

KNOWLEDGE QUEST



SCHOOL LIBRARIANS TAKE THE LEAD COLLABORATING ON PROFESSIONAL DEVELOPMENT

Journal of the American Association of School Librarians

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School Library Research, AASL's online research journal, can be accessed at <www.ala.org/aasl/slr>.

FEATURE

10 School Librarians Take the Lead Collaborating on Professional Development

Mary Catherine Coleman

COLLABORATION ARTICLES

20 Collaborating to Transform Teaching and Learning

Shirley Simmons, Lee Nelson, Kathryn Roots Lewis, Teresa Lansford, Martha Pangburn, Chloe Summers, and Lauren Schrank Patterson

28 Making the Comic-Con Connection

Using Student Interests to Foster Unique Opportunities for Collaboration

Jennifer Sutton and Mariela Siegert

34 The Zine Project

Jillian Ehlers

ARTICLES

44 Never a Bystander and Other Enduring Lessons for Holocaust Remembrance

Margaret Lincoln

Running professional development is a chance for school librarians to become leaders, as well as an opportunity to collaborate with fellow educators, advance the goals of the school library, and share resources.

School Librarians Take the Lead Collaborating on Professional Development — pg 10



COLUMNS

- 8 **AASL Position Statement**
The Instructional Role of the School Librarian
- 40 **AASL Honors 2020 Award and Grant Recipients**
- 52 **Research into Practice Column**
The Experience of School and Public Library Collaboration
Jenna Kammer and Denise Moreland
- 54 **CBC Column**
How Do You Mend a Broken Heart? Ask a Librarian
Kate Klise and Sarah Klise

DEPARTMENTS

- 4 **President's Column**
Leveraging Collaboration in an Evolving Learning Environment
Kathy Carroll
- 6 **KQ Editorial Board Liaison Column**
School Librarians Are Collaboration Superheroes
Melissa E. Gardner
- 56 **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



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School Library Research



On the Web

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School librarians understand the importance of staying connected and working together, so regardless of recent events and changes in our work environments, we have found ways to make collaboration work.

Leveraging Collaboration in an Evolving Learning Environment

Kathy Carroll, 2020–2021 AASL President | aaslcarroll@gmail.com

I think we can all agree that 2020 has been a memorable year. A global pandemic, protests, quarantines, social distancing, stay-at-home orders, facial coverings, and the abrupt change to virtual teaching and learning challenged all of us. Hopefully the safeguards we adopted to protect our health are now embedded into our daily routines. While they might be inconvenient, they are still extremely necessary. Trial and error, start and restart, disappointment and insight were driving forces over the past 12 months. All of us have been impacted by the events over the past year, especially our learners; and yet we continue to collaborate and work together to meet the vast needs of our learners within a constantly changing learning environment.

School librarians understand the importance of staying connected and working together, so regardless of recent events and changes in our work environments, we have found ways to make collaboration work. Collaboration by its very definition in the AASL Standards Framework for Learners asks people to “work effectively with others to broaden perspectives and work toward common goals” (2018). Through blogs, forums, and other platforms, we devised ways to best serve our learning communities. We are stronger and more effective when we work together.

As information specialists, we do our best to stay abreast of the latest technology, yet the human connection should never be underestimated. Recent events and quarantines have shown us that isolation is not conducive to our well-

As we move into a new year, we need to embrace the principles of collaboration for our learners, ourselves, and our school communities.

being. We are at our best when we can collaborate and interact with others, regardless of the format.

This past year everyone was forced to hone their virtual skills. Now it is time to leverage these skills in new and creative ways. We took ownership of our virtual collaborations and customized them to best serve our individual and school community’s needs. Some configuration of video conferencing, virtual canvases such as Padlet and Flipgrid, and other digital resources will remain a part of our educational landscape even when the virus becomes a historic footnote.

Going forward, collaboration will involve a hybrid of in-person, digital, and virtual reality experiences. We will partner with other stakeholders across the room and around the world. As we move into a new year, we need to embrace the principles of collaboration for our learners, ourselves, and our school communities. Collaborating with other stakeholders needs to be an ongoing process.

Our role is to motivate learners to leverage these vast networks to share and expand their knowledge. We should model how to work productively with others to solve problems.

"Whether you are collaborating with another educator to team-teach, working hand in hand with other adults such as the school's administration or parents, or are encouraging the students themselves to learn together, collaboration in education can benefit everyone who has a stake in the school setting" (Loop 2017).

We must help learners identify collaborative opportunities to broaden and deepen their learning. Our role is to motivate learners to leverage these vast networks to share and expand their knowledge. We should model how to work productively with others to solve problems. The new hybrid for collaboration will require enhanced listening skills, patience for diverse perspectives, and a willingness to provide honest, respectful feedback in a profusion of formats. The best results always come from diverse perspectives and areas of expertise.

We have constantly demonstrated our belief in collaboration and sense of community, but this has been especially evident in AASL's town halls. They have been a professional lifeline for many of us, especially in the early days of the shutdown. AASL's town halls continue into the new school year and are a source of information and support for participants. They enable our school library colleagues to showcase their professional expertise, ingenuity, and humanity. They are filled with important information and ideas, but they are also a place to receive support and encouragement. It is collaboration at its best. (To view past town halls and read the chats, visit www.ala.org/aasl/about/townhall.)

In 2020 school closings and social distancing abruptly shifted how many of us define collaboration. Yet necessity is the mother of invention, and it is through creative collaborations that solutions are discovered. What may have started as necessity is quickly flourishing into a collaborative reinvention, and school librarians, as always, are at the forefront of this education movement. Learning is a social experience, and it is our responsibility to make time for collaboration and to foster relationships with members of our learning communities. Online learning continues to evolve, but as it grows, collaboration must be at the forefront of the evolution.

Now more than ever, our fellow educators, administrators, parents, and the community at large depend on us to provide our expertise and leadership in teaching and learning. We have also discovered that collaborating with others challenges, encourages, and inspires us to be stronger leaders and educators. So, let's all continue to work together and get ready for 2021. I am certain it will be an interesting year.

Kathy Carroll is the 2020–2021 AASL President. She is a school librarian at Westwood High School in Blythewood, South Carolina. She served on the ALA Spectrum Advisory Committee from 2018 to 2020 and is serving as an ALA Councilor at Large. She also served on the National Board for Professional Teaching Standards Library Media Specialist Standards Committee in 2010 and the National Board for Professional Teaching Standards Teacher Leadership Competency Framework Committee in 2013. Kathy was awarded an ALA Spectrum Scholarship in 2007. She also was a participant in the Toyota International Teacher Program in South Africa in 2011 and was a Fulbright Teacher Scholar in Tokyo, Japan, in 2001.

Works Cited:

- AASL. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA.
- Loop, Erica. 2017. "The Advantages of Collaboration in Education." *Classroom* (Sept. 26). <<https://classroom.synonym.com/advantages-collaboration-education-19763.html>> (accessed Sept. 8, 2020).



This issue of Knowledge Quest explores ways that our fellow superhero school librarians are forming powerful collaborative relationships.

School Librarians Are Collaboration Superheroes

Melissa E. Gardner | melissa.gardner@campbell.kyschools.us

I grew up in the mid 1970s and early 1980s, the heyday of Saturday morning cartoons. As a child each weekend I would look forward to sitting down in front of the TV with my bowl of cereal to watch my favorite cartoons. One of my all-time favorite cartoon series was *Super Friends*. *Super Friends* was created by Hanna-Barbera Studios and was based on the DC Comics' *Justice League* comic books. The show starred Superman, Batman and Robin, Wonder Woman, and Aquaman, and it often featured other DC Justice League superheroes as guest stars. Although each superhero was a star in his or her own right, together they could defeat any evil and solve any problem set before them. Each had his or her special power and weakness, but they were stronger together than any individual member.

Like the *Super Friends*, school librarians are powerful and have skills that other educators may not have, such as specialized training in research and locating and using resources. We are skilled educators in our own right. However, it is when we join forces—collaborate—with other educators, learners, parents, and administrators

that our powers are truly realized. In AASL's *National School Library Standards*, the Collaborate Shared Foundation is defined as “work[ing] effectively with others to broaden perspectives and work[ing] toward common goals” (2018). This issue of *Knowledge Quest* explores ways that our fellow superhero school librarians are forming powerful collaborative relationships.

Mary Catherine Coleman, this issue's content expert, shares how school librarians can be leaders in professional development in their schools. Her article, “School Librarians Take the Lead Collaborating on Professional Development,” describes how she and her school library department, made up of cross-divisional teachers, collaborated with her school's administrators to create a professional development day for the teachers in her school. She offers many great suggestions and resources for school librarians to use in planning professional development with and for their teachers and staff.

In “Collaborating to Transform Teaching and Learning,” Kathryn Roots Lewis and her research partners describe a collaboration between educators and school librarians involving Guided Inquiry Design (GID). They integrated GID with making to create a school climate in which collaboration, learner choice, and learner voice are encouraged. This research project was part of a three-year Institute of Museum and Library Services National Leadership Grant for Libraries. The grant included an elementary, middle, and high school in the Norman Public Schools district. School librarians and teachers collaborated to combine the GID inquiry method with

Each grade-level inquiry unit demonstrates the power of collaboration among the various educators and among the learners.

It is when we collaborate with others—parents, learners, teachers, administrators, other librarians, etc.—that we become even more powerful.

making in the school curriculum. With the assistance of the school librarian, classroom teachers, a gifted resource teacher, and a reading specialist first-grade learners utilized inquiry circles to research and share what they discovered about animal adaptations and survival. Middle school learners used digital inquiry journals as they answered their questions about littering's effect on the environment and ways to reduce waste. The high school librarian and Algebra II teachers collaborated on a unit dealing with parabolas. Each grade-level inquiry unit demonstrates the power of collaboration among the various educators and among the learners.

Jennifer Sutton and Mariela Siegert outline how they brought multiple local middle schools and the high school together for a mini Comic Con. Their article, "Making the Comic-Con Connection: Using Student Interests to Foster Unique Opportunities for Collaboration," describes how they collaborated with other librarians, administrators, and the community to make it happen. They discuss the early beginnings of their mini Comic Con and how collaborations with various educators, administrators, and other stakeholders have helped it to grow into a vital program for the district's learners.

In "The Zine Project" Jillian Ehlers describes the collaborative lessons she learned during a case study at the Metropolitan Expeditionary Learning School. The case study involved learners researching and creating a zine (a short, self-published work) to demonstrate their learning. Learners selected and researched an issue in their community and then proposed a solution to solve the issue. They created a zine to share their issue and

solution with the community. Jillian provides tips for how school librarians can work with other educators on this type of project.

School librarians are skilled educators. Many of us hold bachelor's, Master's, or even doctoral degrees in subjects in addition to our library science degrees. It is when we collaborate with others—parents, learners, teachers, administrators, other librarians, etc.—that we become even more powerful. Like the superheroes from my Saturday morning cartoons, we are effective on our own, but the possibilities when we collaborate with others are limitless.

Melissa Gardner is the school librarian at Campbell County Middle School in Alexandria, Kentucky. She is a member of AASL and is currently a member of the Knowledge Quest Editorial Board and the AASL Practice Committee. She also serves as the constitution/handbook chair for the Kentucky Association of School Librarians (KASL) and is a past-president of KASL. In 2017 she was awarded KASL's Barby Hardy Lifetime Achievement Award.

Work Cited:

AASL. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA.

The Instructional Role of the School Librarian

The AASL Board of Directors approved the following position statement on June 29, 2020.

The American Association of School Librarians (AASL) supports the position that “school librarians are instructors as well as collaborators with fellow educators” (AASL 2018, 223). Additionally, AASL believes that school librarians play a prominent role in instructing learners, faculty, and administrators through literacies, including print, textual, visual, information, media, news, and digital literacies (AASL 2018).

As information specialists and instructional leaders of both learners and fellow educators, school librarians are uniquely positioned to teach every student and the school community through traditional, blended, and distance learning (AASL 2018).

The role of instruction by the school librarian centers around the six Shared Foundations: Inquire, Include, Collaborate, Curate, Explore, and Engage.



Inquire

The school librarian collaboratively plans and teaches engaging inquiry-based learning experiences designed to encourage learners to think critically, identify problems, and develop strategies for solving

problems (AASL 2018, 47). School librarians:

- Devise and implement teaching and learning to fill knowledge gaps.
- Encourage learners to display initiative and curiosity when formulating questions and seeking knowledge to create and share products that illustrate learning.
- Guide learners to develop the tools and skills needed to support an inquiry process.



Include

The school librarian’s role in reading development includes selecting reading materials and resources in a wide variety of formats that reflect diverse and inclusive points of view and

contribute to each learner’s ability to read for informational needs and for personal enjoyment. School librarians:

- Select resources according to principles of intellectual freedom, and provide learners with access to information that represents diverse points of view.
- Enable equitable physical and intellectual access by providing reading-level-free, universally designed environments and adaptive devices.



Collaborate

The school librarian is an instructional partner who creates a culture of collaboration and facilitates the learning of strategies necessary to work effectively with others to increase academic achievement,

broaden perspectives, and work toward common goals. School librarians:

- Collaborate, co-teach, and co-evaluate the planning and implementation of learning opportunities and assessment strategies.
- Collaborate to promote, model, and embed print, textual, visual, information, media, news, and digital literacy practices that deepen learning.

