily lives, whether working as the sole librarian in a district or serving a district with a hundred other librarians. Today, it is not an option to opt out of advocacy work.

Fierce

I remember years ago hearing a quote by the (at that time) Springfield, Pennsylvania, high school librarian, Joyce Valenza, “You can’t be fierce in a holiday sweater.” It
resonated with me, and I have quoted Joyce often. “That’s the word! Fierce.” A descriptor that might be missing from the professional vocabulary of the cadre of hard-working school librarians.

I knew instinctively that Valenza’s holiday sweater metaphor represented stereotypes, and unfortunately stereotype-casting has lambasted the school library profession. I thought, at the time, of all the truly hard-working librarians who are not drawn to the limelight, too modest or reserved to sound their own trumpet. Who only want to do the best possible job for their students and their schools. To those librarians know this: “You are fierce! You love your students fiercely. You are fierce in your convictions for teaching and learning.” But if I can make just one request: ask one student, teacher, and/or family member to share their appreciation of all that you do with a district decision-maker or a stakeholder. That’s close enough to the spotlight but not too uncomfortable, right?

**Legislative**

School librarians often watch as district decision-makers are dazzled by shiny promoted educational solutions and pour valuable limited education dollars into programs that work...or don’t. Meanwhile, school library shelves often go unfunded, and children are not granted opportunities to develop a love of reading, a love of learning, and information-seeking skills, all of which can last a lifetime.

However, when the law states that school libraries will be funded, that librarian FTEs are part of the state’s basic education law and education budget, districts must adhere despite opinions, priorities, or narrow-minded local administrators. A state’s basic education law is sacrosanct. Therefore, it behooves school librarians to get involved in educational decision-making at the state legislative level (see Kaaland p. 28). Further, through the state library organization one school librarian member can track legislation that could impact the state’s school library, and then inform its members within the state, potentially protecting or expanding school libraries statewide.

**Strategic**

School library advocacy does not simply mean seeking champions to speak for libraries without providing context for what the library provides and what today’s students need. Rather, advocacy efforts must be flexible and nimble, responding to district needs and more global changes in the work we do as librarians.

Today, teaching inquiry skills to information-seeking student researchers is likely a role that stakeholders and decision-makers understand as important skills for student learning. In her article Dr. Barbara Stripling (p. 14) provides one of the most important lessons in advocacy work. Stripling reminds librarians of the importance of considering the “why” of advocacy. She shares the transformative power of teaching learners how to “navigate and evaluate the complex world of information,” empowering learners through the inquiry process.

**Viral**

Suzanna Panter, district library administrator, works tirelessly to infuse her district’s school librarians with strategic advocacy skills. In 2019–2020, major state legislative budget decisions saw last-minute cuts to large urban school districts. Panter’s district was severely impacted and she jumped into action, adopting an advocacy-first campaign for the year’s focus. She has pulled every rabbit out of her hat to maintain FTEs, for example, renaming their positions (e.g., “K–3 collaborative makerspace teachers”).

**Collaborative**

Finally, and perhaps most importantly, Naomi Giles shares her story of how she single-handedly advocated for expanding her school library position. Her story is a David-and-Goliath analogy for advocating for oneself through bold requests, collaborative reaching and teaching, and making sure every administrator knows what she does and what she could do for all kids, given more time. Hers is a success story that resulted in receiving more than she asked for—from part time to full time librarian.

These feature articles in this *Knowledge Quest* issue offer inspiration and help to strengthen advocacy muscles for every school librarian.

---

Christie Kaaland is the director of school library certification at Antioch University’s School of Education in Seattle, Washington. Her most recent article, “An Author Visit with Dan Gemeinhart” was published in the October 2019 issue of *Teacher Librarian*. She authored the book *Emergency Preparedness and Disaster Recovery in the School Library: Creating a Safe Haven* (*Libraries Unlimited 2015*). She was awarded the Horace Mann Humanitarian Award from Antioch University in 2012. She is a member of AASL.
CREATING a Viral Advocacy Effort in Tacoma

Suzanna L. Panter
spanter@tacoma.k12.wa.us

guess what?
2018 was a difficult year for Washington state school librarians. The state changed the funding formula for school districts, leaving some districts with more money and others with less. The new funding formula, coupled with new regulations on how the money was spent, meant every district had to renegotiate salary contracts with their teachers’ unions. The new regulations caused many districts to react harshly, and following trends of other west coast states, some districts reduced certified school librarian and library support staff positions. The new funding formula favored many small rural districts, previously with little voice in legislative funding, but the most drastic funding changes occurred in the largest urban districts. Spokane cut all school librarians, and my district, Tacoma, faced major cuts of its own.

Tacoma school libraries have wonderful support at the district level. In 2017 Tacoma’s amazing superintendent, Carla Santorno, was named Superintendent of the Year by the Washington Library Association and spoke on a panel at the Texas Library Association conference in 2018 about the importance of school librarians in student achievement. If cuts came, Santorno indicated they would not be solely directed at school libraries as they were in Spokane. Unfortunately, school librarians are always at risk of being cut, particularly when most administrators do not fully understand the librarians’ impact on student learning.

Learning to Advocate

Whether or not school library positions are under threat of being cut, advocacy must be ongoing. As the district library administrator in Tacoma, I used the changes to the funding formula and regulation as a catalyst to teach school librarians how to advocate for their programs, in the hopes that their building-level advocacy efforts would help stave off cuts on the district level. My approach was to distill a message into something administrators could understand and would fight for alongside the school librarians. We had a year to advocate for school library positions; therefore, the librarian professional development for the year would focus on advocacy.

Throughout the year school librarians met in small groups according to their geographical zones, grade-level groups, and as a whole group. Varying the grouping of school librarians offered opportunities for them to share their varied perspectives. The goal was to build allies with administrators and help them understand the school library’s value so they could talk about the importance of school libraries in their administrator meetings.

While researching advocacy ideas I rediscovered Stephanie Vance’s book, The Influence Game: 50 Insider Tactics from the Washington D.C. Lobbying World That Will Get You to Yes, a book given to me years ago at an ALA National Library Legislative Day. During that trip I was lucky enough to meet former ALA lobbyist Stephanie Vance. I revisited this book to identify strategies I could teach my school librarians.

Influence vs. Manipulation

Influence is about convincing someone else to do something for a mutual interest. … Decision makers and the lobbyist feel as if they’ve both won or at least both sides are equally miserable with the outcome. (Vance 2012, 7)

I really love this quote. Sometimes school librarians get bogged down in traditional advocacy strategies. School librarians know that school libraries help students succeed; national studies tell us so. We help kids understand the world through literature and information literacy. We know our work will save democracy. However, logical arguments rarely work when influencing others because situations are subjective. Arguments need to make sense not from a personal or world view but from the perspective of the audience. How can you help your administrator understand how your school library supports their goals for the building?

Knowing Our Purpose

Vance explains a great way to determine the purpose of your advocacy efforts is to ask, “Why are we willing to spend our valuable time on our cause?” (2012) What is our “why,” but more importantly what is the administrator’s “why?” Sometimes school librarians can be almost too passionate about the school library cause. We love what we do and can get emotional about it. However, we must present factual evidence and data to show administrators the impact our school libraries have on students. We must be able to articulate why administrators actually do want what we want. While the national studies showing how school libraries positively impact students are helpful, administrators want local data, just like legislators who answer to their constituents. How can you provide evidence of student impact at a building level?

Get SMART

Setting SMART (specific, measurable, attainable, realistic, and timely) goals for your advocacy effort is a start, but applying this framework to “the ask” is also important. School librarian needs can be overwhelming—budgets, schedule flexibility, respect—so narrowing down the ask is vital. Our school librarians voted
that the number one priority as a district should be to get a full-time certified librarian in every school. We believe that we cannot build a sustainable program without achieving that goal. Stephanie Vance’s formula helped the librarians articulate the goal:

I/we will achieve (specific what) by (when). I/we will approach (who/where) to succeed. (2012)

Tacoma’s SMART goal became:

We will achieve full-time certified school librarians in every school by 2025. We will approach administrators in our buildings, district, and board to succeed.

Know the Decision Makers

Once “the ask” was identified, the advocacy team needed to research what makes each administrator tick and why they should want what we want. It is very important to know district administrators inside and out: what they like, what they believe, who their friends are, who they trust. Administrators need to be studied to understand how they should be approached and to learn how to shape “the ask” into something they can get behind.

I asked all librarians to determine who their administrators confide in and make that person a close ally. In the elementary schools it is often the instructional coach who works most closely with the principal. Invite these confidantes in to see the school library in action. Ask them questions about how to improve instruction and get them to understand the value school libraries bring to student achievement. If the principal’s trusted ally shares great things happening in the library, the principal will be more willing to listen to requests. The school librarians had to focus on their audience's needs, not on what we want to give them. Questions to consider include "What are the major initiatives in our buildings and district?" “What is the administrator’s issue of the day and how can we connect to it?” Librarian advocates often pose the question as, "What keeps your administrator up at night?" In Tacoma the issues were all students reading at level by third grade and implementing a new social and emotional learning (SEL) curriculum. We crafted our messages to address these topics. What topics could you address in your advocacy messages?

Rivals and Supporters

In her book, Vance explains it is important to identify potential rivals and supporters for your cause (2012). Potential rivals are people that could be negatively impacted by achieving your goal, in our case the addition of a certified school librarian to each school. Tacoma schools have full-time instructional coaches, and music and PE teachers have twice as many hours of instruction as elementary school librarians. Adding a full-time school librarian to every school could mean that one of these programs would lose positions. To offset these cuts, it’s important to identify potential savings in the budget to pay for the additional librarians. Painting the clearest picture possible for administrators meant knowing what it will cost them in money, time, and political capital if they said yes to "the ask" and identifying who will agree with them if they agree with us. Who are your rivals and supporters in your advocacy efforts?

Building Coalitions

In formulating a win/win solution, school librarians were taught how to turn potential competitors into allies.
In Tacoma we are working hard to build understanding about the type of work we want to do with our building instructional coaches. They are very well protected politically in our system. Much of the role of the school librarian and instructional coach overlap. We have been seeking them out for collaborative learning experiences and helping them in any way we can. They are usually also very close to our administrators, so we determined that if we could build mutual needs, our instructional coaches could potentially advocate for school library positions with administrators. They could also help us identify weaknesses within our cause. We wondered if it would be smart for us to talk about how a school librarian’s work is similar to that of instructional coaches since instructional coaches are ingrained in our school district’s culture. We talked about changing our message to focus more on our role in reading instruction or STEAM integration. Using these potential rivals as sounding boards to craft our message could be helpful. What is the larger battle all our competitors could join up together to fight? We all need more time with students, and we can work to make our competitors allies and still win.

**SPIT It Out**

Vance explains that requests must be Specific, Personalized Informative, and Timely. She calls this the SPIT formula (2012). Our ask needs to be specific in terms of what we want matching what our audience wants. Our request must also be personal: a compelling story can make the need and situation tangible. The ask needs to be informative and include its impact on potential rivals. By articulating both sides of the issue we come across more trustworthy to our administrators. The ask also needs to be timely. We can’t complain about what we need when the budget is already written. Our administrators must see our needs before changes are written in stone. Vance suggests using the following formula:

*Knowing of your interest in x (specific to the audience), I thought you’d be interested in y (specific in terms of what you want). This is important to me because (personal story). In addition, I believe this would benefit you because (informative facts). I understand you’ll be deciding by (timely). Are you willing/able to (your specific ask)?* (2012)

After advocacy training, a few school librarians tried out Vance’s formula to ask their principals for book budget increases. Others used the formula with community partners to get funding for guest speakers and makerspace materials. As district library administrator, I used a version of this to get our superintendents to agree to fund additional diverse materials and specific training on diversifying our collections. We will be using the formula to continue to ask for full-time school librarians.

**Advocacy in Action**

These trainings kick-started our advocacy efforts and led to discussions of how to bring our message to the Tacoma community at large. We decided to make a video series showcasing all the work we have been doing in our school libraries. We wanted the videos to align to the Shared Foundations in the AASL Standards to share our standards with community members and administrators. I reviewed the Shared Foundations and tried to pick out themes around the work we do. I enlisted one of my instructional technology facilitators who has a videography business to help me. I built talking points around the themes and asked school librarians to volunteer to be filmed. (The videos are available online at [www.tacomascchools.org/libraries/Pages/Library-Video-Series.aspx](http://www.tacomascchools.org/libraries/Pages/Library-Video-Series.aspx).)

For the Inquire foundation I wanted to showcase our districts chosen inquiry model Guided Inquiry Design. Through this model we teach students how to be deep questioners by developing their background knowledge of a topic before they choose a research question. We also talked about ways we teach inquiry through learning stations and algorithmic thinking through unplugged coding activities. This is where our program shines with rich instruction that is lacking in some classroom teachers’ toolboxes. I wanted our administrators to see how inquiry is the building block of all quality instruction. Inquiry is best taught in collaboration with classroom teachers. This is a place where we struggle due to fixed schedules at the elementary school level.

Social emotional learning is a high priority in our district. Through the Include Foundation I wanted to show the community how libraries are greenhouses for students to thrive. School librarians are often a trusted adult in many students’ lives. School libraries are judgment-free zones where all students can feel safe to be themselves. We welcome everybody and strive for students to feel like they belong through our diverse collections and opening the space for the community during lunches and after school. I worked with our Whole Child director and vendor to identify books in our collection that would help school counselors with bibliotherapy for students with adverse childhood experiences. I shared an annotated list of these resources with counselors and pointed out that some schools had no resources on some of these topics. She was so impressed that she went to our deputy superintendent and secured us $15,000 to ensure every
elementary school had at least one picture book to help with each topic.

For the past three years we have worked to showcase the possibilities collaboration can ignite. School librarians have learned multiple ways to co-teach, co-plan, and co-assess with classroom teachers. In our Collaborate video it was especially important to have teachers’ voices. Two school librarians asked classroom teachers to share their collaborative experiences working with the school librarian. The teachers spoke about specific successful projects they did with their school librarians. Having classroom teachers explain how beneficial the experiences were to student success helped administrators see the positive impact collaboration can have on students and staff. This led to more principals including collaboration time in their building schedules when possible.

One of our most successful programs is the partnership with the Tacoma Public Library. In the Curate video we explained how students used their student ID cards to access premium digital resources from the public library. Although this program was several years old, some community members were not aware of it. We also used the Curate video to advocate for sustainable budgets as they ensure we have collections that are of interest to kids. Unfortunately, most of our talk about the budgets was edited out because our public information office was concerned that asking for money was not helpful during our tough budget times. However, the message came through and we did receive $50,000 from the district to help update our collections.

I have gradually encouraged librarians to build makerspace opportunities in their school libraries. Some focus on robots and coding, others Legos and knitting. Most makerspace opportunities happen during lunches and recess when students have free time. In the Explore video we showed how much students love making and reading. We use reading enrichment and making together to help kids look at social issues and problem solve solutions. Telling this story really paid off because this year we were able to save three elementary school library jobs by creating a new position title: K–3 collaborative makerspace teachers. By changing the title of these elementary school librarians we were able to fund them from other sources of district money. These elementary school librarians co-teach with classroom teachers using making to enhance their social–emotional, science, and social studies curriculum. The best part is that this is a flexibly scheduled program, which will hopefully serve as a catalyst to demonstrate to administrators how school libraries can be deep learning partners when not tied to a fixed schedule.

One of the most important roles our school librarians have is to be leaders in their schools for integrating technology. The goal of the Engage video was to demonstrate ways librarians harness the power of technology in our school libraries. While teaching digital citizenship should be everyone’s responsibility in a school, school librarians are natural leaders to lead digital citizenship instruction. Most Tacoma librarians are Microsoft Innovative Educators and are tasked with training their building teachers on using Office 365 applications with students. These leadership opportunities have helped administrators see school librarians in a new light. When speaking at the Texas Library Association conference in 2018, our award–winning superintendent Carla Santorno shared ways students and teachers passionately embark in learning with technology through school librarians.

Onward

Through these advocacy efforts we saved many jobs, although we did end up losing a few positions to attrition. The school librarians will continue to educate the community, build coalitions, and lead administrators a bit out of their comfort zone. There are many competing interests in a school district, and we are all trying to do what’s best for kids. Our hope is that these actions and videos will influence others in our community to step up for school libraries.

Suzanna Panter is the program manager for school libraries at Tacoma Public Schools in Tacoma, Washington.

She is a member of AASL and is serving as the Supervisors Section Representative on the AASL Board of Directors and is a member of the AASL Professional Development Committee. Her school library received the 2012 School Library Program of the Year Award from the Virginia Association of School Librarians. She is a Lilead Fellow.

Works Cited:


ADVOCATING FOR THE “WHY” OF SCHOOL LIBRARIES

Empowering Students through Inquiry

Barbara K. Stripling
bstripli@syr.edu
Now, here, you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!

—Lewis Carroll, Alice in Wonderland

To many, advocacy for school libraries may seem like a treadmill where the only way to achieve success is by continually speaking twice as loud or running twice as fast. Advocacy seems to require repetitive activity and mindlessly following an advocacy path prescribed by experts who offer tips and techniques that have been “successful” somewhere.

School librarians can transform their advocacy efforts by stepping off the treadmill and refocusing on the why of advocacy, the impact of school libraries on learning and student empowerment, rather than on the advocacy itself. Effective advocacy in this frame has three components:

1) focus the school library on making an impact on student learning,
2) collaborate with others to create that impact, and
3) celebrate student successes with target audiences.

Focus on Making an Impact on Student Learning through Inquiry

Young people are confronted daily with too much information. Much may be either intentionally or carelessly inaccurate or biased information, or perhaps opinions that are cloaked with a false mantle of authority, or shallow or tweet-level bits that convey limited understanding, narrow viewpoints, and the absence of empathy. School librarians empower students to navigate and evaluate the complex world of information in order to select the most reliable and relevant ideas to answer their questions and to fuel their own learning and creativity. By focusing the library on this vision of student empowerment, school librarians define the why for their libraries: the impact of the library on student learning. That impact is the essential core of powerful advocacy.

Inquiry may be the school librarian’s most important tool to accomplish a vision of student empowerment and learning. By fully integrating inquiry into their libraries, school librarians can transform students into independent learners and critical thinkers. Inquiry is not simply a research process to follow when completing an assignment; it is a way of approaching the world.

Inquiry is a recursive learning process that involves thinking, challenging assumptions, seeking multiple perspectives, and building deep and personal understanding. The process of inquiry involves several phases, with essential information fluency skills at each phase. In the Stripling Model of Inquiry, the six phases of inquiry have been identified as Connect, Wonder, Investigate, Construct, Express, and Reflect (Stripling 2010; Stripling 2014).

Learners often start their inquiry by connecting with their own curiosity about topics or ideas. They might ask themselves “What do I already know about this idea? What previous experiences have I had that help me understand it? Why do I want to learn more?” Almost immediately, curious learners move beyond this early Connect phase to the Wonder phase by asking questions about what they want to learn. Learners often move back and forth from Wonder to the next phase, Investigate, where they start pursuing answers, asking deeper questions, and seeking additional information. The Investigate phase involves the greatest number of inquiry/information fluency skills that school librarians need to teach because of the information/misinformation-rich environment that has enveloped society today.

Deep empowerment of learners through inquiry comes in the next phase, Construct, when they synthesize the information they have discovered and form their own opinions, draw conclusions, develop original ideas based on evidence, and essentially integrate new ideas into their prior knowledge. The next phase, Express, helps learners cement their new understandings by sharing their ideas with others. Authenticity in the audience and the format of the final product enable learners to make real-world connections and perhaps take action on their new ideas. Finally, the last phase of inquiry is Reflect, in which learners think about both their process and product of inquiry to decide what they might do differently the next time they research a topic and what new questions they want to ask and investigate.

Inquiry-based teaching and learning is not easy. Some of the most academically talented students struggle with inquiry because they are used to excelling at “learning” the information in a prescribed curriculum with clear right and wrong answers amidst a defined body of knowledge. When they have to decide their own path, write their own questions, evaluate the information they find, and draw their own understandings, students may flounder unless they receive simultaneous instruction in the information fluency/inquiry skills that enable them to learn on their own.
The school librarian’s role is to teach the unique skills required by inquiry in a comprehensive continuum from pre-K to twelfth grade. School librarians have found that, when they teach appropriate and specific skills, the impact on learning is profound. Learning becomes personalized as students have the opportunity to define their own paths based on their interests. Learning is both engaging and challenging. Students of all abilities and grade levels thrive when they are expected to perform at a high level. Lev Vygotsky’s Zone of Proximal Development (ZPD) comes to life in students whose school librarian pushes them to reach the highest levels of their ZPD, ask tough questions, and search for answers beyond the superficial façade of easily accessible facts (1978). School librarians have discovered that when students are empowered to develop the skills to take charge of their own learning, the students develop understandings that cross over from class to class and year to year. Students are able to be metacognitive and reflective of their own learning.