- Foster learners' abilities to "work effectively with others to broaden perspectives and work toward common goals" (AASL 2018).
- Empower learners to work together to constructively assess their own work and that of their peers (AASL n.d.a).



Curate

School librarians curate a wealth of resources that complement the curriculum and learners' interests. They instruct and model curation techniques for the school community. School librarians:

- Curate quality, diverse, inclusive, and relevant resources that support the school mission, curriculum, and learners' interests.
- Instruct the learning community to select, organize, and share resources relevant to their information needs and personal interests (AASL 2018, 99).
- Empower independent learners to make meaning for themselves through instruction in collecting, organizing, and sharing information.



Explore

School librarians promote a growth mindset in all learners by providing opportunities for exploration and encouraging continuous reflective thinking through instruction. School

librarians:

- Guide learners to view and practice learning as an iterative endeavor through which learners build stamina and reflect on their learning and inquiry process.
- Cultivate exploration, discovery, creation, and innovation in a growth mindset.
- Support learners' success by guiding them to read for understanding, breadth, and pleasure (AASL 2018, 104).



Engage

School librarians promote learners' engagement and empowerment by modeling and explicitly teaching information and resource use. School librarians:

- Develop and maintain a teaching and learning environment that is fun, inviting, safe, flexible, collaborative, inclusive, and conducive to learning (AASL n.d.b).
- Engage with learners to teach, model, and champion digital citizenship and safety.
- Provide instruction and modeling in adherence to copyright and fair use requirements.
- Teach all members of the learning community to engage with, use, and create information in a global society.
- Champion equity, access, and intellectual freedom for users including providing anytime, anywhere access to the online library catalog, digital and audio books, various information resources, devices, and tools at the point of need (AASL 2018, 111).

To read the full position statement, visit www.ala.org/aasl/advocacy/resources/statements.

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School Librarians Take the Lead Collaborating on Professional Development

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School librarians are in the unique position of reaching all areas of the school: curriculum and learners. This role gives school librarians an amazing opportunity to be a leader in the school community and contribute to the culture and direction of the school. One of the ways school librarians can become a leader in the school community is to design, organize, and present professional development opportunities for fellow educators. Running professional development is a chance for school librarians to become leaders in the school, as well as an opportunity to collaborate with fellow educators, advance the goals of the school library, and share resources. It also enables the school library to be involved in the curriculum and goals of the school. Designing and implementing professional development opportunities in schools is a way for school librarians to implement many of the Competencies of the Collaborate Shared Foundation from the AASL *National School Library Standards*.

The members of my school library department were looking for ways to

make more connections with fellow educators and share resources and new technologies. We have shared at faculty meetings and hosted after-school workshops and teacher collaboration cohorts. We brainstormed different ways that we could reach out, starting with thinking about our own learning and how we learn new ideas and technologies. The common thread was professional development conferences where we had hands-on experiences and fellow educators shared lessons and projects that could easily be taken back and integrated into an existing curriculum. We thought, "What if we designed, organized and held a professional development conference at our school?"

The Benefits of Professional Development

The goal was to design a workshop day that would showcase the school library's resources and technologies and meet the goals of fellow educators and the administration. The first factor in developing the

workshop was determining how to design a day for fellow educators.

When thinking about what makes professional development a beneficial experience that impacts the curriculum and the student experience, research shows there are several key components to high-quality professional development. A three-year study on the effects of professional development on teachers' instruction found that the characteristics of high-quality professional development include:

- Focus on content and how students learn content
- In-depth, active learning opportunities
- Links to high standards
- Opportunities for teachers to engage in leadership roles
- Extended duration
- Collective participation of groups of teachers from the same school, grade, or department (Desimone et al. 2002).

It is important to keep these factors in mind when developing a workshop day or conference that is truly beneficial and meets the needs of fellow educators.

We also wanted to highlight the school library and its role in the school curriculum, emphasizing how collaboration with school librarians and department members benefit both educators and learners. Sue Kimmel found that school librarians help collaborative instructional design and planning meetings with teachers by connecting unit and lesson plan goals with resources that supported these objectives (2012). When designing the workshop day, the school library department focused on connecting the school library's resources and technology to



the curriculum, and focused on how collaboration between the teacher and the school library could benefit learners and help fellow educators meet their curricular goals. This aligned with the Collaborate Shared Foundation from AASL's *National School Library Standards*. The AASL Standards state, "the school library provides opportunities for school librarians to connect and work with the learning community by: designing and leading professional-development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness" (2018, School Library III.C.2).

The final factor that we addressed was meeting the larger school community goals for professional development. In order to gain support from the administrators to host this all-school workday, it needed to meet some of the whole-school goals. One of the goals in our school's strategic plan is to "Expand professional development for faculty and staff to enhance our own learning community" (Francis W. Parker School n.d.). The workshop day that the school library department was planning would enhance our learning community by connecting teachers with new technologies and resources, expand their knowledge of project-based learning, and make connections with fellow

educators. The school library department highlighted the benefit of the internal professional development day for the school library, teachers, and the administration by connecting the workshop's goals with the administration's strategic planning goals.

Our school has two full-day faculty workshop days scheduled each school year. The administration works one year ahead to decide on the theme and focus of the workshop days. We reached out to the administration a year before the scheduled workshop day to ensure we were able to secure the day. We had a brief outline and idea for the day but not a fully flushed out agenda and schedule. In



the initial contact with administration we shared the goal of the day and the connections to educators' learning and the strategic plan. The administration gave us the go ahead to host the workshop day and the budget we would be able to work with to plan and present the day.

Designing the Professional Development Day

Once we had support from the administration to host a workshop day, the first step was to create the framework for the day. Our school library department includes school

librarians, technology teachers, and STEM and coding teachers who work with students from preschool through twelfth grade. The makeup of the department reflects a section of cross-divisional teachers with experience with fellow educators in all areas of the school. The department gathered for a planning session to begin sketching out the framework for the day.

The next step in designing the workshop day was to brainstorm ideas for different types of sessions and experiences we wanted fellow

teachers to have. We started by determining the structure for the day. The whole team shared their positive PD experiences. As members shared, a scribe wrote down all the adjectives and ideas on a large whiteboard. Next, we circled words that had come up several times. Words included "hands on, engaging, new ideas, practical ways to use new technologies, fun, experiential, immersive, takeaway to use right away." We agreed that the goal of the day would be to host workshops that were hands on, incorporated new technologies,



The Jam Session and brainstorming activities helped the library department narrow our focus and organize our thoughts and ideas into a working list of sessions and workshops.

SESSIONS

Session 1 10:15-11:15	Presenters	Room	Session 2 11:30-12:30	Presenters	Room	Session 3 1:30-2:30	Presenters	Room
Partnering with Parents w/ Design Thinking	Sherry/Tisha/ Erica C.	TBD	Notability (?)	Vicki Lee And Ashleigh	TBD	Portal	Nick/Pete	TBD
AR/VR Co-Spaces	Seth	TBD	Putting a new E & S into STEM	Sven/Tim	TBD	Shooting/Editing Better Videos	Travis	TBD
Makerspace 3D/2D	Mary Catherine and Sarah	TBD	AR/VR Google Expeditions	Sarah/Mary Catherine	TBD	Google My Maps	Seth/Mike	TBD
Google Classroom Digital Portfolio	Mike, Tim	TBD	Minecraft Applications	Seth	TBD	AR/VR Oculus Go-Build and View in VR	Annette Mary Catherine	TBD
Project Invent/ SE	Annette	TBD	Google Photos	Nick	TBD	Creative Computing	Adam	TBD
Biomimicry and Design	Adam/Gabe '02/Angela	TBD	Coding and Humanities	Annette	TBD	Question your Questions? (applying DT to improve teacher questioning)	Sven/Tim	TBD

were fun, and would provide teachers with practical ideas they could use right away in their classrooms.

Next, we passed out sticky notes and markers to the team. Team members were asked to write down any ideas they had for workshop sessions, encouraging the team to formulate ideas that were simple or crazy—there were no bad ideas! The instructions were to not think about the cost or if the session was feasible, but to come up with fun, hands-on engaging sessions. We set the timer for seven minutes and everyone started writing. Department members filled up sheets and sheets of sticky notes with ideas, everything from how to better use Google Drive to engage with students, to field trips to the Coral Reef to see the impact of climate change. Once we had all the ideas gathered we used a thinking routine from the “Collective Action Toolkit” called Jam Session, developed by the frog design firm, a global design and innovation consultancy. The toolkit was designed to offer a universal framework for empowering communities with the design thinking process and to allow communities of all sizes to design their own solutions (Frog n.d.). The toolkit contains dozens of brainstorming routines for groups to use to help focus on a challenge, brainstorm solutions, and include different perspectives. The routines in the kit can be used for one-time brainstorming or used in order to work through all stages of problem solving.

The Jam Session is a routine that helps a team take a lot of ideas and then narrow a long list down to a manageable level to move forward (Frog n.d.). On a wall in the meeting space we drew a long arrow. At the beginning of the arrow we wrote the word “easy” and at the end we wrote the word “impossible.” Team members took all the sticky notes with their session ideas and placed

them along the arrow based on how easy or difficult they would be.

Next, we looked at the different areas along the arrow (easy, mild, hard, impossible), and we grouped all the ideas from each area into similar themes. Ideas that were duplicates, had similar threads, etc., were clumped together and a theme or idea was written next to it. For the “impossible” section, we looked at the different themes that came out of the ideas and brainstormed ideas for sessions that connected to those themes but were possible. For example, one of the ideas was to host a session on rethinking the whole school schedule and department structure to allow for large blocks of collaborative integrated departments to teach subjects collaboratively. While this was a great idea, it was not something that could be accomplished in one workshop session. The new idea was to highlight collaborations between departments that did not traditionally work together to share ways teachers could work together. The Jam Session and brainstorming activities helped the library department narrow our focus and organize our thoughts and ideas into a working list of sessions and workshops.

Once we had a list of the possible session ideas, the library department members identified the sessions they wanted to teach and listed the fellow educators that the team had worked with on collaborative projects to co-teach a session or teach a session on their own. We felt it was important to highlight existing collaborations with fellow educators to illustrate to the community the successful collaborative lessons and projects that already existed. We hoped this would show that collaborations were already happening in the school and celebrate and highlight the work of fellow educators, allowing

them to take leadership roles in the school community.

As we mapped out the schedule for the day, we made sure that the sessions were a good mix of offerings for early elementary, middle grade, and high school teachers. We also wanted to make sure our offerings covered the gamut of skill levels as well, from beginner skills and an introduction to resources and technologies for educators who were not as skilled, to workshops for teachers who were using technology or resources. This way we provided educators with options to push and learn a new skill.

The Who, What, When, and Where of the PD Day

The next step in the process of designing and planning the workshop day was to create a schedule, make lists of resources and spaces we would need on the day, and plan the marketing and communication that would go out to the community. The library department met every two weeks to plan and check in on the process of our to-do list and address any concerns or questions that came up to ensure that we were prepared and ready for the day.

For the schedule we mapped out what would be a reasonable conference day with workshops based on our experiences at other conferences. In our discussions we felt that three one-hour workshops for each faculty member to attend seemed like a reasonable amount of time and information to take in during a day. When we planned out the day's schedule we also took into consideration transition times, restroom and coffee breaks, as well as a whole-school gathering in the morning to set the tone for the day and ending the day with a reflection and survey time for all participants.

As we planned out the schedule, we took into consideration how many attendees each session could handle. Since the workshops were going to be hands-on, we wanted to ensure we had the technology, laptops and tablets, and/or VR/AR equipment for participants to be able to use during the workshop. We also wanted to make sure we would have the supplies and materials needed for building or making sessions.

Space was another consideration. We looked at all the rooms in the school building and mapped out what would be the best classroom or meeting space for each of the workshops. During this brainstorming meeting, we determined that the maximum number of participants per session would be 25 people. In order to organize the sessions and ensure that we had the correct number of participants, we realized that we would need faculty to sign up for sessions before the day of the workshop, and communication about the workshop day was going to be essential to ensure that the day was successful for everyone.

Communication—There’s an App for That!

Communication was going to be essential to ensure the workshop was a successful event for participants and the library department. During the next planning meetings we established our communication plan and protocols for faculty to sign up for the workshop day. We started by discussing the different platforms we could use to have faculty sign up for the workshop sessions, including Google Docs, Sheets, or Forms. We also discussed the logistics of keeping track of all the sign-ups, how to notify teachers if a session filled up, outreach to faculty who did not sign up, etc. All these questions led to a brainstorming session where we analyzed how larger conferences we

had attended dealt with these issues. Throughout this process, we had a lightbulb moment: I bet there’s an app for that!

The team realized that having an app for the conference would streamline the sign-up process before the event, help keep everyone organized on the day, and allow for follow-up with participants after the conference. We started researching apps available to contract with for our conference day. We reached out to the Whova app team (<<https://whova.com/>>). The app’s features included the ability to upload participant names and e-mail addresses, participant sign-up for individual sessions, limiting the number of participants for each session, e-mailing participants their schedule for the day (including room locations), uploading presentations and resources for participants to access during and after the conference, and feedback surveys. The app could also be accessed on a device such as a phone or tablet or on a computer through a web browser, making it accessible to everyone at our school. We had 250 faculty and staff members attending the conference, and the cost for using the app fit into the budget for the conference.

Once we had the app set up, we were ready to communicate with the faculty and staff about the PD day. We created a communications schedule, including all school e-mail addresses, information about the professional development day, descriptions of the different sessions, and instructions on downloading and using the app. The library department team broke into groups to talk at different faculty and departmental meetings to share the information and be available after to help teachers sign up, navigate the app, and answer any questions about the session offerings. We also provided faculty

with an open invitation to come to the school library before and after school or during lunch times if they had questions or needed help using the app.

Using the data from the app we were able to see who had and had not logged in and signed up for sessions. We divided up the faculty and staff list among the library department to keep track of sign-ups and personally reach out to any members who did not sign up for sessions.

To-Do Lists Mixed with Excitement and Anxiety

In the final weeks leading up to the library department’s workshop day the team was going over checklists of resources and technology, checking in with fellow educators they were co-presenting with, adding final details to presentations, and connecting with administrators about the details. We had all the details and logistics set, but there is always that nagging feeling that no one will show up to your party, or maybe worse, no one will have fun! In the final meetings the library department team was full of anxiety about the reaction to the workshop day. Would fellow educators find it worthwhile? To help us work through some of our concerns and anxiety we turned to a meeting protocol from the School Reform Initiative (<<https://www.schoolreforminitiative.org/>>) called “Fears and Hopes.”

The “Fears and Hopes” routine is used as a way to allow people to share their expectations and concerns, put them out in the open, and then begin to address them together as a group (School Reform Initiative n.d.). For the first step we asked the question: “If this is the worst workshop ever, what will happen or not happen?” The team wrote down all their thoughts about the worst things that could happen on the PD day. Ideas included technology

failing, half the faculty taking a sick day, the body language from the attendees indicating that the session was a waste of time, etc. We collected all the information on a board to share our fears. Next, we asked, "If this is the best workshop day ever, what will the outcomes be?" Answers included collaborative partnerships develop because people attend sessions together, everyone walks away from the day feeling like they learned something new, more requests for collaborative partnerships with the library, etc.

After we had collected all our fears and hopes we talked through what we could do to prepare for the worst-case scenarios and which fears were beyond our control. We talked about all the work we had put into the day, the great work we had already done, the connections we made with fellow educators for the presentations, and celebrated those accomplish-

ments no matter what happened on the professional development day. We were ready!

The Fear We Never Anticipated...A Global Pandemic!

As we moved closer to the professional development day, the world and our state moved closer to a total shutdown due to the COVID-19 global pandemic. Then the decisions came down from our governor and state health department ordering all schools closed and a shelter-in-place order declared for the whole state. As the administration and teachers rushed to deal with technology needs for distance learning and the library department shifted its efforts to ensure students and teachers had access to resources and materials for the foreseeable future, the professional development workshop day was

postponed several weeks. Soon, it became apparent that we would not be able to return to school for the rest of the academic year, and the day was canceled. We were disappointed that the day we had put so much time and effort into was not going to happen, but we were determined to continue to advocate for collaboration with our fellow educators through professional development.

The library department contacted the administration and asked if we could go ahead with our plans for the workshop day in the 2020–2021 school year, and in the event that we still would be in distance learning we would love to offer the professional workshop day as a virtual conference. The administration was excited we were thinking ahead and that we were



We created a communications schedule, including all school e-mail addresses, information about the professional development day, descriptions of the different sessions.



still willing to share with the school community and gave us the opportunity to present the day during the 2020–21 school year.

We are planning for the virtual conference in January 2021. The day will include hands-on virtual sessions following the schedule of the in-person workshop day plans. We are taking the time to think about the sessions we are offering and making changes based on distance learning and resources to make sure we provide the best professional development possible for our fellow educators, while still meeting the goals and expectations for the library department. The new sessions we are adding focus on using technology and resources in a virtual classroom but that can also be used during in-person instruction. This includes sessions on using digital resources and virtual reality from museums and institutions like the Library of Congress and our local Chicago History Museum. We are also creating sessions that

offer hands-on tools for providing feedback and collaboration using Google Classroom and Google Docs for teachers and students to utilize. In the event the guidelines from the city of Chicago or the state of Illinois health departments change and we are able to host an in-person workshop day we will be able to pivot and provide the learning experience.

Tips and Ideas for School Librarians to Create PD Opportunities

- **Think outside the library box.** When planning a PD event make connections with fellow educators and ask them to collaborate with you. This will involve more members of your school community and help connect with other people in your school.
- **Don't reinvent the PD wheel.** Think about other positive PD experiences you and members of your department have attended. Use those proven methods and techniques to help craft a positive PD experience at your school.
- **Tailor your PD plans to the culture of your school.** You know your school culture and what will

work best. If a whole-day professional development workshop day is not feasible for your school what could work? A before- or after-school workshop? A lunch teach-in? Or ask to run a faculty meeting and use that as an opportunity to run a PD workshop.

- **Get out of an idea rut—brainstorm ideas!** The Frog toolkits has lots of great brainstorming routines that can help get ideas flowing and help you and your school library team create an innovative and unique PD experience for your school.

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AASL Supports School Librarians

AASL Town Hall

Leading Learning

What began as an event to build community during the uncertainty of the COVID-19 pandemic has evolved into a monthly opportunity for school library professionals to network and brainstorm around a central theme. During the town halls, participants will share successes, solicit ideas, and strategize the best ways to meet the needs of you and your learners. Join AASL Leadership and peers across the country in an open conversation focused on leading learning in your school and community. Register to join the discussion at [ala.org/aasl/townhall](https://www.ala.org/aasl/townhall).



ALL | AASL Learning Library

contains a wealth of FREE resources—from webinars to presentations to

Knowledge Quest articles and issues—to help school library professionals engage with learners and update their professional practice. all.aasl.org.

Results from AASL's previous surveys can be found at www.ala.org/aasl/about/pandemic.

RESOURCES TO SUPPORT SCHOOL LIBRARIANS



Knowledge Quest bloggers are posting daily about the creative ways they are finding to connect with learners, help fellow educators, and update their practice. Subscribe to receive email notifications to the latest posts.

AASL Member Forum on ALA Connect offers AASL members a platform to talk about the issues they're dealing with during these difficult times.

School Library Survey

As AASL concludes its school library surveys for the fall semester we would like to thank the community of school librarians for providing critical data points to assist AASL's advocacy efforts. To view results from all of the surveys visit www.ala.org/aasl/research.

School Librarian Role in Pandemic Learning Conditions

School librarians fulfill five important roles: instructional partner, teacher, leader, information specialist, and program administrator, all of which highlight the profession's skill at building relationships and creating an inclusive school culture. www.ala.org/aasl/about/pandemic.



Pandemic Preparedness Resources for Libraries

curated by ALA, includes American resources on pandemic prevention, Library Association guidance on disinfecting workplaces, and what individual staff and their library users can do to reduce risk of contagion.

CDC Guidance on COVID-19 offers the latest on resources and developments concerning the pandemic, including information on how the virus spreads, symptoms, prevention, and treatment.

A stylized illustration of a woman with dark, curly hair and glasses, wearing a green long-sleeved top. She is holding a magnifying glass over a small globe. The background is a mix of light blue and green, with various icons floating around: a lightbulb, a flask with bubbles, a magnifying glass, a leafy branch, and a small plant. The overall theme is science and nature.

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What do animals' whiskers, litter on school grounds, and the parabolic shape of lenses have in common? They were all subjects for learner-designed inquiry projects guided by educator and school librarian collaborations. Since 2015, educators in the Norman Public Schools have integrated Guided Inquiry Design (GID) (<www.guidedinquirydesign.com>) into the standards-based curriculum, and in 2016 making was incorporated into the open-ended process. Instructional team and learner collaboration play an essential role in both GID and making. Infusing the GID + making approach into the curriculum creates a culture where collaboration and learner voice and choice are championed.

Carol Kuhlthau's Information Search Process (ISP) research model (2004) provides the theoretical framework for GID when designing inquiry for pre-K through 12th-grade curriculum. The GID process has eight phases: Open, Immerse, Explore, Identify, Gather, Create, Share, and Evaluate (Kuhlthau, Maniotes, and Caspari 2015). In GID learners are immersed in content and select a personally relevant and interesting question to research, design, collaborate, build, and share a learning product

For more information about GID + making, visit <<https://www.normanpublicschools.org/Page/3138>>.

with others. Collaboration between classroom educators, school librarians, resource specialists, and other experts provides the supportive environment in this iterative and somewhat messy process.

Norman Public Schools received an Institute of Museum and Library Services National Leadership Grant for Libraries for a three-year research project. Research partners included Dr. Kyungwon Koh, principal investigator and associate professor in the School of Information Sciences at the University of Illinois, and Dr. Xun Ge, co-principal investigator and professor in the Instructional Psychology and Technology Department of Educational Psychology, Jeannine Rainbolt College of Education, University of Oklahoma. The grant, titled "Learning in Libraries: Guided Inquiry Making and Learning," was funded in 2016 and included an elementary, middle, and high

school in the Norman Public School district and more than 400 learners. Educators and school librarians at the three schools collaborated to implement the GID process and making into instruction. This research project broadened current knowledge on how learning occurs when combining an inquiry pedagogy with making in school libraries as part of the regular school curriculum.

Additionally the GID + making approach applies the Shared Foundations and Competencies from AASL's *National School Library Standards*. The two Shared Foundations most recognizable are Inquire and Explore; yet it is Collaborate that played the most pivotal role, affording learners the ability to participate in conversations, work together, demonstrate empathy for others' perspectives, and be inclusive, respectful, and reflective in the learning community. Collaboration among the learning team and with our learners was paramount in the successful adoption and use of the GID + making approach.

Elementary School: Adaptation, Survival, and Inquiry Circles

"Why do animals have whiskers?" asks a first-grader. This learner was curious about land and sea animals that have whiskers and wondered how

whiskers could help those animals survive in their environments. By participating in an inquiry circle with learners who had similar interests, this young girl received targeted support and instruction. The end product of her research project, a collection of clay creations, allowed her to share information with her peers while exhibiting confidence and enthusiasm, demonstrating growth in oral language skills and fielding peers' questions with grace.

Lincoln Elementary School's first-grade teachers selected the science standard of animal adaptation and survival for their inquiry unit. The standard included how parents interact with their offspring, characteristics of animals that aid their survival, and how animals interact with the environment. The learning team for this inquiry unit included classroom educators, the school librarian, a gifted resource coordinator, and a reading specialist.

After learners formulated their own inquiry questions, the learning team met to review the learners' questions, group learners into inquiry circles for those with shared interests related to the overarching concept, and select a group to facilitate. Inquiry circles are fluid groups of learners organized to meet student needs. Grouping learners into inquiry circles enables students to work as a team to help one another find answers to their questions. Because they have shared interests, learners are invested in one another's questions.

While guiding a group using instructional resources, each learning team member embedded mini-lessons on keywords, nonfiction text features, skimming, and scanning,

while modeling how to search for answers. A classroom educator on the team stated, "When managed efficiently, inquiry circles can create an environment where all kids feel respected and all voices are heard. It is an opportunity for our students to reflect on their learning on a deeper level. I have witnessed many conversations between peers where perspectives are exchanged and meaningful discoveries are made" (Lincoln Elementary School First-Grade Teacher 2020).

After the majority of learners found answers to their questions, they were regrouped based on their progress within the process. The gifted resource teacher, reading interventionist, and special education

Grouping learners into inquiry circles enables students to work as a team to help one another find answers to their questions.

teacher helped students who needed additional support gather information. The classroom educators worked with learners to formulate a plan for creating a product to show their learning, while the school librarian worked with students who had already developed plans and were ready to create.



Why do animals have whiskers? First-grade learner's clay examples of animals with whiskers.

The learning team collaborated both formally in planning meetings and informally through hallway discussions or e-mail throughout the process to determine how to meet learner needs. All members of the instructional team needed to be flexible regarding the groups and the various stages in the process they would facilitate. Our classroom educators understood that as learners' needs shift so will their roles in the process.

At this point, our first-grade learner with an interest in whiskers moved from the classroom educator's group (gathering information) to the school librarian's group to begin the making process. Through her research, she discovered that animal whiskers can aid in an animal's survival in two ways: by understanding how they can fit through spaces on land, or by sensing currents in the water to determine whether approaching animals are possible predators or prey. To share this learning she created air-dry clay examples of the animals along with props to show how animals use their whiskers for survival.

Middle School: Renewable Resources, Sustainability, and Inquiry Journals

"How does everyday littering affect the environment, and what can be done to reduce waste?" asked one 8th-grade learner. At Longfellow Middle School, a learning team of two science classroom educators, the school librarian, and the gifted resource coordinator collaborated to implement a science unit on the concept of sustainability. The unit's goals were to help learners understand their part in environmental sustainability and the characteristics of renewable and non-renewable resources. Students developed and researched a personally interesting inquiry

question, then synthesized their research to create a product, and shared what they learned using the school library's makerspace.

Throughout the unit, learners used digital inquiry journals, which allow for interactive educator, school librarian, and learner collaboration. These shared hyperdoc templates were developed by the school librarian and classroom educators and allowed all members of the learning team to view the thoughts and questions of the learners at various points during the unit. As learners gathered and cited sources, took notes, responded to prompts, and reflected on their learning, they noted the information in the inquiry journals, allowing the team to collaboratively evaluate the progress learners are making and providing a mechanism for specific individual feedback.