**Collaborate with Others to Create the Impact on Student Learning**

School library lore and literature have, at times, propagated a “shaming” campaign against those librarians who do not put primary emphasis on collaboration, suggesting that school librarians cannot be successful without close collaboration with classroom teachers. That is not a realistic picture of many librarians’ situations when they are providing planning time for classroom teachers, teaching thirty classes a week, split between two or more schools, or contending with a hostile or apathetic administration or teaching staff. In addition, this vision of collaborative librarianship implies that the end goal is collaboration itself. Just as the end goal of advocacy is not advocacy itself, so the reason for collaboration is not actually the act of collaboration, but rather instruction closely aligned and synergistic with classroom learning.

The challenge, then, is for school librarians to identify those essential skills that enable students to develop new understandings about their classroom content and their own personal interests. School librarians must move from traditional collaboration (planning an instructional unit or lesson with a teacher) to a proactive role in analyzing the school curriculum (perhaps through curriculum mapping), engaging in conversations and detective work to identify current projects and assignments, using test scores and other data to assess the current status of student skill development, and mapping an information fluency curriculum that draws from library and content standards. In other words, school librarians develop an instructional plan for teaching inquiry/information fluency skills that are most appropriate for their specific school, that can be refined and developed further in conversations with teachers. In this model of collaboration, librarians are not dependent on finding time to meet with teachers to draft an instructional plan, but rather use their professional expertise to craft an approach they can bring to the collaborative conversations.

Various tools are available to help school librarians start to prioritize among all the inquiry skills they might teach to delineate the ones most important for their specific students. The AASL *National School Library Standards* provide an overall framework and a first layer of skills that are critical for all students.
to develop (2018). In New York state, a PK–12 information fluency continuum, called the Empire State Information Fluency Continuum (ESIFC), takes the AASL Standards to a more comprehensive and grade-by-grade level to enable librarians to translate the standards into specific skills and develop skill-based lessons (Stripling et al. 2019). The re-imagined ESIFC has just been published online to provide an extensive curriculum of skills, identify priority skills for each grade level, and offer adaptable graphic organizers to assess student learning for each priority skill. This continuum may be viewed and downloaded on the NYS School Library System Association website (<https://slsa-nys.libguides.com/ifc>).

Many of the skills in the ESIFC are predictable and probably already included in school librarians’ inquiry instruction. Other ESIFC skills push instruction in new directions to respond to the changing information environment and increase attention on the social and emotional development of students along with their academic development.

Librarians may expand their definition of information fluency and strengthen their teaching impact by developing instruction for the following nontraditional skills: identifying assumptions and faulty prior knowledge; developing questions at several levels of thought; asking questions for which there are multiple answers; digital, visual, and media literacy; lateral reading; corroboration; consideration of multiple perspectives; social and emotional dispositions; drawing conclusions; forming opinions; making claims; design thinking; thinking metacognitively; netiquette; respecting cultural differences; ethical online behavior; developing self-identity and agency; and using social media responsibly.

Once school librarians gather evidence and develop an instructional plan with a continuum of skills appropriate for their school, those collaborative conversations can begin. A series of questions and suggestions will help elicit information librarians need to be able to match aspects of their instructional plan with the instructional units being considered by the teacher:

• What content do you want your students to learn as a result of this unit?

• What are you considering as the students’ final product or shall we design it together?

• Given your expectations, I think your students would benefit most if I taught them to...when they are finding information and... when they are solidifying their ideas to create their final product.

• Are there other skills on this priority skill instructional plan that you would like me to teach or for us to co-teach?

• I will assess your students’ success in developing the new skills and share the results with you. We will be able to decide if students need more instruction or more practice to be comfortable using the skills during inquiry.

• We should also be able to gauge how well their use of inquiry skills impacted the quality of their final products.

The essential aspect of this collaboration for schools focused on making an impact on student learning through inquiry is that the selection and teaching of the skills must be fully aligned with classroom content. Even if school librarians cannot meet directly with all the teachers, they can use their curriculum maps and knowledge of what students are studying to devise a
plan that matches their priority skills with the specific curriculum content. Creating a whole-school impact on student development of inquiry skills and content understanding requires careful and strategic planning by school librarians, close collaboration between librarians and classroom teachers to teach or co-teach the most relevant skills for the content, shared responsibility for assessment of skill development as well as content learning, and a willingness to engage in authentic conversations in which librarians and classroom teachers share their goals, expectations, frustrations, and knowledge.

Celebrate Student Successes with Target Audiences

Once the school-wide plan for enhancing student learning through inquiry has been implemented and fully integrated into the academic life of the school, the third component of advocacy through the impact of inquiry must be tackled. Essentially, this phase involves recognizing and celebrating student successes in learning with multiple constituencies, both within the school and in the larger school community. The first, and most important, target audience is the students themselves. Students must be invited to recognize and utilize their own increasing agency. Through inquiry, they have become “experts.” As such, they have developed both self-confidence and motivation to share their new understandings with diverse audiences beyond their classroom teacher. Some learners have probably even been empowered to take social action emanating from their inquiry research; the school library is an ideal forum for students to launch campaigns to improve aspects in the school or wider community. Librarians enable students to celebrate their own successes by integrating reflection and metacognition into inquiry experiences, providing opportunities for students to share their work publicly.

The librarian advocate must build on the evidence of student empowerment by using transparent, active communication with target audiences—administrators, classroom educators, parents, and the broader school community. Librarians enable students to celebrate their own successes by integrating reflection and metacognition into inquiry experiences, providing opportunities for students to share their work publicly. The librarian advocate must build on the evidence of student empowerment by using transparent, active communication with target audiences—administrators, classroom educators, parents, and the broader school community. The message is clear: school libraries impact student learning through the development of inquiry skills. Crafting the message for resonance with various audiences takes careful consideration, because different audiences will interpret the evidence according to their own priorities, understanding of inquiry, and use of language.

Of primary importance is that advocacy messages need to be about the impact of the school library on student learning, not about things the school library has done. Messages must be celebratory, with specific examples of excellence including teacher praise for students’ hard work. Excerpts of student work can be featured, assuring both credit and privacy as appropriate.

Attention must be paid to the priorities of audiences, offering specific evidence for how the impact of the inquiry-based approach fulfills those priorities. Administrators, for example, may be most concerned with students’ literacy scores. Offering specific examples of successful development of higher-level literacy skills would enable administrators to regard the school library as an integral and positive component of the administrators’ own performance. Parents may be most concerned that their children develop the skills to complete research assignments successfully and participate responsibly and safely.
in online environments. School librarians deliver effective advocacy when they share aspects of their curriculum with parents as well as tips and tools that help parents take an active role at home. Many members of the community have little knowledge of what students are learning in school, but they recognize the imperative that today’s students are prepared to be future contributing citizens. Messaging to the community outside of school about the inquiry skills that students are learning and the projects they are completing is advocacy that generates broad support for the role of the school library.

School librarians must also consider communication strategies available for delivering these messages, from simple bookmarks to complex websites; the format of the communication must match the intended audience. Consider accessibility; for both school communities with limited access to high-speed Internet connections or high populations of non-English speakers, an English-only, complex newsletter may not be accessible for many parents. Although school librarians themselves may love to participate actively on Twitter, many teachers, administrators, and parents do not have time or interest in following a Twitter stream. Pictures communicate valuable documentation of successful library experiences; however, innovative photography or graphics should be used because faces of children should not be regularly posted to any online platform.

Through social media platforms, school librarians are able to extend advocacy beyond the school walls. This wide net enables librarians to celebrate the impact on student learning with a community-wide audience. Reaching decision makers like school boards, central office administrators, city officials, and legislators with advocacy messaging about the impact of the library’s focus on inquiry and student learning can result in powerful support for the school library in terms of finances, scheduling, public affirmation, and staffing levels. Building parent understanding and support reinforces the impact and extends the culture of inquiry into the home. Sharing successes publicly also results in enhanced personal networks for school librarians, as professional colleagues react and reshare the ideas globally.

Advocating for the “Why” of School Libraries

The simple story of a little second-grade boy in the Bronx illustrates very powerfully why school libraries make a difference in the lives of learners. “Antonne” was a good reader and an avid school library user. When the newly renovated library in his elementary school held a grand opening, Antonne was invited to the ceremony. While waiting for the festivities to begin, the library supervisor sitting next to him smiled and said, “Hello.” Immediately, Antonne responded with, “Ask me anything about American presidents.” The supervisor was momentarily taken aback, so Antonne continued, “I have read every book in this library about U.S. presidents. You can ask me anything. I’m an expert!”

Yes, if all our second graders and fifth graders and twelfth graders regard themselves as experts because they have conducted inquiry in the library, then all school librarians have to do to become powerful advocates is to tell that story. The impact on student lives and learning will sell itself.

Barbara Stripling is an emerita professor in the School of Information Studies at Syracuse University. She is a member of AASL and is currently serving on the School Library Research Editorial Board and Publications Advisory Board. In 2012, she was awarded the Distinguished Service Award by the New York School Library System Association, and in 2017 she received the Joseph W. Lippincott Award from the American Library Association. She led the updates to the Empire State Information Fluency Continuum.<https://slsa-nys.libguides.com/ifc>. She was the 2016–2017 president of the New York Library Association, 1986–1987 president of AASL, and 2013–2014 president of ALA.

Works Cited:


Customize your celebration with your community

Use your favorite School Library Month themes from the American Association of School Librarians to customize your celebration with your school community. These themes can be used to celebrate how school libraries and school librarians support teaching and learning this April or anytime you celebrate.

Think, Create, Share, and Grow with your networks this April using SLM hashtags aligned with the AASL Standards. A new hashtag will be announced each Tuesday!

#slmTHINK  #slmSHARE
#slmCREATE  #slmGROW

Access collections of downloadable graphics, video announcements from spokespeople, professional development programming, and much more!
It is hard to believe my five-year-old daughter will enter kindergarten this year. Her preschool class is preparing for a graduation ceremony in which they will sing and walk across the stage to the cheers and camera snaps of family members. My daughter, who is extremely bashful, has been quietly rehearsing the words and sign-language motions of the song they will perform. Her soft little voice mouths the words, “With just one small voice singing out a song, with just one small voice singing sweet and strong. One by one they’ll grow and together sing along. And then soon all the world will be singing” (Hartman 1995). Her hands sway and turn to the sign-language motions her teacher taught her. It is in this moment that it hits me: This is my song, and these words describe my advocacy journey. While I certainly do not want to steal her precious moment in the spotlight, I cannot help but smile at how the song’s words apply to my own school library advocacy plan.

You see, I feel like I am “one small voice.” I am a rather new school librarian (wrapping up my second year) at a tiny public school in a rural part of Virginia. When I say tiny, I mean only one class per grade level, kindergarten through fifth grade, with a total student population of 110 students. Due to the school’s size, I work a half-time position (2.5 days per week). I see all classes for lessons and check-out one day a week, and I collaborate with teachers and pull groups for enrichment and remediation one day a week. The half day is reserved for library administration work such as ordering, processing, and reshelving books.

In theory, there is nothing wrong with my schedule. My position does fulfill Virginia’s Standards of Quality for a school with fewer than three hundred students. It is a wonderful little schedule at a wonderful little school, but there is just one big problem: there is not enough time in my one flex day per week to:

- Collaborate and coteach with teachers,
- Oversee reading programs,
- Provide curated teacher resources,
- Run makerspaces,
- Work with small groups,
- Update websites,
- Fix technology issues,
- Hold book clubs,
- Work on the yearbook, and
- Other teaching, research, collaboration, and enrichment experiences for students and teachers in my school!

The many hats school librarians wear are not easily tucked into one day’s work.

Finding My Voice

I tended to feel powerless since, up until May 2019, I was not fully certified as a school librarian. I began my school library position when I started my Master’s program, and, my! have I learned and grown immensely during my studies. Now that I have wrapped up my Master’s in school librarianship, I see the potential for what a school library can and should be. I have learned important lessons about accessibility, intellectual freedom, privacy, digital citizenship, inquiry-based learning, and other curricular information and digital skills. I have learned that the school library should be the heart of the school, open and welcome to all as a safe haven for inquisitive minds. Students should be engaged in authentic learning experiences filled with 21st-century skills. The school library is no longer a place of quiet shushing and strict limitations.

In graduate school, I was required to create a mission and vision statement for my school library. I decided to create my library vision statement to align with AASL’s Standards, highlighting the six Shared Foundations:

The vision of the school library program is to **Include** all students and to create a safe community for learning. We aim to teach students how to **Inquire** and think critically about the world around them in order to solve both internal and external problems. Students will learn to **Explore** new topics through a variety of formats, causing them to create new experiences, reflect, and grow. They will **Engage** ethically and legally in the creation and sharing of new knowledge and will **Curate** resources of personal relevance. Students will **Collaborate** with others to broaden perspectives and achieve common goals.

Once I became certified and created my mission, I felt my voice growing stronger.

After realizing that the library at my school was not living up to its full potential due to scheduling, I began to advocate for added time in my school library for the 2019–2020 school year. The principal was very open to increasing the contracted library time. However, it was evident that the battle would be getting the central office on board to make this a priority in the budget.

My county is in a rural part of Virginia, which means our school district tends to have lower teacher pay scales and limited funding. Each year the superintendent fights for dollars and pinches pennies to keep the schools functioning properly. This year, the district
hired a new superintendent whose first priority was to provide a pay raise to all employees. That meant that new positions and more hours for current employees would have to take a back seat.

In order to achieve my goal of more time in the school library, first and foremost the district administrators needed to understand the deficits that the school faced due to the limited two-and-a-half-day schedule each week. I wrote a report detailing some of the difficulties faced due to this limited library schedule and sent it to the director of academics, the school library supervisor, and superintendent. The report highlighted how research projects took weeks and weeks to complete since I was able to work collaboratively with classes only once a week. I explained that some teachers in the lower grades were unable to work with me since upper-grade collaboration and remediation and enrichment took priority. The report also explained that in my absence, I was not able to help teachers find books and resources or help them with technology issues.

Another issue that needed to be made known to the administrators was accessibility for students to check out books. In the existing schedule, all students check out books on Wednesday. If children finish reading their books on Thursday evening, they have to wait until the following Tuesday at the earliest to exchange their books for new reading materials. It was pointed out that this is a major disadvantage for students and hinders them from continually learning and growing.

Sharing these academic concerns and requests was the first step in my advocacy journey. I had to be vocal and raise my small voice to those stakeholder decision-makers that mattered most. Armed with all these important academic needs, I requested one or one-and-a-half additional days added to my school library schedule for next year. I did not ask to work full-time because I wanted to present an offer that was realistic and would not impede on the overall budget. I did not think that a full-time request would be seen as a need or a priority by district administrators and budget decision-makers. Yet, even one extra day would solve many of the collaboration and accessibility issues.

**Adding Voices to My Advocacy Song**

The next part of my daughter’s graduation song says, “One by one they’ll grow and together sing along.” What a beautiful sight it was to see others joining in on my song so that my voice was not the only one heard. As a result of my work in the library, I heard coworkers share conversations in the office about the remarkable happenings taking place in the school library. Word of mouth spread quickly. The teachers mentioned how thrilled they were with the collaborative lessons that were in progress and how students were excited about research, community involvement, poetry, and reading. Others shared how helpful it was to have a school librarian who helped students understand plagiarism and who

---

**THE TEACHERS MENTIONED HOW THRILLED THEY WERE WITH THE COLLABORATIVE LESSONS THAT WERE IN PROGRESS AND HOW STUDENTS WERE EXCITED ABOUT RESEARCH, COMMUNITY INVOLVEMENT, POETRY, AND READING.**
These words warmed my heart and encouraged me not to lose hope. Hearing these remarks, the principal had even more reason to join in the song and advocate for more school librarian time to help with technology and research and to increase student checkout time.

Now that others were singing along, I could hear our voices growing louder. I certainly did not want to be impatient or selfish. I knew that the principal had also requested more time for the part-time Title I teacher and school counselor. However, I wanted to impress upon the central office administrative staff why this request is so important to our students. I shared an article with the administration and the director of academics by Deb E. Kachel and Keith Curry Lance titled, “Why School Librarians Matter: What Years of Research Tell Us” (2018). This article provided an up-to-date look at research statistics regarding school librarians’ link to student achievement. It also highlighted the role of the school librarian and how to leverage the school library. District administrators were grateful for the information and assured me that they were doing everything they could to add time into the library schedule.

Not long after I sent the article, I received a confirmation that I would be given one extra day to work as school librarian at my perfectly tiny school. I was overjoyed! Some of the other requests for more staffing time at my school were rejected, which made me feel that my advocacy efforts made the difference.

To my surprise, I was also invited to meet with the superintendent about a possible position for my other one-and-a-half “days off.” He disclosed his vision for one individual to manage the county’s social media sites and promote student and teacher accomplishments. I told him that my graduate classes had specifically prepared me to promote school programs using social media, and I felt like this would certainly be in my skill set. Since I already update the school’s website and create the yearbook, I am familiar with the photo permission rules and already have access to photographs. I would work with a liaison from each school to put the school district’s best face forward on Facebook, Twitter, LinkedIn, and Instagram. These additional duties would make me a full-time employee

Tips for Advocating for Your School Library

Below are my tips for advocating for changes to a school library based on my experience:

• **Be vocal.** Make necessary requests but do so with a humble spirit. Aggressive behaviors or negative attitudes could turn others off to any appeal. Be professional in the approach without begging or nagging.

• **Explain the need.** Do not assume that others understand the significance or effect a request may have. Many teachers, administrators, and stakeholders do not fully understand the role and impact of the school librarian and the school library. Educate others on the matter of the school’s and students’ needs.

• **Be reasonable.** School library requests may be driven by money, scheduling, or some other priority.

• **Be persistent.** My request took almost an entire year to come to fruition. If it had been rejected, I would have continued to ask again the following year. Do not give up on something that will change the school library for the better and have a positive effect on student access and their academic success.

Whatever the ask, be sure that it is attainable. Baby steps in the right direction are better than standing still and remaining stagnant in a role that does not serve students well or meet equitable accessibility to a strong school library.

• **Be faithful in the small things.** Why should one be trusted with additional resources if he or she is not able to complete the small tasks well? Proving one’s worth by faithfully completing the current tasks to the best of one’s ability is critical for successful advocacy.

• **Make an impression.** While speaking up is necessary, it is more impactful to work in a manner that encourages others to advocate for the school library and/or access to a full-time certified school librarian. By building relationships and influencing others to see how crucial the request is for the benefit of everyone in the school, others will begin to tell the school library’s stories that are needed to increase support.

Let the voices of all school librarians band together into a beautiful anthem of how indispensable school librarians are. Alone, we may be just one small voice. But together, “All the world will be singing” (Hartman 1995).
again, which is an added plus. This had not been anywhere on my radar!

If I had not advocated for myself, I would not have received additional time to enhance the school library and would certainly not have been offered this fabulous opportunity to promote the school district. Of course, I will ensure that, through this added role of social media content manager, the outstanding school libraries at each school will be visible and well-represented!

**Conclusion**

Each school library advocacy journey is different. Many do not have such a small voice as me, but may have a cadre of peers with whom to join forces to advocate for the school library. Some may be experienced librarians with decades under their belt. Many librarians who may serve hundreds of students in a thriving and diverse area are often suddenly faced for the first time with having to advocate to even retain the current school library. No matter the current state of the librarian’s job, the state of the school library, or the budget constraints, hopefully, a part of this story can offer hope and encourage others in some form or fashion today.

---

**Naomi Giles** is the school librarian at Temperance Elementary School in Amherst, Virginia. She was awarded the Frederick G. Melcher Scholarship through the Association for Library Service to Children in 2017 during her Master’s degree program. She is a member of the Virginia Association of School Librarians.

---

**Works Cited:**


The Many “LEGS” of School Library Legislative Advocacy

Christie Kaaland
ckaaland@antioch.edu
Over the past decade Washington state legislators have passed—through the House and the Senate, and signed by two governors—eight legislative bills that impact and/or address school libraries. Some of these bills help protect school librarian positions, others clarify, define, or address requirements of librarians’ time, skill requirements, curriculum, and schedule as well as collaborative practices and technology content delivery. Each bill is the direct result of multiple partners working to meet the needs of the one million school children in Washington state.