The learner whose project is depicted on page 24 was interested in the impact of everyday littering and what can be done to reduce waste. She decided to collect trash around the school, gathering more than 300 pieces of trash in the first two days. To share and document her findings, she created an animated video accompanied by charts and graphs. Her video was designed as a public service announcement and included suggestions for reducing littering.

High School: Quadratic Functions, Parabolas, and Conferencing

Why did the Algebra II learning team begin a unit by having learners compete in a ring toss game, squirt a water gun, and launch objects with a catapult? At Norman High School the school librarians and Algebra II teachers collaborated on an inquiry unit focused on parabolas. The goal of the unit was for learners to find a real-world quadratic equation, write

the equation of this function, solve their equation using at least two different methods, and research quadratic functions in relation to their usefulness in everyday life. As part of the GID + making process, learners explored and investigated parabolas in everyday life, constructed a research question, completed academic research using reliable Internet sources and

Download a template of an inquiry journal and other GID + making resources at <https://www.normanpublicschools.org/Page/3150>.

academic texts, and synthesized their research to create a product that illustrated the usefulness and real-world application of quadratic functions using makerspace tools.

One high school student built a working telescope to demonstrate how the parabola of a lens affects sight. After focused conferences with



How does everyday littering affect the environment and what can be done to reduce waste? Middle school learner's video documenting her findings regarding littering and its effects.

"Right now you probably think there's no point to doing anything since it won't make a difference. But it will! If just five people stop littering and clean up their messes then maybe it'll inspire their friends to do it too! It's not even that hard! Just throw away your own trash in the nearest trash can. Also reusing school supplies can be very helpful!" (8th-Grade Student's Inquiry Journal 2018).

members of the learning team, her inquiry question, "How does your vision change when you completely change the parabola of your eye lens?" evolved to "How does changing the parabolic shape of a telescope lens affect how well and far you can see?" Conferencing helped the learner realize she was most personally interested in telescopes, and she adjusted her question to connect her own interests to the inquiry concept.

Conferencing is a strategy that works most effectively when it is a shared responsibility between all educators on the team. At several points during the inquiry process members of the learning team met individually with learners to probe their thinking, discover problems and misconceptions, and offer specific and personalized feedback. Team members collaborated with a small number of learners based on

the students' needs and the educators' strengths. Conferencing is a fluid process that allows team members to refer a student to other experts on the team, offering the learner more than one expert's perspective.

In addition to conferencing during the inquiry question development phase, conferencing was used while learners gathered information, affording the team the luxury of providing individualized information literacy instruction. During the making phase, the use of a project proposal Google Form and conferencing helped learners seek assistance and manage their time. Conferencing provides a model for learner peer coaching, which, with appropriate scaffolding, offers valuable insight and supports learners.

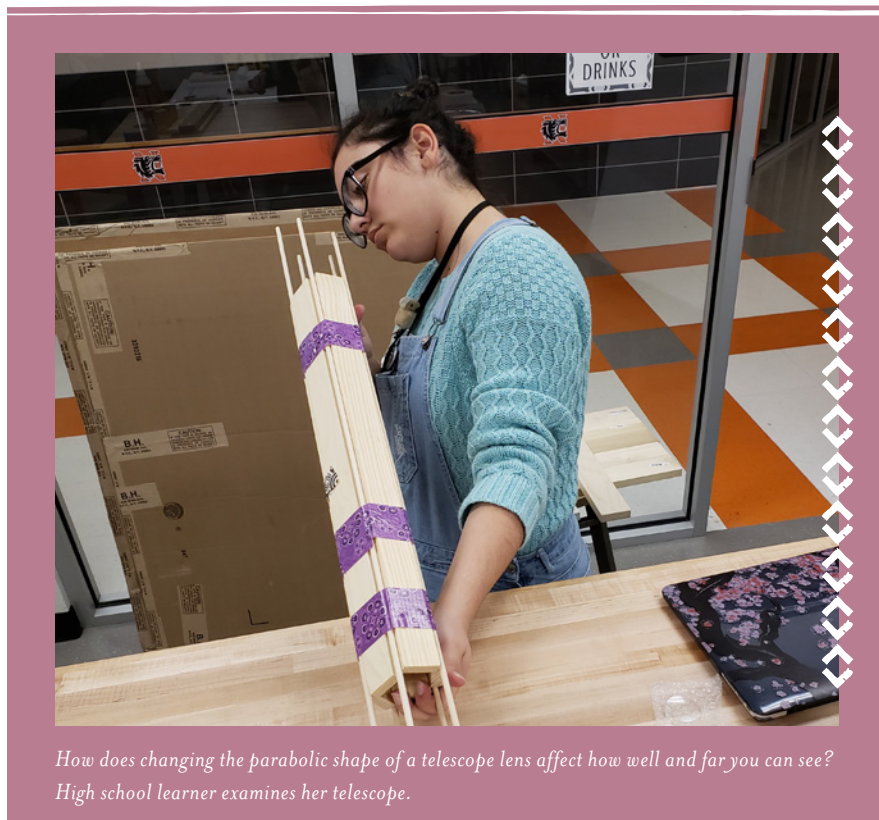
Our high school learner's telescope demonstrated her new understanding of how lenses use parabolas to function. During a conference, she shared her frustration over inserting the lens incorrectly in her telescope, which caused the telescope to not work properly. This piqued her curiosity, so she dug deeper, and in her further research she discovered that a similar problem occurred with the Hubble Telescope. Upon reflection, the learner said:

I learned that parabolas are a big part of the real world. I think this is important because it allows me to be able to see that the things I learn in class are actually important and relate to the real world. I also learned that a hands-on learning experience was a better learning environment for me. I improved my comprehension skills and ability to bring an idea to life. I was also more engaged in what I was doing and it became more serious than everyday work. I also had to work on my time management skills to help me achieve my goal. (High School Student's Inquiry Journal 2018)

Outcomes of Collaboration in GID + Making

Effective collaboration can be a tool for breaking down silos and

Conferencing provides a model for learner peer coaching, which, with appropriate scaffolding, offers valuable insight and supports learners.



How does changing the parabolic shape of a telescope lens affect how well and far you can see?
High school learner examines her telescope.

building a culture of deep and relevant learning. As a part of a team, educators support each other in risk-taking, giving each other permission to fail, try again, and improve their practice. Being familiar with learners' inquiry questions allows those educators who work directly with students to personalize, challenge, and extend their instruction beyond the GID + making process. The iterative, collaborative process provides learners with not only deeper, personally valued, connected, and more reflective learning, but also ownership, confidence, and an improved attitude toward school, libraries, and education in general. This is a synergistic relationship—a positive feedback cycle—that gradually transforms school culture. A school culture where the Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage—are

seamlessly woven into the GID + making process transforms the learning experience for learners and educators alike.

One high school classroom educator shared: "...you don't have to be an expert in everything. Collaborate with the people in your building, in your district that can help you.... You can bring in your [school] librarians and you can collaborate and make something wonderful. You're not just on an island by yourself." (High School Math Teacher 2019)

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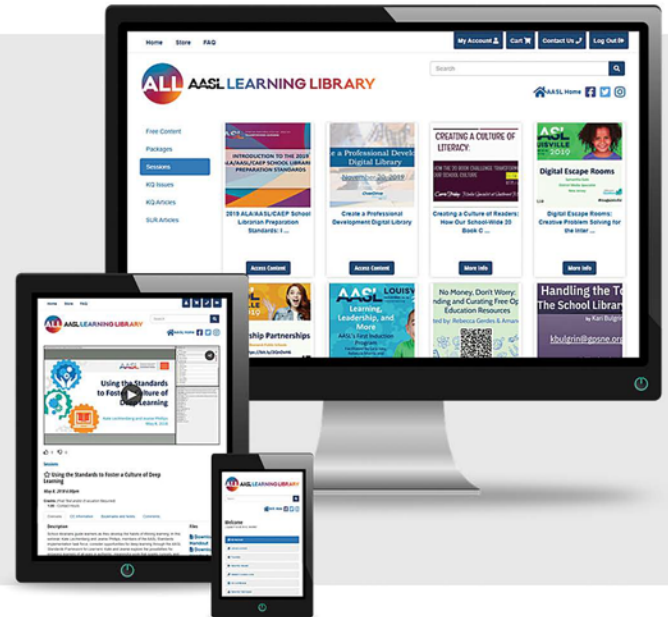
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**USING STUDENT INTERESTS TO FOSTER UNIQUE
OPPORTUNITIES FOR COLLABORATION**

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"Ohmygoshwedidit!" we exclaimed exhaustedly one Thursday night in March 2017 as we closed the door on our first Lake Park Comic-Con (LPC-2) (<<https://sites.google.com/lphs.org/lpc2/home>>). We were sweaty because we forgot to have the industrial air conditioners turned on in the building, tired because we had been teaching/working for nearly thirteen hours and forgot to schedule breaks for ourselves, and gratified due to the number of learners who showed up and the handful who thanked us for putting the event on. But mostly we were exuberant with a million ideas for next year's event. And yes, we were already planning the next one not seven minutes after the final student was picked up.

Even that first night, we knew we had created something incredibly special. We (Mariela Siegert, former librarian at Westfield Middle School in Bloomingdale, IL; Jennifer Sutton, librarian at Lake Park High School East Campus in Roselle, IL; and Sia Paganis, former librarian at Spring Wood Middle School in Keeneyville, IL) had managed to gather more than 100 learners from our individual school districts to meet at the high school for three hours to enjoy an evening celebrating comics, gaming, and graphic arts. We crammed the school library with vendors, artists, local shops, and

activities for our students and then sent them around the building to attend professional and student-led breakout sessions, such as zombie makeup tutorials, how to draw chibis, and how to play Dungeons and Dragons.

We hosted an art show, an anime cafe, and a photo booth. We collaborated with our administrators from all three schools to coordinate free student transportation, staff volunteers, and facility access. We received donations from publishers, the national comic book industry, and several Chicago organizations who responded overwhelmingly to our request for donations, keeping the event completely free for all student attendees and allowing us to send them home with comic-related goodies. In short, we pulled off a small miracle.

The LPC-2 Origin Story

Over the years, we have pondered exactly how that small miracle became reality, and we have determined that it was only through extensive collaboration at all levels—student, administrator, and community. The idea for LPC-2 was borne from a series of serendipitous collaborative circumstances. The LPC-2's origin story resulted from the founding sponsors, Jennifer

and Mariela, attending the 2015 joint Illinois School Library Media Association (now the Association of School Library Educators) and Illinois Library Association Conference in Peoria, Illinois. This joint school-public library venture (which is atypical in Illinois)

The broad scope of LPC-2 would connect peers with similar interests and create friendships spanning sender middle schools to bring to freshman year.

enabled us to access content shared by and about our public libraries. We attended a phenomenal session titled "Reading Is My Superpower: Purchasing and Promoting Comics @ Your Library" by Rachael Bild, Oak Park Public Library; Sarah Stumpf, White Oak Library District; Sarah Okner, Vernon Area Public Library District; and Kendra Mealy Wilk, Chicago Public Library. Thanks to the collegial generosity of our public



Students from five sender middle schools and the local high school peruse thirteen vendors at the fourth annual LPC-2. The event outgrew the library in the first year and had to move to a larger venue!

librarians, we learned about their collaborative Comic-Con event, Comicopolis (<www.whiteoaklibrary.org/Comicopolis>). We immediately found ourselves pondering: Wouldn't a free comic-themed event be a tremendous way to invite learners from our seven communities who merge into a single large high school to build relationships with staff members, find allies among their peers, and celebrate their interests and talents? The short answer was yes.

Such a large-scale collaboration between five sender middle schools and a large high school seemed an impossible feat. We found inspiration from a local school and community-based collaborative teen program called LitWorks: A Teen Book Fest, hosted by super-librarian Jennette Gonzalez. Litworks (<<https://litworksbookfest.weebly.com/>>) is an event hosted by Ridgewood High School (Norridge, Illinois) and Eisenhower Public Library (Harwood Heights, Illinois), in partnership with a local indepen-

dent bookstore, Anderson's Bookshop. These organizations invite young adult authors to speak and meet with teens in the Chicago area. We looked to the Litworks model as a framework for logistics and scheduling and how many students would attend an after-school library-sponsored event. One of the most compelling components of LitWorks was that it offered high-interest content to learners free of charge and was open to all interested students. We knew LPC-2 would be successful if we could employ a similar model.

If You Build It...

Fueled by our big ideas and heartened by the success of other such events, we got to work building capacity in our community. To begin, we needed to share our vision with our administration and gain their support. Without that collaboration, we knew our big ideas would fall flat. To initiate that relationship, we started with our "why."

Over our years as school librarians, we had anecdotal evidence from conversations and observations that there were students in our schools going unserved, even with 45 extracurricular activities and 27 interscholastic sports at the high school level. For the most part, these learners lacked connections to the school culture even in middle school, and were further ostracized by the sheer size and scope of the high school. The broad scope of LPC-2 would connect peers with similar interests and create friendships spanning sender middle schools to bring to freshman year. It was important to connect students with one another through a program since it was not happening in other outlets. The administration agreed with us when we met to discuss our idea.