Beginning in 2008, the state’s school librarians’ understanding of both the legislative process and the importance of building relationships with legislators exponentially increased when three moms from Spokane, led by Lisa Layera Brunken, and the Washington Library Media Association (WLMA) forged strong ties with state legislators and encouraged school librarian colleagues to participate in legislative processes to preserve strong school libraries in Washington. This effort launched a decade of school librarian-legislator relationships that continue today.

Washington’s School Library Advocacy

For the past decade, the state’s school library organization—previously WLMA, now a division of the Washington Library Association (WLA)—has hired a powerhouse lobbyist, Carolyn Logue, whose savvy, whip-smart actions have managed to tweak laws, convince politicians of the importance of school libraries, and urge school librarians to get involved. A constant presence in the capitol, Logue keeps a pulse on legislative activities, including any that could impact school libraries and school library positions. An example of Logue’s quick-response school library legislative actions came recently when the state passed the Basic Education reform bill. At the last minute before it was passed, Logue convinced lawmakers to pull funding from the more general line item of “Materials, Supplies, and Operating Costs (MSOC)” and designate it exclusively for a school library budget line.

“In 2018, as part of the final education reform bill (SB 6362), the Washington State Legislature separated ‘library materials’ from the general ‘other supplies’ category and created a separate line item for ‘library materials’ that starts at $20 [per student] and will rise as allocated funding for schools rises” (Logue 2019).

The importance of the “one line in the budget” was first stated to me by Dr. Larry Nesbit, founder of the Mansfield University School Library and Information Technology graduate program, who shared his strategies for soliciting funding for libraries. “Getting a line in the budget is the most important first step for funding... Once that budget line exists, the next steps are filling that line with dollar amounts and continually increasing it. That budget line is a recognition of need” (2019). This too was Logue’s accomplishment in the 2018 education reform bill.

Once the budget line is there, the next step is strengthening legislative language of support.

Understanding the Legislative Process of “Loose Language”

One must understand the nuanced strength of any legislative bill’s language and legislators’ need to please ALL their constituents. Each school district has unique needs and circumstances for proposed individual legislation. Bills may likely have loose language simply in order to pass.

Such is the case with some of Washington’s laws; however, passage of initial bills is a launchpad for starting down the long legislative road to ensuring continued state legislative support for school libraries. For example, Washington’s law currently states, “Every board of directors shall provide resources and materials for the operation of school library information and technology programs as the board deems necessary for the proper education of the district’s students or as otherwise required by law…” Next, it is the intended goal of library advocates to tighten that language, hopefully removing, “as the board deems necessary.”

Below is an overview of the language included in the legislative bills passed in Washington state that impact school libraries.

In 2009 Substitute House Bill 2261 modified the state’s basic education law. Significantly, it was the first time school libraries were individually identified and addressed: “Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs.” The bill created the “prototype school” model for establishing funding allocations. It included technology and school library materials and specifically included school librarians in the staffing formula upon which state funding is allocated.

Substitute House Bill 2776, passed in 2010, further modified the Basic Education law to include specific
individual funding formulas: “Other materials including library $259.39 per student.” In order to pass, it had to be included in the MSOC budget line, but the fact that it stated “including library” was significant.

**RCW 28A.150.210** was modified in 2011 as part of the Substitute Senate Bill 5392 with the support of the state’s school librarians to include technology literacy and fluency in the state’s basic education goals for all school programs. Technology literacy and fluency are mainstays in school libraries.

**RCW 28A.300.803. Substitute House Bill 2337** (2012) established a library of openly licensed education resources to grant school districts access to more affordable, modifiable resources using technology/Internet-based offerings. In developing this resource, the state’s Office of Superintendent of Public Instruction was directed to elicit input from Washington school librarians.

**RCW 28A.320.240. Substitute House Bill 1331** (2015) identifies quality criteria for school library information and technology programs in which the school library, staffed by a certificated school librarian, will provide a broad, flexible array of services, resources, and instruction that support student mastery of the state standards in all subject areas. Language in this bill changed the previous legislative term “school library media program” to “school library information and technology program,” and “library media specialist” to “teacher librarian.”

**Senate Bill 5294** (2015) describes the role of the school librarian and importance of the school library to student success. This bill is brief (two pages) but important as it is the only bill passed that is exclusively about school librarians and the school library.

**House Bill 2695** (2018), which uses Washington’s “prototype school” to determine funding, begins with, “An act relating to supporting student achievement through public school libraries.” This bill hosts the critical school funding formula that in 2018 included a landmark separation of school librarians from other school itinerants and provided reduced student-to-librarian ratio because the position of school librarian was defined as holding “a function that includes information literacy, technology, and media to support school library media programs.”

**Senate Bill 6362**, passed in 2018, is the Education Reform Bill that designated school district funding. Critical from this bill was the separation of state monies, $20 per student, from the broader Materials, Supplies, and Operating Costs (or MSOC) to be exclusively designated for school libraries.

**Participatory Advocacy**

Oftentimes, WLA school library chairpersons or other hard-working, advocacy-participatory members of WLA receive an e-mail from a librarian asking why their school or district isn’t “getting their money” (e.g., $20 per student for library budget). This is frustrating for those activist WLA members on several levels. Just as school librarians in the trenches may not have the time or energy to participate or contribute to their state organization beyond membership, so too WLA executive board members do not have the bandwidth to participate in local advocacy to ensure districts comply with loosely worded state laws. This means it is up to school librarians in their own hometowns, districts, and schools to self-advocate for compliance. It is difficult to tell this to a school librarian in a small rural school district who may be the only
Include Advocacy Work Supporting School Libraries at Multiple Times, Not Just at the Point of There Being an “Ask,” or Worse, When the School Library Is Threatened.

school librarian in town. Naomi Giles’s story (on page 22) is not unique. From her first day on the job as a new librarian, Giles began her advocacy work while extending her core advocates beyond her individual voice, reaching important stakeholders, using one of the cornerstones of school librarianship: collaboration.

That collaborative disposition must include advocacy work supporting school libraries at multiple times, not just at the point of there being an “ask,” or worse, when the school library is threatened. To be effective, legislative advocacy must be ongoing and a part of the school librarian’s day.

Conclusion: Advocacy Broadband

It’s helpful to have a state advocacy practitioner-spokesperson (or team), but there should also be champions besides school librarians. Strategically, a spokesperson can volunteer to be contacted by media outlets when it comes to school library advocacy. That spokesperson-advocate must be armed with data, responding to reporters’ and legislators’ questions.

Whether it’s detailing hard facts, reporting on school library impact studies, or sharing a poignant story, the advocate must hone advocacy skills and tools to a fine point and be ready at any time to respond to reporters’ and legislators’ questions.

No advocacy strategy, singly, will likely make an impact on support for school library legislation. It takes a collaborative team of school library leaders across the state and years of work, sometimes starting with a simple inclusion in larger education legislative bills.

Fundamentals of School Library Legislative Advocacy

Top Topic: Focus on student learning first and foremost.

Know Your Legislators: Study their websites, voting histories, and personal information.

Be Proactive: Don’t wait until cuts are being considered.

Be Vigilant: Assume support can be pulled during education funding decision-making.

Expect Change: Keep new legislators up-to-date and/or informed.

Offer Help: Use, share, and offer those library research skills.

Post “Boastables” on Multiple Formats, Particularly Social Media: Include legislators!

Gather an Advocacy Team: It takes a village.
State School Librarian Leaders’ Strategic Advocacy

In addition to an iconic lobbyist, Washington has strong school librarian leaders who advocate for school libraries and share their stories, including unique programs and successful library research projects, with the school library community at large and with stakeholders and legislators. Each of these leaders has impacted the profile of the school library in Washington and together make a strong case for continued legislative support.

School library practitioners across Washington conduct action research, partner with public libraries and local organizations, and share these projects and stories through WLA, local news media, and nationally published journals, as well as with their legislators.

On any given day, Dearborn Park Elementary School librarian Craig Seasholes, past president of the Washington Library Media Association (WLMA), is likely to be networking with renown kid-lit authors, public library administrators and board members, community organizations/partners, school board members, Seattle School District administrators (including the superintendent), and state and federal legislators. In addition, Seasholes’s tireless work provides mentorship to librarians-in-training, an important advocacy strategy for every state to embrace.

In 2017, Jeffrey Treistman, librarian at Denny International Middle School, worked with classroom educators to turn self-identified non-readers into readers and avid library visitors (Treistman 2017). In 2018, Treistman, procured thousands of dollars in grants, including an ALA Inspire Grant, and new book donations to fulfill his professional dream of sending every sixth grader in his school home for the summer with a twelve-volume library of new books.

Kent School District technology integration–teacher librarian Mia Roberts collaborates with math teacher Leslie Marshall on an ongoing math and art action research study at Mattson Middle School. Roberts introduces a picture book a day to students in two of Marshall’s math classes, which has resulted in positive changes in student behavior and attitudes toward math, as well as increased library patronage (Roberts 2019).

In 2012 Vancouver School District’s Mark Ray, the first school librarian to be named Washington State Teacher of the Year, was asked to lead VSD’s educational technology work in an administrator role. Over the next seven years, Ray held several district technology leadership roles including chief digital officer. His work with librarians in Vancouver earned national recognition and helped inspire the Future Ready Librarians initiative at the Alliance for Excellent Education.

Recruited from Virginia, Lilead fellow Suzanna Panter heads the Tacoma School District’s librarians. Panter applies advocacy skills daily, reaching out to stakeholders throughout the city to build support for Tacoma’s school libraries, from the city’s public library director to the school superintendent and beyond. (See Panter’s article, page 8.)

Several Washington librarians have left library positions to become administrators and now serve as strong advocates for school libraries. As newly minted Spanaway Middle School Associate Administrator, Carina Pierce, previous WLMA officer, stated:

I am still a school library advocate; I just have a bigger bull horn. The teacher librarian and school library program are critical to student learning. The importance of literacy hasn’t gone away with increased technology and access; more important than ever, it simply has a broader definition. We need qualified, trained, certificated librarians leading the way when we talk about the power of words, digital citizenship, media literacy, and global access. My firsthand knowledge and experience help provide me with the agency to keep school libraries and librarians on the agenda and at the table, supporting the workings of the library and its programs daily. (Pierce 2019)

Washington is not unique in library leadership; every state has school library leaders. But, from practitioner to administrator, researcher to innovator, Washington library leaders take additional strategic advocacy steps to highlight their work and share their stories, research, and impact, including with their legislators. Most have invited legislators to visit their libraries to talk to kids and see their work in action, and all have visited their legislators at the capital on Library Legislation Day and beyond.
What Do Legislators Want to Hear?

Do the homework before reaching out to legislators. Find out what he/she has voted on, or more importantly, bills they have sponsored. Sponsorship indicates a legislator’s true passion. The following examples provide individual topics of legislator interests, some with responses that librarians can use and expand on when seeking support for library legislation.

Environmental Concerns

School libraries are the quintessential recyclers of books, resources, and information, providing 20–50 uses across the life of one book. “A single popular title for which the library distributes 10 copies each, read by 30 readers, can save paper equal to 100,000 pages of print. Multiply this by one library’s collection and savings mount to over $100,000 in printed material; multiplied by the number of school district libraries and savings mount to the millions” (Kaaland 2011).

Net Neutrality

School librarians don’t just teach how to find information, they teach why it is important for everyone to be able to find the right information.

Reading at Grade Level

Librarians can connect the dots for legislators between students’ desire to read and bringing all students’ reading scores up to grade level. Share Stephen Krashen’s decades of research (<www.sdkrashen.com/articles.php>) on the impact of school library’s access on literacy development.

Digital/Online Safety

“The Internet is the first thing humanity has built that humanity doesn’t understand, the largest experiment in anarchy that we have ever had” (David Bray, quoting Google CEO Eric Schmidt). Share how school librarians don’t just teach how to find information, but why it is important for everyone to be able to find the right information.

With increased pressure for ensuring students’ online safety, librarians can share with legislators specific anecdotes and stories, unique lessons, and examples of how they deliver digital safety content and contribute to students’ safety online.

Equitable Access

By its very nature, a school library’s collection of reading material and access to databases and other online resources provides a level of equitable access for all children that exists in no other location in the school.

Budget Balancing

Some fiscally conservative legislators view legislation primarily from a budgetary perspective. Sharing significant ways school librarians help schools and school districts save money is a strategy that works (e.g., the average annual cost of cyberattacks is $150 million; share ways in which the library teaches cyber security).

For more ideas on how to meet legislators’ priorities, see “School Library Language for Legislators” (Kaaland 2011), where fifteen additional areas of legislators’ interest are described.

Christie Kaaland is the director of school library certification at Antioch University’s School of Education in Seattle, Washington. Her most recent article, “An Author Visit with Dan Gemeinhart,” was published in the October 2019 issue of Teacher Librarian. She authored the book Emergency Preparedness and Disaster Recovery in the School Library: Creating a Safe Haven (Libraries Unlimited 2015). She was awarded the Horace Mann Humanitarian Award from Antioch University in 2012. She is a member of AASL.

Works Cited:


Pierce, Carina. 2019. Personal e-mail communication (Sept. 19).


2020 AASL ELECTION
PRESIDENT CANDIDATE STATEMENTS

For additional information on these and other candidates, visit <www.al.org/aasl/elections>.

JENNISSEN LUCAS

This past year, AASL adopted a new strategic plan to move our organization forward. I was fortunate to be part of the discussions about the vision we have for both AASL and the profession of school librarianship. School librarians lead learners to discover their dreams, to empower them with the skills they will need to create their futures, and to embolden them to add their stories to the human record. Each of our learners deserve to have a leader like this in their lives.

If I have the fortune of being chosen President-Elect, I will spend the next year learning from our seasoned leaders, delving more into our operational plan, and working with the AASL Chapters to assess the realities we must face in order to move toward the vision of AASL. As President, I would like to continue working on sharing our vision of all schools staffed with school librarian leaders.

I look forward to working with you to bring our vision closer to reality: “Every school librarian is a leader. Every learner has a school librarian.”

PHOEBE WARMACK

What an exciting time to be a school librarian! Education is shifting daily and librarians are rising as leaders to help communities engage with this transforming landscape. As classrooms move to active discussion and project-based learning, what is needed from librarians is evolving, significantly integrating us into the academic program.

We refine services to meet these needs; with shared foundations we implement new instructional techniques and materials, supporting a diversity of perspectives shaped by our communities. We are reimagining instruction, programming, and facilities.

Our time is now. We must collaborate, building and sharing evidence-informed research regarding how we prepare students for college, career, life, and the public libraries they will use to enhance those lives. Linking our narrative with data is paramount to communicating the success of our students, our profession, and the new AASL strategic plan. Through this, AASL is strengthened to shape educational policy and champion the school librarian’s integral role in teaching and learning.

If elected it would be my privilege to advocate for this work, to serve AASL and our members. You and your voice are valuable to the field of school librarianship. Vote Warmack, so I may amplify your voice.

Let’s go, we’ve got this!
The Continuum of Care

A model for collaboration with new teachers

Rita Reinsel Soulen
soulenr19@ecu.edu
A MODEL FOR COLLABORATION WITH NEW TEACHERS
Introduction

When I was the school librarian and lead teacher mentor, there was a new crop of first-year teachers to meet every year. I relished their enthusiasm and fresh ideas. As a former classroom teacher, I empathized when they felt overwhelmed and discouraged. School librarians play an important role in mentoring these newly hired teachers. Welcoming new teachers to the school library opens doors to collaboration for effective teaching (Morris 2015).

The school librarian is uniquely positioned in a school’s social ecology as an instructional leader, collaborative partner, and professional development facilitator (AASL 2018). Working with new teachers differs from working with more experienced educators (Soulen and Wine 2018). Teachers new to the field have specific, defined needs, including developing resilience, managing classes (Johnson et al. 2016), and sustaining their commitment and effectiveness (Day and Gu 2014). School librarians can make a difference in the professional lives of new teachers by adopting a model of mentoring toward collaboration, which can increase resilience.

The National Center for Education Statistics projects that the total number of new teacher hires in the United States will increase 17 percent between 2015 and 2027 (Hussar and Bailey 2019). Many of these early career teachers will struggle with the intensity of school life in contexts over which they have limited control (Johnson et al. 2016). However, support from the school community can create conditions and practices where new teachers thrive.

By developing relationships based on mutual trust, respect, and care (Johnson et al. 2016), school librarians in individual practice may take social responsibility for the development of new teachers. Establishing trust requires an investment of time and effort and an outlay of dedicated resources over a considerable length of time. This expense is justified when it addresses teacher resilience and commitment to the profession. School librarians who are trained to work in partnership with diverse professionals in their building can advance these trusting relationships to create effective collaborations.

The Continuum of Care

Borrowed from the field of medicine, a continuum of care is a coordinated system that guides and tracks services delivered over time. Educational professionals can adapt this system to plan for the care of first-year teachers. By applying this continuum of care model to the school setting, the school librarian can direct specific interventions for new teachers over the course of the school year, with the goal of developing resilient faculty who contribute positively to the school ecology.

As part of my doctoral studies, I was fortunate to receive an AASL grant to support a field study to develop and implement the continuum of care model (see figure 1) in my school division. This grant was part of AASL’s initiative to support causal research in the field (Mardis, Kimmel, and Pasquini 2018). For this study, fifteen school librarians mentored and collaborated with twenty-six first-year teachers using the continuum of care model to develop resilience and reduce burnout. The resilience, burnout, and retention of these new teachers were compared to new teachers who did not receive this treatment (Soulen 2019).

The continuum of care model was inspired by David Loertscher’s Taxonomy (2000) and Patricia Montiel-Overall’s Teacher and Librarian Collaboration model (2008). It “starts small and evolves” (Turner 2014), building over time to develop both the school librarian–new teacher bond and the resilience of the new teacher. The continuum of care model uses a calendar of structured supports that begin with mentoring through which the school librarian connects with the new teacher at the start of the school year to engage and empower him or her. Later in the year, the interventions turn toward collaborative practice to partner and co-teach in a relationship of professional parity.

New teachers in the treatment group received significantly more mentoring and collaboration than new teachers in the comparison group who were in schools that did not have the continuum of care model in place. The treatment group also showed a slight increase in resilience from October to March of the school year. Additionally, there was a significant interaction between resilience over time and age. The influence of age on resilience levels was greatest for the six participants in the treatment group who were 30 to 39 years old.

What Do the AASL Standards Say?

AASL has traditionally promoted collaborative partnerships and leadership from the peer level (2009). The AASL Standards show that collaboration and leadership are embedded in the school librarian’s role of instructional partner. School librarians guide instructional design to integrate critical-thinking, technology, and information skills by working with classroom teachers to establish learning objectives and goals, develop assignments, and implement assessment strategies (AASL 2018).
Best practice for collaboration in school libraries recommends that librarians build personal trust with colleagues before attempting to collaborate (AASL 2018). For new teachers, this may naturally take the form of building a mentoring relationship. The continuum of care model provides a framework on which to build this relationship between the school librarian and new teachers.

The Calendar of Interventions

School librarians can make a difference in the working lives of new teachers by implementing the calendar of interventions embedded in the continuum of care model (see table 1). Building personal trust through mentoring combined with collaboration produces a new model of professional development for new teachers. This partnership can be steered from a merely transactional relationship toward a truly interoperable sharing of roles. School librarians who provide a continuum of care model for new teachers can develop collaborative partnerships between the school librarian and new teachers.

What to Do

Results of the field study highlight best practices for school librarians when working with new teachers. At the start of the school year, a direct invitation to visit the library is an important first step to establish a partnership. The school librarian must reach out to bridge the gap between the library and the classroom, to draw the new teacher into a supportive space. The proximity of the new teacher’s classroom to the library can impact this connection. New teachers who are physically near the school library can more readily access the library’s resources. However, this physical distance can be overcome through electronic communications and the provision of digital resources as was the case of one high school librarian and new teacher. In their building the library was on the first floor, while the new teacher’s classroom was on the fourth floor. They were able to form a tight bond through e-mail and digital resources despite the physical distance.

One middle school librarian who had four new sixth-grade teachers organized a collaborative lesson for Black History Month projects. She worked with her school’s instructional technology resource teacher to develop a lesson taught in collaboration with the new teachers to create an interdisciplinary digital quilt. Students were thoroughly engaged as they used the district’s digital reference resources and the school’s iPads to research an African American writer, scientist, mathematician, or historian and then

---

**INTERVENTIONS OVER TIME**

**MENTORING**  toward  **COLLABORATION**

**ENGAGE** Assess & provide information

**EMPOWER** Mentoring & introduction

**PARTNER** Building skills & relations

**CO-TEACH** Collegial professional relationship

Figure 1. The continuum of care model for new teachers (Soulen 2019).
Table 1. Sample of interventions.