Because of the co-sponsored nature of LPC-2, incoming students would be introduced to their high school librarian and library assistants by their middle school librarians, forging a connection

to at least one helpful adult in the high school building well before officially beginning as freshmen. LPC-2 would build community, the foundation of collaboration, by providing learners an opportunity to meet public librarians as well as local vendors from local artists, comic book stores, and restaurants. Finally, LPC-2 would provide our middle school students with something to look forward to by giving them a preview of the high school building and offering experiences with professional artists, graphic novelists, and more. By creating collaborative opportunities for our students through LPC-2, we could give them ownership of their high school experience. The administration was especially excited to note that we were attempting to build community and make connections with the sender middle schools and the high school students.

Our administration teams were tremendous allies and collaborative partners. It was no easy task to coordinate an event across six school calendars, to convince security staff to stay late for the event, and to get the theater department to agree to share their stage during spring musical rehearsals. Because we

started with our “why”—connecting students—the administrative teams were willing to go to bat for the program, finding ways to fund student transportation so middle school students could attend the event without paying for a bus. They also assisted in the various processes to hire paid chaperones, coordinate teacher and student volunteers, and create a safe space for outside presenters, vendors, and visitors to interact with our students.

Relying on Student Volunteers

We knew that we were going to need help on the day of the event, beyond administration, teacher volunteers, and school security. To say it took a village to make LPC-2 run smoothly is an understatement, and the most dynamic force was our student organizations who stepped in and took the lead. We started with those involved in the National Honor Society at the high school since the students needed service hours. The first year we utilized these volunteers to assist with registration and food sales, but we quickly realized that we would need more help. Casting our net to other organizations brought in the Spanish Honor Society and Key Club. These student assistants provided event

efficiency, additional student connections, and feedback from behind the scenes.

Ongoing feedback and open communication with our collaborative partners became integral to our continued success. After the first event in 2017, we gathered student reactions to build future programs. Attendees responded to our post-event survey asking for more representation of their particular interests (specifically Manga and more vendors) and sharing that they most enjoyed the sessions hosted by their older peers. They loudly called for a gaming tournament (still our most-attended and popular event). Annually, they share their honest impressions and are aware that we listen to their recommendations. Over time, they have advised us on everything from having vegetarian options in the concession stand to which night is best for the event (we moved to a Friday night so no one had to finish homework afterward). They asked us to add cosplay parades so our students can show off their costuming handiwork and to advertise who wins the art show. It was student attendees who pointed out that when their hands are full of

BECAUSE WE STARTED WITH OUR “WHY”—CONNECTING STUDENTS—THE ADMINISTRATIVE TEAMS WERE WILLING TO GO TO BAT FOR THE PROGRAM, FINDING WAYS TO FUND STUDENT TRANSPORTATION SO MIDDLE SCHOOL STUDENTS COULD ATTEND THE EVENT WITHOUT PAYING FOR A BUS.

goodies and purchased goods, they cannot fully enjoy themselves, so we instituted a coat check. Effectively, our student attendees have become our most impactful collaborators for our annual event.

Reflective student attendees have now taken ownership of LPC-2. While the program was initially formed from the ideas of adults and was loosely based on the frameworks of Comicopolis and LitWorks, in just four years it has truly gained its own identity. When students requested more presentations by peers, we

called on them to lead and they answered. At the first LPC-2, all but one of the sessions and activities were planned and executed by adults. By the 2020 LPC-2, seven of the nine sessions were student-led. To accomplish this, students were invited to meet with the planning committee, participate in a focus group, and assist in the promotion of LPC-2.

Lacking expertise in creating large-scale gaming tournaments, we asked the captains of the nascent e-sports teams to structure and run the

annual sixty-four-person Smash Brothers tournament, complete with spectators and prizes. The tabletop gaming club contributes annually by offering character-building and gaming sessions as well as open gaming throughout the event. Students have spoken with adults they know to acquire vendors and presenters. In fact, in 2018, a group of students launched their own micro-business in an LPC-2 vendor booth with an online store, and in 2020 an attendee of the inaugural LPC-2 started Lake Park's first comics club for her fellow comic-loving students.

Student attendees were not the only group looking to take ownership of a part of LPC-2. As our event grew, so did our need to collaborate with participants with different perspectives. When we asked for help displaying the artwork for our art show, Deyana Matt, art teacher at Westfield Middle School, took on the Art Show as her own annual project, publicizing with the art teachers from all the sender schools and the high school,

ONGOING FEEDBACK AND OPEN COMMUNICATION WITH OUR COLLABORATIVE PARTNERS BECAME INTEGRAL TO OUR CONTINUED SUCCESS.



Middle school students Sophie Leszczynska and Alexandra Stepien enjoy a slice of pizza at the first LPC-2 in 2017. Attending Comic Con as a middle school student equipped Sophie with the connections and confidence to begin comics club as an incoming freshman at Lake Park in 2019.

collecting and matting the art, and even setting up the show at LPC-2. After one event, our vendors gently suggested that our young students did not understand the etiquette of Comic-Cons, such as how to interact with and make purchases from vendors. This led to a quick teachable moment for attendees about con etiquette at the beginning of our program. Our custodial staff outlined how much trash was left behind in our auditorium when we gave away goodie bags, which helped change what was put in the bags along with the requirement that students clean up after themselves. Our volunteers communicated that they wanted to know where they would be assigned to work in advance of the event so they can plan their time accordingly. All the changes we made to streamline the event were due to collaboration with members that we had not considered initially.

Reflecting on Feedback

Over the years, we have come to rely on post-event questionnaires as a form of collaboration with less-vocal participants. We also have learned the importance of reflecting upon that feedback and making adjustments. Although we primarily operate our planning group through the G-Suite for Education by sharing and commenting on Google Docs, Google Sites, and Google Forms, we have found meeting in person to be one of the best ways to collaborate. In and of itself, an in-person meeting is not innovative, yet we recognize it is rare that administrators from so many separate school districts would validate the importance of our collaborative work by providing us the time and space during the school day to meet.

Our reflective in-person meetings were key collaborative moments. After the post-event questionnaire responses were gathered, our

planning group (which now consisted of Jennifer Sutton; Mariela Siegert; Jodi Worstman of Medinah Middle School in Medinah, IL; Ashley Darling from Peacock Junior High in Itasca, IL; and Stacey Jenca and Lisa Ciccio, library assistants at Lake Park High School) met to discuss our findings and brainstorm for the next event. We invited student leaders and/or those who were vocal to provide feedback and insight on the event, and we responded to what they had to say. When we met during our initial planning stages, we were able to work together to negotiate sharing major presenters like Jeffrey Brown or Scott Larson as author visits and to shoulder the financial burdens together, keeping LPC-2 free for student attendees. A major part of collaborating has always been understanding and playing to our individual strengths. We each have taken on specific jobs over the years and trusted that they would be completed. All of this requires a certain degree of trust and a level of collaboration that can only come from working together on a large-scale program over time.

To collaborate with others to create, endure, and improve upon a program of this magnitude really means to let go of control. The ability to trust that others will assist in creating and building on that vision of inclusivity and innovation requires a leap of faith that many are not willing to take. AASL's *National School Library Standards* suggest, "Get to know your colleagues as people before attempting to convince them to collaborate" (2018, 91). Doing this will bring about stronger collaboration, which in the end, will more likely lead to success. Once you find success working with others, it becomes easier to continue to do so. In our case, the benefit of that ongoing collaboration is the creation of an incredible opportunity for

students to more easily navigate the transition to high school through LPC-2, but the possibilities are truly limitless when librarians find innovative ways to work together.



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Picks for Reluctant Young Adult Readers. She is a member of AASL.



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member of the Rebecca Caudill Illinois State Book Award, an editor for *No Flying*, *No Tights*, and an adjunct instructor at Dominican University in the SOIS program. She is a member of AASL.

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the



project

Jillian Ehlers

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The Metropolitan Expeditionary Learning School (MELS) is a New York City Department of Education public school in Forest Hills, Queens. As one of the most culturally diverse schools in New York City, MELS serves about 850 students in grades 6 through 12. MELS is "A School for a Sustainable City" and a New York City Outward Bound School. MELS uses the Expeditionary Learning education model, which focuses on student engagement and student achievement through case studies and expeditions. MELS has been recognized as a New York City Department of Education "Showcase School for Collaboration That Fosters Student Achievement."

In their 9th-grade English class, learners read *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Christina Lamb and Malala Yousafzai. During this case study, students learned how an individual enacts change. Learners were asked to explore the idea of creating change by researching an issue within their community. In small groups, learners selected and researched an issue within their community, building understanding of why the issue is a problem. Students then proposed a solution to solve the issue. The issue students chose to research became the focus of their day of service. Students were also required

to create a zine about the issue and share their zine with the community. A zine is a short, self-published work that allows students to express their ideas about an issue in a creative do-it-yourself style.

Collaborative Library Lessons for the Zine Project

During a series of collaborative library lessons, students learned how to research and write to create a zine that showed what they had learned about enacting change. The following learning outcomes were achieved by learners through the Zine Project's collaborative library lessons.

Library Lesson One Learning Outcome(s): I can identify important characteristics of a zine.

What is a zine? Learners watched a video about zines especially made for the MELS Library by Elizabeth Allen and Nicole Rambo, two youth services librarians from the Middle Country Public Library who have a zine collection in their public library and provide resources and professional development on how to create zines. Students looked at exemplars of zines purchased from the Bluestockings Bookstore and Activist Center. They made observations and added notes to a

note-catcher (another term for a graphic organizer) regarding information content and high-quality craftsmanship. Students were asked: How do you think zines could be used to create change based on what you have learned today?

Library Lessons Two through Four Learning Outcome(s): I can research the issue for my zine by using the Opposing Viewpoints database.

How do I access and use the Opposing Viewpoints database to research the issue for my zine?

Students learned how to access the MELS Library website and the Opposing Viewpoints database. Learners discussed what "opposing viewpoints" means and the information available in the database, including multiple perspectives and bias. Learners broke down their research issue by narrowing their topics and developing research questions and keywords. Students then learned how to navigate Opposing Viewpoints by narrowing search results by date, understanding the different content types, utilizing the highlight tool, sharing through the Google Drive, and accessing source citations. Students then engaged in a series of research workshops where they researched,

read articles, used note-catchers, and kept track of sources.

Day-of-Service Workshop Learning Outcome(s): I can design a plan that will be implemented on my day of service to address the issue.

What is a day-of-service workshop? Learners participated in a day-of-service workshop to prepare them for their day of service. The workshop allowed them to learn more about their topic and establish a closer connection to their work to support their community. All 9th-grade educators and the school librarian facilitated a workshop. During the day-of-service workshop hosted by the school librarian, each learner received a day-of-service journal and read expert texts about random acts of kindness and empathy. The workshop focused on *Makers with a Cause: Creative Service Projects for Library Youth* by Gina Seymour, the school librarian at Islip High School. Inspired by Seymour's work, learners brainstormed ways to carry out makerspace projects for their day of service.

Library Lessons Five through Seven Learning Outcome(s): I can brainstorm the appearance of my zine, and I can create a high-quality zine.

What will our zine look like?

Using a zine template created by the grade team that oversaw the case study, learners were introduced to the requirements for the zine. The following questions provided a structure for students to create their zine: What is the issue being presented? Who or what is impacted by the issue? What are the causes/factors creating the issue or making it worse? What solutions have been tried so far, and how effective are they? How can others take action to address the issue? Learners were also introduced to the materials that would be available for creating their zine.

What does my group have to do to complete the zine? Learners worked together to review the zine template and the zine rubric, also created by the grade team, to create a work plan. The work plan allowed students to brainstorm goals for fulfilling certain criteria in the rubric. Learners brainstormed the following: What will our zine look like (regarding craftsmanship/design elements)? What materials do we need from the MELS Library makerspace? Learners then divided zine responsibilities (writing, design, structure) among group members. Students then engaged in a series of workshops where they created their zines.

Makerspace materials for the creation of the zines included:

- Cardstock/Scrapbook paper
- Tape/Washi tape
- Sharpies (ultra fine/fine) (black and white/color)
- Gel pens
- Pencils/Colored pencils
- Letter stencils
- Rulers
- Scissors/Scrapbook scissors
- Whiteout/Erasers
- Long-arm staplers
- Printer/Printer paper (black and white/color)
- Copy machine (black and white/color)

Day-of-Service Learning

Outcome(s): I can carry out a day of service that will allow me to take an active role in supporting my community.

What is a day of service? Learners had the opportunity to take action to enact a positive change to address the issue within their community. All 9th-grade educators and the school librarian facilitated a day of service. The following experts and community partners supported this learning experience:



The workshop allowed them to learn more about their topic and establish a closer connection to their work to support their community.

- **Period, End of Sentence** (Educator: Karla Freire) → Lack of access to menstrual products. Learners worked with Restful Nights Organization Inc., a nonprofit homeless shelter and social services agency, to provide menstrual products to a local homeless shelter.
- **Mr. Robot** (Educator: William Hendrick) → Technology in schools. Learners worked with the school aide to fix and update the laptops at MELS.
- **No Empty Bellies** (Educator: Tarin Baxter) → Food insecurity. Learners supported a local food pantry in Forest Hills by packing food and hygiene kits for 800 families.
- **There's a Hair in My Dirt** (Educator: Rebecca Kleinbart) → Reviving the community garden. Learners worked with the Green Team of Forest Hills, a group of volunteers who weed, plant, and clean up community spaces, to revitalize the MELS Community Garden.
- **Big Brother, Big Sister** (Educator: Pareese Hankerson) → Role models for students. Learners visited PS 101, a local elementary school, and worked with kindergarten and first-grade students.
- **Heritage of Pride** (Educator: Milrely Cas) → LGBTQ+ community building. Learners worked with Heritage of Pride, a nonprofit organization that plans and produces New York City's official LGBTQIA+ Pride parade, and distributed pamphlets along the designated route for the 2019 NYC Pride March.
- **It's Raining Cats and Dogs** (Educator: Erin Hickey) → Animal homelessness. Learners visited the

Brooklyn Animal Care Center and donated animal toys and blankets.