**Engage**
- Send an e-mail to welcome the new teacher to the school and introduce yourself as the school librarian. Follow up with a visit to the new teacher’s classroom for a quick assessment to identify needed physical, digital, and human resources for diverse learner needs.
- Ask the new teacher to schedule student library activities or events (i.e., read/checkout books, learn to use library catalog, book talks, storytelling, speed-dating books, or a special event such as book fair, author visit, or an exhibition of student work).
- Offer information about new books, instructional technologies, or AASL award-winning apps or websites (<www.ala.org/aasl/standards/best>). Encourage the new teacher to explore the use of digital resources.
- Connect each new teacher with at least three other contacts such as the reading specialist or instructional technology resource teacher, who can help support the new teacher’s development.
- Highlight classroom activities through the school’s in-house news show, newsletter, or district-wide or local news media.

**Empower**
- Encourage the new teacher to bring a colleague to the library to discuss resources available through the library and future school librarian-teacher collaboration.
- Ask the new teacher about relevant topics for classroom instruction.
- Gather instructional resources to deliver to the new teacher’s classrooms and place them on reserve in the library.
- Set up a face-to-face social event with the new teacher, such as sharing a coffee or breakfast biscuit or meeting after school for a soda.
- Identify an area of strength of the new teacher and send an e-mail to an administrator celebrating this success.

**Partner**
- Collaboratively plan and develop a co-taught lesson or unit either for the classroom or to be taught in the library to meet the needs of the students on objectives being taught in the classroom using library resources to enhance instruction.
- Collaboratively analyze student performance data in preparation for co-taught lesson(s).
- Discuss ways to teach students to locate, utilize, analyze, and produce information.
- Gather resources in preparation for co-taught lesson(s). Offer to adapt materials to suit diverse student learning needs.
- Collaboratively write the lesson plan(s) for co-taught lesson(s) and discuss strategies to enhance the co-teaching experience.

**Co-teach**
- Collaboratively implement planned lesson(s).

**After Co-teaching**
- Partner to assess student work from the collaborative lesson(s).
- Reflect together about the effectiveness of the collaborative lesson(s) and discuss ways to improve the co-teaching experience for future lessons.
- Celebrate by sharing the mentoring and collaborative experience at a faculty meeting, through the school newsletter, on the school website, or another public venue.
designed a Facebook profile. The individual profile pages were digitally stitched together and displayed in hallways and classrooms. The librarian followed up by celebrating the new teachers’ success with the entire school faculty and invited more experienced colleagues to participate in the project as well.

Finding a shared space contributes to building the relationship. One school librarian was able to establish a more personal connection to her new teacher by identifying family and community activities in which they were both involved. Some school librarians who had previously been classroom teachers found that new teachers in their common subject areas, such as English and special education, made a natural fit. A high school librarian who had previously been an English teacher connected immediately with her new teacher in the English department but had to work harder at developing a collaborative relationship with her new teacher in the health and PE department.

In one elementary school, the school librarian had previously been a special education teacher, and her new teacher also taught in this area. The librarian modeled a one-to-one reading lesson using an e-book and iPad with a gumball machine full of marbles for positive reinforcement. The student was intent on the lesson, reading and answering questions while paying attention to his marble rewards. The new teacher was receptive to integrating technology to motivate this student to read, especially when paired with a behavior management system. She came away with a new confidence and new strategies for providing resources for her learners. School librarians can adapt the continuum of care to meet the needs of their own new faculty and establish a collaborative pairing with their new teachers, which may continue for years to come.

**What NOT to Do**

School librarians who are working with new teachers should avoid certain behaviors that could threaten the relationship. For example, providing a long list of resources can be overwhelming for new teachers. Instead, it is best to provide one or two carefully curated resources to better meet the specific needs of the new teacher. It is also important to avoid the perception of the school librarian appearing in an administrative or evaluative role, which may alarm the new teacher. Rather, it is important to move the pairing from the weighted mentor/mentee relationship toward a truly collaborative balance of professional parity.

**Conclusion**

As a practicing school librarian, I developed the continuum of care model to share ideas and build relationships in a community of practice (Wenger 1998). I saw my collegial role as school librarian as different from that of other teachers and specialists in my building. Given the opportunity to implement the continuum of care model across my school division, I sought to build opportunities to reach out to new teachers, bridging the gap between the library and the classroom and drawing new teachers into a supportive space. The school librarian who is well versed in listening to patron needs, assessing, and providing resources to support learning can use these same skills to support new teachers.

The American Library Association’s Center for the Future of Libraries confirms the long-term commitment of the profession to the resilience of society, declaring that “librarians are not just educators but activists” (Aldrich 2018). Indeed, Rebekkah Smith Aldrich identifies three skills as critical to resilience, namely empower, engage, and energize. She recommends “a systematic approach that is coordinated across a community, with libraries as part of the strategy” (2018, 42). The continuum of care model addresses this societal need with a proactive approach.
systematic approach to new teacher resilience to initiate the conversation and energize the relationship.

School librarians who provide mentoring for new teachers create an opportunity to develop a relationship of professional parity and bridge the gap between the library and the classroom. The continuum of care model provides specific interventions to build resilience of new teachers, reduce burnout, and increase the commitment and effectiveness of new teachers. School librarians should engage and empower new teachers to initiate the conversation, then partner and co-teach to energize the relationship. By establishing an alliance with new teachers, school librarians can develop a collaborative pairing for years to come.

This research was funded by AASL and a grant from the Institute of Museum and Library Science, #RE-00-15-0114-15.

Rita Soulen is an assistant professor at East Carolina University in Greenville, North Carolina. She is a member of AASL and serves on the AASL Practice Committee. She was a recipient of a field study grant for AASL CLASS II and was a member of the Nxt Wave Scholar-Leaders for 21st Century School Libraries cohort. She coauthored (with Lois Wine) the chapter "How School Librarians Contribute to Building Resilience in New and Beginning Teachers" in Social Justice and Cultural Competency: Essential Readings for School Librarians (ABC-CLIO 2020).

Works Cited:


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.
Power Your Collaborations with STEAM Activities

Designed to be completed in 30-minute class periods, STEAM activities allow school librarians to easily shift between grade levels and collaborate with subject area educators.

ISBN: 978-0-8389-4680-0

Pre-Order Now—Available in April!

Make an Impact as a Reflective Leader

Supporting school librarians’ evolution as reflective leaders, real-life examples and interactive tools help readers apply theory with authentic application and powerful takeaways.

ISBN: 978-0-8389-1907-1

Perfect for Leadership Institutes!
WELCOME NEW 2018–2019

AASL MEMBERS

**ALABAMA**
April Adcock
Jennie Baer
Jordan Brantley
Denise Bryant
Elisabeth Burns
Laura Dawes
Angela Formby
Kelsey Frey
Sara Glassman
Meredith Greene
Stacy Harmon
Betsy Harris
Rachel Joiner
Angelia King
Angela Formby
April Adcock
Brooke Harton
Barbie Eubanks
Brooke Harton

**ALASKA**
Shelly Andersen
Shawn Arnold
Rebecca Donald
Audrey Drew
Erin Hollingsworth
Susan Smith

**ARIZONA**
Stacie Barreras
Neil Diamante
Monique Dunlap
Beverly Foster
Fawzia Gilani-Williams
Dawn Harman
Emily Hunt
Monica Lourenco
Tracy Tolstedt

**ARKANSAS**
Sheryl Alexander
DeWyn Avey
Angela Brown
Sara Bullard
Sandra Croson
Regina Dettra
Barbie Eubanks
Brooke Harton
Janet Kanady
Beth Lewis
Jennifer Lyon
Linda Neal
Lorrie Nichols
Melissa Rogers
Amy Shipman
Michele Sterrett
Andrea Thompson
Marigayden Tippit
Brandy Webb

**ARMED FORCES**
Malia Cline
Adrienne Gaston
Kelsey Kramer

**ARIZONA**
Sherry Chan
Alisha Durand
Tammy Parker
Althea Brown
Arturo Velasquez

**CALIFORNIA**
Christina Albers
Alejandra Alfaro
Sheigfred Arambala
Devorah Bader
Amy Bassett
Margot Berrill
Mary Bessler
Carrie Breitung
Julie Canfield
Kyle Casser
Christine Cerez
Indira Chakrabarti
Lianne Clough
Dana Cobern-Kullman
Rachel Collier
Nick Deligencia
April Duncan
Kelly Flores
Stephanie Gamache
Robin Gluck
Annette Goldsmith
Kathline Gomes
Desiree Gordon
Chelsea Gutowski
Cressida Hanson
Rory Hunter
Kristen Jensen
Stephanie Kaczkiewicz
Rebecca Karres
Caitlin Kelly
Amanda Lelliott
Ann McCann
Sarah McLean
Yvonne Melton
Shannon Modica
Azuree Nacite
Patrick Newell
Nicole Norman
Kim Patterson
Sarah Peters
Christine Pinnow
Nicole Piscione
Kate Rau
Ann Sorrells Wicke
Marah Sparks
Kelly Stephan
Deirdre Taylor
Susan Thompson
Mary Traub
Zenia Treto
Doree Tschudy
Catherine Upton
Jamie Vallianos-Healy
Brandi Veal
Charlotte White
Binnie Wolf-Moss

**COLORADO**
Abigail Digol
Tina Edelain
Pam Foytser
Angel Gallegos-Jung
Nichole Garrard
Heidi McCarty
Bridget Parker
Christine Russell
Suzanne Sherry
Danny Stone
Elizabeth Volpe

**CONNECTICUT**
Meredith Adams
Heather Anderson
Louise Bisch
Emily Boucher
Sarah Brihan
Jennifer Brown
Alexandra Casinghino
Kate Craven
Jen Dellasala
Jacelyn DeLoma
Audra Good
Matthew Kyer
Sarah Lewis
Jennifer Melnick
Elizabeth Murphy
Jean Myles
Ashley Neary
Diana Newman
Abby Nol
Keely Norton
Christina O’Neill
Danielle Panzella
Holly Smith
Adrienne Snow
Lauren Tata
Amanda Tierinni
Kelly Whelan
Kristen Wilder
Christine Zeiser

**DELAWARE**
Amy Bauman
Patricia Brown
Marie Cunningham
Laura Detrick
Mary Floners
Renee Johnson
Benjamin Klenk
Donna Moloney
Deborah Mullikin
Kaitlin O’Connor
Tammy Parker
Stephanie Saggione
Bridget Wilson
Bonnie Yurkanin

**DISTRICT OF COLUMBIA**
Emily Carmichael
Raegan Conlin
Jeanne Drewes
Monica Gingerich
Ashleigh Rose

**FLORIDA**
Kathleen Balek
Megan Bolen
Emily Boyle
Sarah Brown
Bill Connell
Rebecca Coury
Kelly Delaney
Chereeka Garner
Sarah Lewis
Jennifer Melnick
Elizabeth Murphy
Jean Myles
Ashley Neary
Diana Newman
Abby Nol
Keely Norton
Christina O’Neill
Danielle Panzella
Holly Smith
Adrienne Snow
Lauren Tata
Amanda Tierinni
Kelly Whelan
Kristen Wilder
Christine Zeiser

**GEORGIA**
Dawn Alexander
Kim Baker
Mary Bancroft
Michelle Beaufort
Sarah Benefield
Latisha Bledsoe
Ge-Anne Bolhuis
Wilene Boyd
Carrie Card
Waltina Criss
LaDonna Dillard
Alisha Durand
Jessica Elswick
Erin Fleming Gaines
Susan Fox
Arminda Fueston
Shannon Golphin-Smith
Heather Graham
Christie Haggard
Emma Hankerson
Danielle Hartsfield
Rebecca Haskey
Darryl Hawkins
Sarah Hicks
Catherine Holton
Jessica Hudson
<table>
<thead>
<tr>
<th>OREGON</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Garrett</td>
<td>Ellie Gilbert</td>
<td>Sally Leete</td>
<td>Lana Lervick</td>
<td>Carina Staatz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Harold Waters</td>
<td>Kate Weber</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Michelle Zelenka</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Andrea Zomerman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PENNSYLVANIA</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilary Adams</td>
<td>Christina Albertelli</td>
<td>Francine Binnert</td>
<td>Amanda Bistline</td>
<td>Anne Bozевич</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dustin Brackbill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Abby Brewer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lisa Comly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Victoria DeFazio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOUTH CAROLINA</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Andrews</td>
<td>Melissa Askew</td>
<td>Amanda August</td>
<td>Anna Barker</td>
<td>Kathryn Blair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shelley Breedlove</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Martha Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Joseph Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Joshua Caswell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Michael Corbo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Debra Crews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ashley Davis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Amy Dellinger</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tabatha DeWitt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOUTH Dakota</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Droz</td>
<td>Korey Erickson</td>
<td>Andrew McKay</td>
<td>Angela Wagner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TENNESSEE</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitney Ayers</td>
<td>Erin Barclay</td>
<td>Jennifer Boren</td>
<td>Amy Bratcher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mary Brown</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chassity Burks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Becca Chen</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Melanie Collins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tanisha Copas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Linda Crossett</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amy Davenport</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peggy Davis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mary Davis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Caitlin Delk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rebecca Dickenson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vickie Fritz</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Carrie Gordon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jacqueline Gregory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ashlee Grimes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rachel Grubb</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Brittney Hamilton</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Joel Hoag</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jennifer Hodges</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sarah Hubbard</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Katelyn Jernigan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Erin Jones</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Laura Kleman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annette Kuykendall</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Laura Lemly Willis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Misty Manire</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sandra McGuire</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kallam McKay</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXAS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Alvarez</td>
<td>Archon Auzenne</td>
<td>Lindsay Beattie</td>
<td>Corrin Bettis</td>
<td>Nicholas Bowden</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Holly Bowman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Carrie Breshehen</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tracy Bulot</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Darci Burroughs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annie Campbell</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tania Castillo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Andrew Chambers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sarah Chapman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mary Childers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Russell Clark</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Melanie Claybar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Allison Cogburn</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ashley Creel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Erin Cutchall</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sarah Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nan Dosker</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tiffany Dudley</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Abigail Eichenberg</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Caron Ervin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Christy Ferguson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rebeca Fox</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Martha Gandara</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vilia Garcia</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lee Glover</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jessica Goullette</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chris Gray</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Damiana Guerrero</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marty Harper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lauren Harrison</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Katherine Harrison</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bonner Hernandez</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>KalaHicks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paige Hodge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Heather Horner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shawn Howes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jennifer Hudegans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amber Huffman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hobie Hukill</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UTAH</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqualyn Acosta</td>
<td>Michelle Asay</td>
<td>Lauranah Ashby</td>
<td>Megan Ause-Carlisle</td>
<td></td>
</tr>
</tbody>
</table>
Throughout civilization there have certainly been more similarities than differences between us; and books, more than anything, tell children that it matters who they are as individuals.

Choosing Books for Today’s Children

Marcia Strykowski
marciastrykowski@msn.com

I feel it’s important to not only pick the most beautiful or popular products, but also to check what’s pertinent locally and balance the subject matter in order to have a worthwhile collection.

I have some experience with these types of selections because I work at a public library where I get to select and purchase children’s books. As a children’s author, I keep up with all the latest releases, so choosing books is second nature. I spend hours studying reading lists on the Children’s Book Council site, participating in discussion boards—Society of Children’s Book Writers and Illustrators, for example—and perusing professional review journals to narrow my choices.

I feel it’s important to not only pick the most beautiful or popular products, but also to check what’s pertinent locally and balance the subject matter in order to have a worthwhile collection. I am committed to selecting and writing books that will briefly pull kids away from the bright lights of their tablets and grab hold of their interest from one crisp page to the next.

Books were a huge part of my childhood, from Little Golden Books through tween series (anyone else a Trixie Belden fan?). I am fortunate to have parents who are book lovers, and to this day their shelves overflow with books. My children are voracious readers as well.
proving book love can be maintained from one generation to the next.

As for my own writing, I mostly focus on character-driven novels for ages 8–12 and picture books. I attempt to discover and reveal the heart of my stories. No matter how exciting a plot or compelling a character, a story worth telling has an underlying universal theme at its deepest level. Sometimes I like funny plots, often with animal characters. I also adore historical fiction and picture book biographies.

I’m very excited about one of my current works in progress that involves researching the fascinating culture of long-ago Poland. I’ve already become quite attached to my main character. She’s strong, clever, and optimistic, despite the struggles of rural Poland during the Russification period. Although I find digging into bygone days of any country interesting, being part of a Polish family offers me a more immediate connection to this particular project. A recent fourth-place win in a contest held by the Institute for Children’s Literature gives me happy confidence my manuscript is heading in the right direction.

My first two books Call Me Amy (Luminis Books 2013) and Amy’s Choice (Luminis Books 2014) were written in the first person, and although fictional stories, they were inspired by the small fishing village on the coast of Maine where my grandparents lived. Both books feature a shy 13-year-old who nurtures a wounded seal pup and discovers that everyone, herself included, has a voice worth hearing.

My third book, Roller Boy (Fitzroy Books 2018), started out in first person as well, but when I changed it to third person, it really came together. Like all my projects, Roller Boy went through many phases. Often
Along with numerous magazine and anthology contributions, Marcia Strykowski is the author of several novels for children: Call Me Amy, chosen for Bank Street College of Education’s Best Books of the Year, and its sequel Amy’s Choice, was published by Fitzroy Books of Regal House Publishing. More recently, Roller Boy was published by Fitzroy Books of Regal House Publishing. Marcia has worked at a public library for the past fifteen years where she selects new books for their children’s collection, catalogs all items, and best of all, gets to interact with library patrons of all ages at the circulation and reference desks. Learn more about Marcia at her website <www.marciastrykowski.com>.

At some point I realized he had an autoimmune disease. Although his disease doesn’t drive the events of the story, he does need to avoid eating gluten at all times, an unfortunate condition for many kids these days.

Mateo happens to be half Mexican and half Dominican, and he has celiac disease. I didn’t set out purposely to write a character with a distinctive background. My first dabbling with Roller Boy started before the long-overdue call for diverse books. By the time the book was under contract there was an increased interest in “own voices,” and I worried that some might think I wasn’t the one to tell Mateo’s story. However, I soon realized nobody else knew his particular story. After considering that males write female characters (and vice versa), adults write through the eyes of children, and so on, I decided to carry on.

After all, did Beatrix Potter really know the thoughts and feelings of a small rabbit in a blue coat? A fun example of a man who successfully created a female character is Ian Falconer and his popular series of books starring Olivia the pig. For a well-written male character by a female author, Harry Potter by J. K. Rowling quickly comes to mind. I support including all author voices in books, and I hope all good stories, no matter who writes them, will someday be read.

I am one of the many authors writing for children who believe reading is essential and that books should depict kids from a variety of backgrounds, so that all readers will find characters to which they can connect—to feel included and be counted. Not only will children who read be entertained by first-hand adventures, but they will also gain new ways of thinking about and relating to those who may appear different from them. Discovering these similarities while reading gently encourages children to reach out with empathy and kindness to those who share the world around them.

My thanks again to school librarians who get these timely books into the hands of the children who need them.
# SHARE THE WEALTH

Recruit and win!

## PERSONAL MEMBERSHIP ACCEPTANCE FORM

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Prefix</th>
<th>First</th>
<th>Middle</th>
<th>Last</th>
<th>Suffix</th>
<th>Title</th>
<th>Place of Employment</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Phone</th>
<th>Home Phone</th>
<th>Toll Free #</th>
<th>Fax</th>
<th>E-mail</th>
<th>Home Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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](http://WWW.ALA.ORG/AASL/STW)
Bound to Stay Bound Books

Celebrating 100 Years!

Sale of the Century!

25 Prebound Books
Only $100!

- All bundles are an assortment of BTSB prebound books with our Unconditional Guarantee.

- All books come with FREE shelf ready processing (spine labels, bar codes & MARC records).

- Each bundle includes:
  12 Fiction
  9 Nonfiction
  4 Biographies
  No duplicate titles

- Book bundle sale effective through June 30, 2020, or while supplies last.

- No additional discounts apply with this special offer.

Book bundles are available for three specific age groups. Order by Product No.

Ages 4-8  #040725
Ages 8-12  #040726
Ages 10-16  #040724

Order yours before they’re gone!

100 YEARS 1920-2020

Bound to Stay Bound Books
Linking Libraries to Children’s Books

1880 West Morton Ave.
Jacksonville, IL 62650
www.btsb.com

Tel: 800-637-6586
Fax: 800-747-2872
sales@btsb.com