- **Girls Incorporated** (Educator: Jenna-Lyn Zaino) → Supporting women's equality. Learners learned how to empower women by working with Girls Inc., a nonprofit organization that focuses on the development of whole girls.
- **Makers with a Cause** (School Librarian: Jillian Ehlers) → Random acts of kindness. Learners spoke with Gina Seymour and demonstrated random acts of kindness for members of their community.

Library Lesson Eight Learning Outcome(s): I can reflect on my day-of-service experience.

What did I do during my day of service to address the issue? Learners debriefed after their day of service. They thought about what their groups did to create a service project that supported their community and how the experience allowed them to enact change. Learners focused on the following questions: What issue did you address on your day of service? What have you learned about the issue through the workshop day and day of service? What did you learn about being a responsible member of your community? Do you think your actions were successful in addressing the issue? Why or why not? How will you continue to support or take action to address the issue in the future?

Library Lesson Nine Learning Outcome(s): I can correctly cite my sources using MLA format.

How do I correctly cite my sources? While citations were available through the Opposing Viewpoints database, it was important that students discuss the importance of intellectual property and create a

Collaborative planning is required to manage the case studies educators oversee.

works cited page. Learners viewed a brief video about citing sources and formatting an MLA works cited page. They then focused on understanding the anatomy of an MLA citation, as well as alphabetizing the sources and line spacing. Students looked at some exemplars and made observations and connections to new learning. They then worked together and gathered their research sources and created a works cited page for their zine.

Library Lesson Ten Learning Outcome(s): I can share my learning experiences with the community.

What is a gallery walk? A gallery walk gave learners the opportunity to share their learning with others in a gallery-like setting. The zines were put on display around the MELS Library. Learners used the opportunity to share their zines and their learning experiences from the day of service. Students rotated in small groups, reading and discussing the zines. Each small group consisted of at least one creator from each zine. This way students were either the speaker or the listener when they got to each zine. The speaker shared a summary of their experience and key points from their learning. The listeners were able to ask questions.

Collaborative Planning at MELS

Collaborative planning is required to manage the case studies educators oversee. Once a week at MELS, grade



When educators are in the planning process, it is the perfect opportunity for the school librarian to advocate and educate.

teams meet to discuss structures and plans for case studies and expeditions. All meetings are facilitated by the grade-team leader and consist of all educators from the grade. These meetings may include the administration, the school designer, and the school librarian. The purpose of these meetings is to ensure that educators have an opportunity to collaborate and that learners are supported and challenged to create high-quality work. During this time educators also determine ways to engage students in fieldwork, identify expert collaborators, and facilitate research and service learning, all key aspects of the Zine Project. Throughout the week, smaller groups of educators may also meet to collaborate.

The Zine Project Collaborative Process

I worked with Erin Hickey, the 9th-grade English educator, and Rachel Demalderis, the 9th-/10th-grade special education educator, on the collaborative library lessons for the Zine Project. The following is a snapshot of our planning meetings for the project.

Before the collaborative library lessons began, we met to plan

extensively, since we decided that these lessons would take place over the course of ten weeks. We first set student achievement goals. We then determined topics and skills, outlined learning objectives, and we organized a calendar with lesson dates, including the day-of-service workshop and the day of service. Finally, we created the project descriptor, the zine rubric, and the zine template.

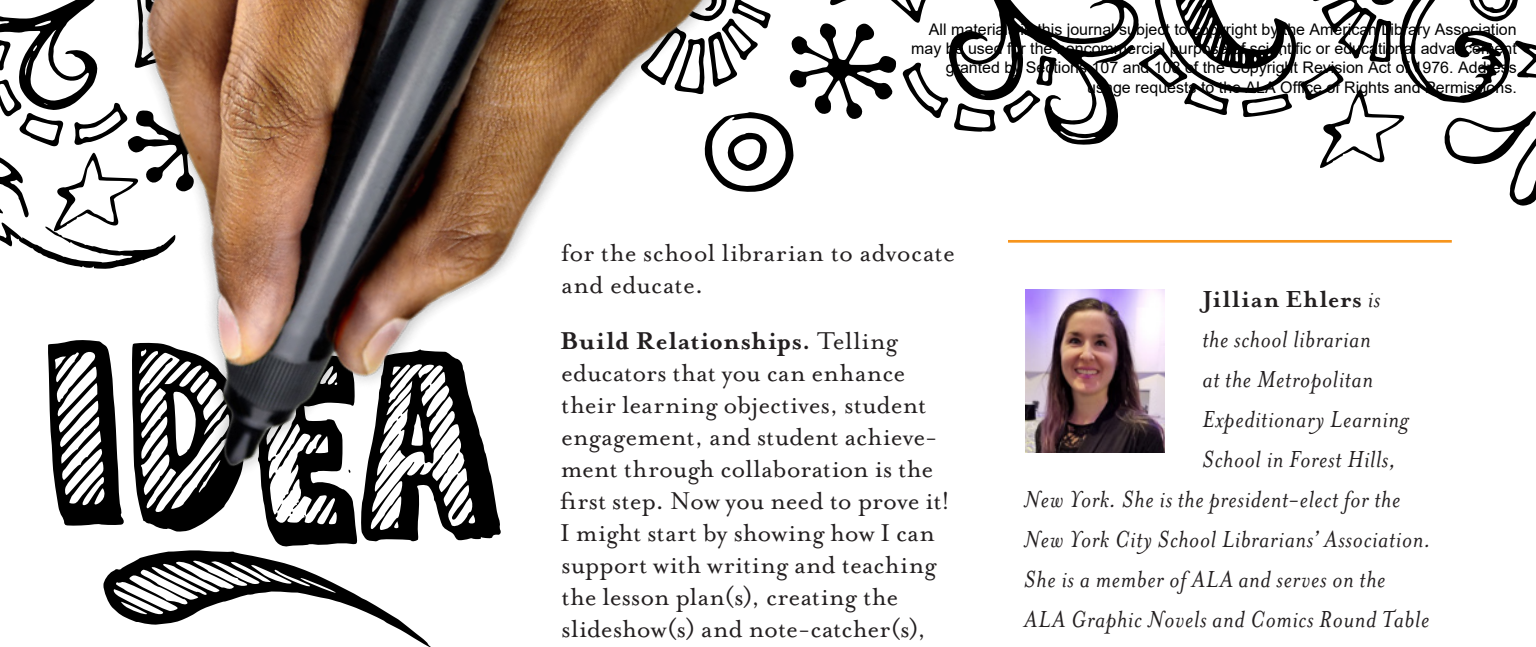
Once the collaborative library lessons began, we met weekly. During the planning meetings, we would decide on the outline of the upcoming lesson and then delegate roles and responsibilities focusing on content skills and educator strengths (i.e., who would write the warm-up, who would create the note-catcher, who would teach the skills of the learning objective, who would prepare the laptops). All lessons were co-taught, and depending on the lesson, different educators would facilitate different parts of the lesson (i.e., the English educator might facilitate the warm-up, the special education educator might frame the lesson and facilitate the exit ticket, and the school librarian might provide the skills lesson through modeling and guided practice). However, all three of us would provide learners with

individual/group support during any workshop time. After a few lessons, we no longer had to meet face to face and were able to collaborate through e-mail and share lesson plans through the Google Drive.

After we completed the collaborative library lessons, all three of us sat down for a final reflection to identify keepers and polishers for 2019–2020. The discussion began with the following questions: What could we do differently to enhance student achievement? What new experts can we invite to engage students? Can we add more fieldwork to deepen learning experiences for learners? How can we better manage our time? Do we need to tackle different learning objectives? Do we need to rearrange the order of the lessons? How can we get the community more involved in the final gallery walk? Can we distribute the zines beyond our school community?

Tips for Collaborative Planning

Attend Meetings. At MELS, the grade-team leader sends out a weekly e-mail, which includes important information, academic dates, and the agenda for the weekly grade-team



for the school librarian to advocate and educate.

Build Relationships. Telling educators that you can enhance their learning objectives, student engagement, and student achievement through collaboration is the first step. Now you need to prove it! I might start by showing how I can support with writing and teaching the lesson plan(s), creating the slideshow(s) and note-catcher(s), and providing the technology and resource(s). But once the educators and students are in the school library, it is game on! My goal is to not just transform learning for students, but also to transform teaching for educators. In my experience, successful collaboration always leads to future collaboration. As the school year progresses, word of mouth from educators and learners will generate an interest in the support that you can provide. So, maybe start with one grade, one teacher, one class, and build from there. We are the experts; they might not even realize that they need us until we show them.

Conclusion

The Zine Project aligned with the AASL *National School Library Standards* in many ways, but the Collaborate Shared Foundation was at the heart of the project. During the project, learners participated in a variety of learning communities with peers, educators, and experts who worked collaboratively to deepen their understanding of an issue and enacting change.

My work on the Zine Project was inspired by the American Library Association's Zine Pavilion. Check out their website for more information <<https://zinepavilion.tumblr.com/>>.



Jillian Ehlers is the school librarian at the Metropolitan Expeditionary Learning School in Forest Hills, New York. She is the president-elect for the New York City School Librarians' Association. She is a member of ALA and serves on the ALA Graphic Novels and Comics Round Table Committee. Jillian is also a member of AASL and serves as the co-chair of the 2021 AASL National Conference Committee and member of the AASL Inspire Special Event Grant Committee. She was awarded an AASL Inspire Special Event Grant in 2017 and the AASL Collaborative School Library Award in 2020.

The Zine Project Collaborating Educators

Jillian Ehlers: 6th–12th-Grade School Librarian
Erin Hickey: 9th-Grade English Educator
Rachel Demalderis: 9th–/10th-Grade Special Education Educator

Day-of-Service Collaborating Educators

Karla Freire: 9th-Grade Spanish Language Educator
William Hendrick: 9th-Grade Social Studies Educator
Tarin Baxter: 9th-Grade French Language Educator
Rebecca Kleinbart: 9th-Grade Math Educator
Pareese Hankerson: 9th–/10th-Grade Special Education Educator
Milreyly Cas: 9th-Grade Health Educator
Jenna-Lyn Zaino: 9th-Grade Science Educator

meeting. At the beginning of the school year, I ask to be added to all the grade-team e-mails. Yes, that is a lot of e-mails, since we are a 6th- through 12th-grade school, but it is well worth it. This way I can read the weekly e-mails and decide which grade team meeting to attend that would provide the best opportunity for collaboration.

My goal is to not just transform learning for students, but also to transform teaching for educators.

During this meeting I can suggest something as small as a digital tool or a digital resource, or I could suggest something as big as inviting classes into the school library for a research lesson or a series of project workshops. I go to these meetings with an arsenal of tools in my toolbelt, ready for anything. When educators are in the planning process, it is the perfect opportunity



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Dunedin High School, Dunedin, FL

ALI LAUER
Griffith STEAM Magnet Middle School, Los Angeles, CA

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Schenectady High School, Schenectady, NY

TATANISHA LOVE

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“RETHINKING CURATION IN
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CONCEPTUAL, COLLABORATIVE”

Jenna Spiering and Kate Lechtenberg

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Never a Bystander &

Other Enduring
Lessons for Holocaust
Remembrance

Margaret Lincoln

Mlincoln@LakeviewSpartans.org

Introduction

Each spring, the community of Battle Creek, Michigan, has taken part in the nationwide effort established by Congress to honor victims of the Holocaust and Nazi persecution.

The United States Holocaust Memorial Museum (USHMM) defines the Holocaust as the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. During the Holocaust, German authorities targeted groups because of perceived racial and biological inferiority: Roma (Gypsies), people with disabilities, and those of Slavic background (Poles and Russians). Other groups persecuted on political, ideological, and behavioral grounds included Communists, Socialists, Jehovah's Witnesses, and those in the LGBTQ community.

As Lakeview Schools district librarian in Battle Creek and as a USHMM Teacher Fellow, I have welcomed the opportunity to organize annual Holocaust Days of Remembrance events to support Holocaust instruction, which was mandated in Michigan in 2016. The following Holocaust Remembrance collaborative projects can be replicated or adapted by other school librarians.

Holocaust Education Requirement

There has been an alarming rise in anti-Semitism in the United States and worldwide. In addition, a January 2020 Pew Research Center survey found that fewer than half of American adults could answer basic questions such as how many Jews were killed in the Holocaust or the way Adolf Hitler came to power (2020).

Educators are among those most concerned with confronting the continuing cycle of hatred and violence from anti-Semitism. Nicole Korsten explained why Holocaust education should be mandatory, noting that teaching the Holocaust promotes tolerance and acceptance (2019).

Due to this rise in anti-Semitism and the lack of knowledge, there is a need for federal and state initiatives to teach the Holocaust. Twelve states currently require Holocaust instruction (USHMM 2020).

One encouraging sign is that legislation is now in place to support Holocaust instruction. The Never Again Education Act (H.R. 943) was signed into law by President Donald Trump on May 30, 2020. The bill expands United States Holocaust Memorial Museum education pro-

gramming, requiring the museum to develop and nationally disseminate accurate, relevant, and accessible resources to improve awareness and understanding of the Holocaust. It also authorizes various Holocaust education program activities to engage prospective and current teachers and educational leaders ("H.R. 943 - Never Again Education Act" 2020; Richman 2020).

Holocaust Collaborative Projects

In my community incidents of anti-Semitism underscore the need to continue bringing awareness to the Holocaust for both students and adults. Two documented acts of vandalism were committed against Temple Beth El over the past two years (Christensen 2019). A Nazi flag was also raised on the premises of an elementary school building in the Lakeview District (Buckley 2019).

Through a collaboration with Battle Creek's Hart Dole Inouye Federal Center, the Lakeview High School Library began to address this problem, securing keynote speakers for Holocaust Remembrance observances in 2016, 2017, and 2018. Each year's event featured a different speaker. Holocaust survivor and artist Dr. Miriam Brysk spoke to students at Lakeview High School

and adults at the federal center in 2016; *New York Times* investigative reporter Edwin Black presented in 2017; and University of Michigan Professor Dr. Henry Greenspan spoke in 2018. Grant support from the Ravitz Foundation Initiative for Michigan Small Communities helped fund the guest speakers' visits.

Dr. Greenspan's 2018 visit was especially meaningful. A psychologist, oral historian, and playwright, Dr. Greenspan has taught, interviewed, and written about Holocaust survivors since the 1970s. He gave a keynote address at the federal center titled "Secrets and Revelations: From Forty Years of Listening to Holocaust Survivors." Dr. Greenspan also performed *REMNANTS*, his acclaimed one-man play, at Lakeview High School for some 350 students.

A supplemental and replicable student activity associated with Dr. Greenspan's visit included "History Unfolded: US Newspapers and the Holocaust," a USHMM citizen history project that promotes historical thinking and media literacy via primary sources. For Dr. Greenspan's address, learners helped curate a federal center lobby exhibit of Battle Creek historic newspaper coverage of World War II era events.

Holocaust Remembrance and Never a Bystander

Another successful Holocaust Remembrance collaborative project relevant to school libraries took place in 2019 when I arranged for two survivors to speak in Battle Creek. Both were Michigan residents who helped learners connect the lessons of history to today's world. Irene Miller, author of *Into No Man's Land: A Historical Memoir* published by the University of Michigan, Dearborn, gave

the keynote address at the federal center's Holocaust Remembrance Observance. She spoke of the need to promote tolerance and diversity while empowering others to overcome life's obstacles.

Holocaust survivor Dr. Irene Butter also visited Battle Creek in 2019. She too shared a message on the importance of learning from the Holocaust to bring about needed change and to heed the call of "Never a Bystander." Dr. Butter is a distinguished professor emerita of public health at the University of Michigan and an author and well-known peace activist. She has recounted her story in *Shores Beyond Shores*, a finalist in the Autobiography and Memoir category of the 2019 National Jewish Book Awards. Background on her life and accomplishments was shared with learners and staff prior to her visit (Butter 2020).

In 1990 Dr. Butter cofounded the annual Raoul Wallenberg Medal and Lecture at the University of

Holocaust survivor Dr. Irene Butter also visited Battle Creek in 2019. She too shared a message on the importance of learning from the Holocaust to bring about needed change and to heed the call of "Never a Bystander."

Michigan to honor the Swedish diplomat who rescued Hungarian Jews and to highlight humanitarian role models. Recipients have included Eli Wiesel, the Dalai Lama, and Archbishop Desmond Tutu. Inspired by the Wallenberg Medal project and in conjunction with Dr. Butter's visit, my social studies



Dr. Henry Greenspan views WWII era Battle Creek Enquirer newspaper articles.
(Photo courtesy of John Grap)



Dr. Irene Butter congratulates Abigail Caswell, recipient of the “Never a Bystander” grant project. (Photo courtesy of Battle Creek Shopper)

teacher colleague Scott Durham integrated Dr. Butter’s story and presentation into the curriculum for his World at War: WWII class. Learners were challenged to create a community action-oriented project modeled after “Never a Bystander” that addressed a community issue and presented a solution.

The “Never a Bystander” project launched in March 2019 (prior to Dr. Butter’s presentation) when students heard community members talk about their work to bring about change for the better. At this gathering, students who served on the Battle Creek Community Foundation’s Youth Alliance Committee explained the grant cycle process and how the committee could help fund projects to improve the Lakeview/Battle Creek community.

A special one-time “Never a Bystander” grant was created, funded by money collected by the Lakeview High School Library. For March is Reading Month and April is School Library Month the library donated fine money to one community action-oriented project created by a student in connection with Dr. Butter’s visit. Matching funds were provided by Lakeview staff and community members. Learners could apply for the grant by completing a one-page grant application.

The grant recipient (announced during Dr. Butter’s April 2019 visit) was Abigail Caswell. Abigail’s project allowed for the creation of an Irene Butter Collection in the Lakeview High School Library and the libraries of three other area city

Inspired by the Wallenberg Medal project and in conjunction with Dr. Butter’s visit, my social studies teacher colleague Scott Durham integrated Dr. Butter’s story and presentation into the curriculum for his World at War WWII class. Learners were challenged to create a community action-oriented project modeled after “Never a Bystander” that addressed a community issue and presented a solution.

high schools. The set of books is meant to inspire young adults to take action in the face of adversity and to encourage literacy. Each book in the collection has a unique, emotional, and provoking story meant to uphold Dr. Butter’s legacy of courage. Dr. Butter’s memoir *Shores Beyond Shores* and Abigail’s own previously published young adult novel *Women of Questionable Morals*, written under the penname Abi Lynne, are included in the collection.

Although not able to attend the events in person, State of Michigan Librarian Randy Riley sent words of greeting to area students. Riley commended Abigail for helping open eyes and make a lasting difference.



Students Hannah Oo and Sarah Lyon present their poems to Dr. Butter.
(Photo courtesy of John Grap)

Poems for Dr. Irene Butter from Lakeview High School Students

Never A Bystander

By Hannah Oo

Never a bystander, even at fifteen
For dogs and wire were still not enough

To watch them wither, naked and unseen
A girl, a friend held captive by the same cuff

Never a bystander, even when alone
Forced to leave the bodies, told to go ahead
Though physically able, soul sought stone
But soon she arose, a lack of an instead.

Never a bystander, even in strange life
With perseverance and dedication guiding
the way

To each new role: graduate, mother, or wife
Stories took shape, all necessary to say

Never a bystander, even in the presence of hate
In fear's dark shadow, in tolerance's feigned
security

We take up our pen, our pedestal without wait

Gratitude beyond Measure

By Sarah Lyon

When they give you their sympathies,
You may smile and say thanks,

But they don't know what you've seen.
They don't know what you've lost,
they don't understand the cost.

Family torn apart,
surviving with a broken heart.

Your story is an incredible one,
One we could only begin to imagine.
One that I can't even fathom.
But your strength through it all
Is what really outshines and stands tall.

So to you I want to say, you're amazing.
Thank you for sharing what you've seen,
even when you were at the tender age of a
teen.

For that time may have taken so much,
but I'm so glad we're in touch.

A copy of Abigail's book was added to the Michigan Collection of the Library of Michigan.

Other learners similarly embraced the challenge of "Never a Bystander." During Dr. Butter's presentation, students Hannah Oo and Sarah Lyon offered heartfelt poems of appreciation to our honored guest. Senior Zach Baker gave Dr. Butter an original framed poster he designed in tribute to her.

Following her morning, Dr. Butter took part in a well-attended lunch-and-learn event at Battle Creek's Willard Public Library. She was subsequently invited to give presentations in nearby Kalamazoo, Sturgis, Marshall, and Coldwater, Michigan, based on the warm and welcoming reception she received in Battle Creek.

Other learners similarly embraced the challenge of "Never a Bystander." During Dr. Butter's presentation, students Hannah Oo and Sarah Lyon offered heartfelt poems of appreciation to our honored guest. Senior Zach Baker gave Dr. Butter an original framed poster he designed in tribute to her.

Holocaust Remembrance during COVID-19

Building on the positive outcomes of “Never a Bystander” and other successful Holocaust initiatives, we began the 2019–2020 school year intent on continuing to bring Holocaust awareness to our community. The “Never a Bystander” community action-oriented proposal in the World at War: WWII course was again the final project for students to complete (“Never a Bystander Project” n.d.). This final course assignment remains an effective instructional activity for Holocaust studies, while supporting AASL’s *National School Library Standards*.

For 2019–2020, the Lakeview High School Library joined with Battle Creek’s Kellogg Community College (KCC) Morris Library to embark on a yearlong collaborative endeavor titled “Remembrance in Action: Responding to the Holocaust in Today’s Battle Creek.” The Ravitz Foundation again provided grant funding.

The collaboration’s goals were to foster community awareness about the Holocaust and highlight the need to remain vigilant against discrimination, hatred, and persecution. The project would launch with a return visit from Edwin Black, who would speak to Lakeview and KCC students on the topic of confronting the Holocaust and the continuity of hate on March 26, 2020. Unfortunately, the COVID-19 pandemic resulted in postponement of Black’s address.

Another event that is similarly being rescheduled for the 2020–2021 school year is a combined Holocaust education/anti-bias training workshop for area teachers. This professional development offering, which I organized, will be conducted by Michigan’s Holocaust Memorial Center and the Anti-Defamation League (ADL) either in person or



*Student Zach Baker presents his framed poster to Dr. Butter.
(Photo courtesy of John Grap)*

Artist Statement by Zach Baker

From what I’ve seen, and what I have interpreted, Never a Bystander is about hope. The hope that individuals can stand up for others, and do something to change a situation. With my Poster, I wanted to express that hope in a colorful way. Yellow is the color of hope, and its bright yellow rays lead our eyes to the goal that everyone and everyone can go from a bystander, to someone that makes a difference. Dr. Butter is looking upon hope, and so will we.



Dr. Butter receives sincere thanks from Lakeview Librarian Margaret Lincoln. (Photo courtesy of John Grap)

virtually. In spring 2021 the Battle Creek Art Center will host the Detroit Jewish News Foundation's exhibit "The Holocaust Unfolds" (Chessler 2018) and a USHMM traveling poster set "Some Were Neighbors: Choice, Human Behavior, and the Holocaust," which had been on display at the United Nations (UN 2020).

Throughout the school closings due to the coronavirus, I continued to provide critical services and instructional support for students, focusing on gathering Holocaust materials. A resource list that I created and shared via the ALA Connect Forum proved helpful in spring 2020 for those organizing virtual Holocaust Remembrance observances and would be useful for planning events in the upcoming year (Lincoln 2020).

The table below provides contact information for individuals mentioned in this article who supported Holocaust Remembrance projects in Battle Creek, Michigan, who can assist with events in other locales.

In light of current political realities and social unrest, there is an ongoing need to educate both students and adults about the significance of the Holocaust. A year after Charlottesville came the unprecedented tragic shooting at the Tree of Life Synagogue in Pittsburgh. The ADL recorded 2,107 anti-Semitic incidents in the United States in 2019, the highest on record since ADL began tracking anti-Semitic incidents in 1979 (ADL 2019).

We must never be afraid to fight for the values that make us a just society. We must stamp out hate and racism.

Teaching about the events of the Holocaust raises awareness of our responsibility to take a stand against prejudice, discrimination, and injustice and to protect and care for others. The powerful message of "Never a Bystander" remains an enduring lesson of the Holocaust and a promising guideline for action in our world today.



Dr. Margaret "Gigi" Lincoln has been district librarian and National Honor Society Advisor at Lakeview

High School in Battle Creek, Michigan, since 1973. She is an American Memory Fellow with the Library of Congress and a Teacher Fellow with the United States Holocaust Memorial Museum. Under her leadership, the Lakeview High School library received the Michigan Department of Education's 2018-2019 Model 21st Century School Library Award for its outstanding dedication to collaborative instruction among school library staffers, educators, and community groups. She presented sessions on Holocaust education at the ALA and AASL 2019 Conferences. In April 2019, Gigi received a four-year appointment to Governor Gretchen Whitmer's Educator Advisory Council.

Table 1. Holocaust remembrance observances.

NAME	BACKGROUND	CONTACT
Edwin Black	NY Times investigative reporter	https://edwinblack.com
Dr. Miriam Brysk	Holocaust survivor, artist, scientist, author	https://www.miriambrysk.com
Dr. Irene Butler	Holocaust survivor, professor, peace activist	http://irene-butter.squarespace.com
Dr. Henry Greenspan	Historian, psychologist, playwright	https://lsa.umich.edu/rc/people/retired-faculty-and-staff/hgreensp.html
Irene Miller	Holocaust survivor, author	www.irenemillerspeaker.com

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The Experience of School and Public Library Collaboration

Jenna Kammer | jkammer@ucmo.edu | **Denise Moreland** | dmoreland@camdentonschools.org

School and public library collaboration can be beneficial for libraries in rural areas. Collaborating allows libraries to share resources, promote services, and build stronger connections (Moreland and Kammer 2020). The problem is that while school and public libraries collaborate, they may not always have deep or sustained collaboration (Smith 2014). To learn more, we conducted a study to understand how school and public librarians in rural areas described their collaborative experiences, and what similarities and differences they used when describing them. We hoped to provide insight into new ways schools and libraries could collaborate better.

Background

School and public librarians are active collaborators within their communities. Historically, librarians understand they serve the same populations because children and teachers attend the school and public library (Fenwick 1960). School and public library collaboration is often affected by organizational culture as both need institutional support to collaborate outside of the library building (Sarjeant-Jenkins and Walker 2014). Many school librarians report great satisfaction when collaborating with public librarians (and vice versa) as collaborating develops new relationships and improves the librarians' professional

learning networks (Pandora and Hayman 2013). Unfortunately, both school and public library administrations are often unaware of the value collaboration can provide learners and librarians (Collen 2013).

To find out about librarians' collaborations in rural areas, we conducted twenty interviews with school and public librarians. The librarians were all from a rural area in the Midwest. We asked librarians to reflect on their collaborative experiences. We used a method of research called phenomenology that allowed us to look at these interviews from the perspective of the librarian's lived experience. Using a technique called bracketing, we were able to identify the essence of each librarian's statements to understand how they think and feel about collaborating between libraries.

What We Learned

We were able to sort what we learned into four themes: the meaning of collaboration, the role of communication, the dilemma of demonstrating value, and the impact of perceptions and limitations. Some of the most interesting findings in this study were:

- School librarians often focus primarily on collaborating with teachers and other educators in their buildings. Public librarians may also collaborate with teachers,

though school librarians may be unaware of these collaborations. Public librarians also work with many students in the community, helping them with homework and offering a summer reading program.

- Public librarians felt dependent on the school librarians to advertise youth programming, like summer reading programs. School librarians were happy to provide this publicity and described this support as part of the collaborative experience.
- Public librarians may be unsure who to contact within the school to start a collaboration. They may also not understand school library scheduling and be unfamiliar with school curriculum. Similarly, school librarians described uncertainty about the full array of public library collections and programming.
- School and public librarians wanted to show their communities their libraries' relevance. Collaboration could help with this, but it sometimes had a negative impact on relevancy if the collaboration was not mutually beneficial.
- School librarians are interested in collaborations that support students and meet educational standards. Public librarians are interested in learning about edu-

cational standards and how they can help.

- Maintaining and sustaining meaningful collaborations is hard when staff changes. School and public librarians described challenges keeping up with staff changes at the other library.
- Both school and public librarians felt limited by their schedules and the space available for collaborating.

Implications for Practice

There are many implications for practice that came from this study. First, good communication is essential to build relationships; it's also vital to keep the other librarian informed about what is happening at their library. One of the challenges for public librarians was not knowing who to contact in the school. The school librarian can be the first one to make contact to start a new collaboration or just establish communication. A school librarian may start by contacting the youth or children's librarian, outreach librarian, or the director of the library if it is a small, rural library. Flexible methods of communicating, like e-mail, web conferencing, or phone calls, are important so that collaboration can happen within the constraints of the school librarian's schedule.

Another implication for practice is that collaboration will work better when administrators of both the school and public library are supportive and understand the benefits of collaborating. Library advisory boards that include public and school librarians or representatives from these institutions can help develop a cultural memory in case of staff changes; these boards can also begin the process of building collaboration into strategic plans. Representatives from the school or

public library can provide perspective during policy and planning processes.

Public librarians may wish to host professional development opportunities for school librarians when the school semester is over. One of the public librarians in our study did this and it seemed to be a good way for these librarians to connect each year about initiatives. When public librarians understand current educational standards, they can design programming that supports these standards. Simultaneously, school librarians can learn what the public library offers and how it can support their school community. Many school and public librarians in our study described great satisfaction and personal fulfillment when working with each other in small or large capacities.

Now that we understand more about what makes collaboration work between these librarians, we would

like to understand more about the impact of the collaborations they do together.



Denise Moreland, EdS, MLIS, is a graduate of the University of Central Missouri. She recently earned her certification in

school librarianship and previously worked as an adult reference librarian at a public library. She is a member of the Missouri Association of School Librarians. She has published in *Knowledge Quest* and *School Libraries Worldwide*.

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the Missouri Association of School Librarians where she serves on the executive board as a sitting director and a member of the new membership committee and the editorial board of the *School Libraries in Action* journal. She is also the president for the Central Regional Association of School Librarians. She is a member of AASL and a member of the Educators of School Librarians Section. Jenna has published in *Knowledge Quest*, *Library Hi Tech*, *IFLA Journal*, *Library and Information Science*, *Journal of Librarianship and Scholarly Communication*, and *School Libraries Worldwide*.



Who knew there existed such a sly, smart, subversive band of bookworms spreading mischief and mayhem (we mean that in the best way) in schools on a daily basis?

How Do You Mend a Broken Heart? Ask a Librarian

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We did not grow up with a great school library. It wasn't even very good.

The library at St. Mark's School in Peoria, Illinois, was a dusty, windowless room in the basement. Looking back it's clear there was no budget whatsoever. All the books were donated, which in our day meant a lot of Leon Uris and James Michener. Still, we relished every visit to the school library because there was always a chance you'd find a Trixie Belden novel with the name of a glamorous upper-grader written in cursive inside the front cover: "This book belongs to Bernadette Dries."

Lucky for us we had a fantastic public library in downtown Peoria. That's where we met our people: Mrs. Piggle Wiggle. Amelia Bedelia. Pippi Longstocking. Our mother took the two of us, our three sisters, and one brother

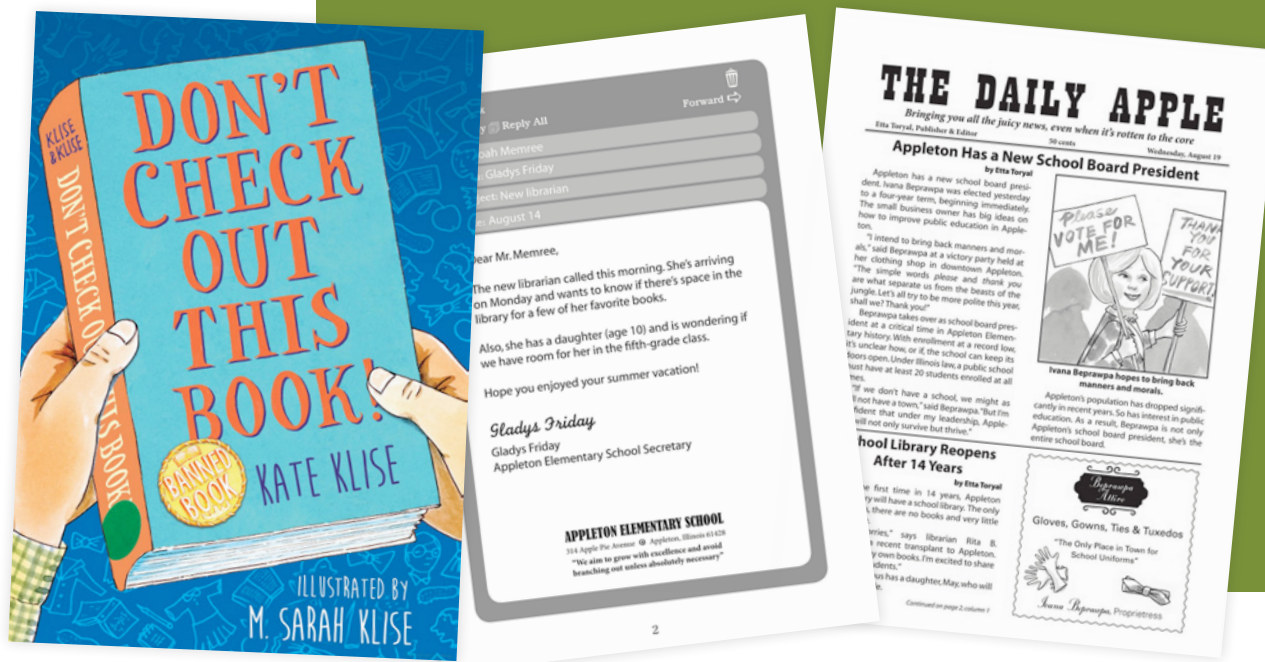
to the Peoria Public Library every two weeks from birth to the age of 18. We basically relocated half of the library's collection to our house twice a month because the books were so good, and the librarians were even better. They, along with our parents, set us on the path of writing and illustrating books for young readers.

Years later, when we started visiting schools to talk about our creative process, we were blown away by the quality of the school libraries. All those new books! The rows of glossy magazines! Comfy chairs! Plus sewing machines, cake pans, fishing poles, and bikes—all free for the borrowing.

Then there were the school librarians. Who knew there existed such a sly, smart, subversive band of bookworms spreading mischief and mayhem (we mean that in the best way) in schools on a daily basis?

One remarkable school librarian planted the seed for our latest book, *Don't Check Out This Book!* Until she retired earlier this year, Cathy Evans was the librarian at St. Mary's Episcopal School in Memphis, Tennessee. In 2014 when we visited her school, we saw how Cathy had created a library so unlike the one we'd grown up with in Peoria. Unlike the nuns back home, Cathy had the vision and the resources (that's code for money) to create the warmest, most inviting library with appealing books, comfortable furniture, cool art, and a coffee bar for the high school students.

All that would've been enough, but what impressed us most about Cathy's school library was her green dot collection. This was a small collection of books in a corner of the library. The books in Cathy's green dot collection tackled the tough parts



about growing up, books a student might be too embarrassed to check out. The deal was this: Any book with a green dot sticker on the spine didn't have to be checked out. A student could just slip the book in a backpack and return it when finished.

When we told Cathy how much we loved her green dot collection, she said the idea wasn't hers. She'd borrowed the concept from another school librarian, which, again, we loved. The collaborative spirit between school librarians reminded us of the way we'd always worked, writing and drawing books together since we were kids.

This made us wonder: Is there something about books—reading them, writing them, illustrating them, curating them in a library—that makes us more willing to collaborate? Do books teach us something about working together toward a goal that's bigger than ourselves?

We thought we knew the answer (a resounding yes!) when we wrote and illustrated *Don't Check Out This Book!* Then the pandemic hit, followed by

Is there something about books—reading them, writing them, illustrating them, curating them in a library—that makes us more willing to collaborate? Do books teach us something about working together toward a goal that's bigger than ourselves?

the murders of Ahmaud Arbery and George Floyd. Like everyone, we were overwhelmed by the unrelenting sadness of it all. We were angry. And do you know where we found hope? Librarians.

Early in the COVID-19 crisis, we received an e-mail from a librarian friend, Ann Symons, who was helping to organize a fundraiser to help the hard-hit community of Alamos, Mexico, where people faced the threat of dying from starvation. Ann researched the weekly cost of groceries and wrote a group e-mail that ended with: "So there you have it: \$8.00 a week to feed a family. And yes, I'm asking for a donation. Any amount."

We loved Ann's directness, her problem-solving skills, her willingness to ask the right questions to get the job done. Within a few weeks, Ann had helped to raise more than \$40,000.

After the death of George Floyd, we received another e-mail from another librarian friend, Lex Anne Seifert in Texas. "We've got to change the way we teach history," she wrote. "We've got to bring back Civics. That will take time, but we can build library collections *now*. We can start talking to librarians *now*. We can get kids reading *now*. I want to gather as many smart people as I can who have influence in education and publishing now for dinner at my house. No agenda. No phones. Just talking and listening."

Maybe libraries are where we help one another move from the windowless room in the basement to the higher place where, with the help of our friends, we can all become better people.

Another librarian friend, Joel Shoemaker in Illinois, encouraged us to host a series of online classes for people who were tired of feeling sad and unproductive. So we launched an online Master Class for anyone who wanted to write and illustrate a picture book. Our first class lasted three weeks and included a

multi-generational (ages 6 to 69), multi-cultural group from across the country.

What did we find? Stories about a mermaid who was tired of swimming, a toad who wanted to be an opera star, and a villain who wanted to be bad but kept helping little old ladies cross

the street. The last one was written by Lily, age 8, who dedicated her book "to my friend Lydia, who helped me become a better person."

We found that when we gathered to talk, laugh, write, and draw together, we all felt a little more hopeful. Maybe that's what a library is or can be: a gathering of people who are genuinely interested in hearing one another's stories.

Maybe libraries are where we help one another move from the windowless room in the basement to the higher place where, with the help of our friends, we can all become better people.

Kate Klise is the author of more than 30 popular books for young readers. She also spent 15 years working as a correspondent for *People* magazine, interviewing such American icons as Harper Lee and Johnny Cash. When she's not working on a new book, Kate enjoys leading writing workshops and master classes for aspiring authors of all ages in schools, libraries, and Fortune 500 companies. For more about Kate Klise, visit kateklise.com.

Sarah Klise is the illustrator and designer of many children's books written by her sister, Kate. Sarah has spent the past 30 years teaching private drawing and painting classes in the San Francisco Bay Area. She currently leads online art classes and, with Kate, is offering a series of Zoom master classes for children and adults who want to write and illustrate books. For more about the Klise sisters, visit kateandsarahklise.com.

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INDEX TO ADVERTISERS

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Book Taco. 1
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