EMBRACING CULTURALLY RESPONSIVE PRACTICE in School Libraries

ELISABET KENNEDY

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Welcome to *Embracing Culturally Responsive Practice in School Libraries*. You are taking the first steps in exploring the ever-evolving road of culturally responsive practices as they relate to school library services. You are taking ownership of your profession, the role you play in your school, and, as a result, the impact you have on learners’ lives.

Follow me throughout this guide as we translate pedagogical principles into practical school library strategies for you to use right away and others that will grow with your practice. You can continue to promote literacy, increased access to information, inclusive practices, equity, and equality through your work while taking meaningful steps toward a culturally proficient mindset. Keep in mind that there is no end goal to be reached; instead, being a culturally proficient leader, school librarian, and educator is a journey. Use this guide to continue learning and working through changes as you move through the continuum of cultural competence, discussed later in this introduction. Building a culturally responsive-sustaining school library space takes time but will prove invaluable to your work and your learners and will help solidify the school library as a community space within the school.

In this introduction, we will begin with an overview of the philosophy and principles behind culturally responsive-sustaining pedagogy and related evolving pedagogies/practices. Then we will turn to the connections between culturally responsive-sustaining pedagogy and our work as school librarians. Finally, we will end with a look at the *AASL Standards Frameworks Applied to Culturally Responsive Practice*.

**Culturally Responsive Teaching Practices**

School districts across the country are emphasizing culturally responsive teaching practices in the classroom. This teaching philosophy celebrates how learners’ cultures shape everything from their communication habits to how they process information. As information centers and community hubs, school libraries are in an ideal position to align with culturally responsive teaching principles to provide expansive resources available at alastore.ala.org
and brave spaces for librarians, other educators, and learners. As school librarians, you already possess the innate instincts to do this work, but understanding where it all began and why it matters will give you a solid foundation for your exploration of cultural proficiency.

To guide your exploration, it is important to understand the terminology and context behind culturally responsive-sustaining pedagogy. The terminology listed in the following section, coupled with foundational principles, will give you the tools to understand, reflect, discuss, apply, and share with confidence.

**Terminology**

*Culture:* “the set of practices and beliefs that is shared with members of a particular group and that distinguishes one group from others” (Lindsey et al., 2019)

*Cultural proficiency:* “a tipping point from viewing cultural differences as deficit-based to learning how to value cultural differences as assets on which educational experience are built” (Lindsey et al., 2019)

*Cultural proficiency continuum:* “provides language to describe unhealthy and healthy values and behaviors of persons and policies and practices of organizations. Additionally, the continuum can help you assess your current state and project your desired state. Movement along the continuum represents a paradigmatic shift in thinking from holding the view of tolerating diversity to transformative action for equity” (Center for Culturally Proficient Educational Practice 2020)

*Culturally responsive pedagogy:* “using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Gay 2002)

*Culturally sustaining pedagogy:* “requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence” (Paris 2012)

*Implicit bias:* “Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness” (Staats 2012)

*Sociopolitical consciousness:* “the ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems” (Ladson-Billings 2014)
Breaking It Down

If you are encountering these big concepts and terminology for the first time, I’m here to lend a hand. This book will not shame you or make you feel like you aren’t doing enough. Instead, we will work together to bolster your confidence, expose you to a useful reflective practice, and help you create intentional and impactful change in your school’s culture. Now, when we speak of culture and the other concepts explored, we want to lean on the definitions just shared. Using a shared terminology will not only keep us on the same page but also allow for deeper understanding and exploration. Culturally responsive practices become easier to digest when you break them down.

Culture, as defined previously, is “the set of practices and beliefs that is shared with members of a particular group and that distinguishes one group from others” (Lindsey et al., 2019). Every person has a culture they belong to or identify with. Understanding culture is made easier when it is described in layers. Figure 0.1 illustrates these three layers as “surface,” “shallow,” and “deep” (Hammond 2015).

### Figure 0.1

<table>
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<th>Culture chart</th>
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<tr>
<td><strong>Surface Culture</strong></td>
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<td><strong>Hammond’s Collective Qualities</strong></td>
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<td><strong>Hammond’s Collective Properties</strong></td>
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<td><strong>School Library Applications</strong></td>
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<td><strong>School Library Properties</strong></td>
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Source: Adapted from the Culture Tree model created by Hammond (2015).
“Surface culture” describes shared interests in music, literature, celebrations, holidays, clothing, art, food, and the like. If you can’t readily identify your culture, this may be a great place to start. Your favorite sports team, your pop culture fandom, the food you and your family enjoy, state- or citywide celebrations—these are all examples of culture. Surface culture offers an accessible layer to explore when incorporating culture in the school library. The types of interests in this layer can be easily highlighted within your school library space.

“Shallow culture” describes shared, unspoken rules regarding eye contact, personal space, handling emotions, the nature of relationships, and so on. Nonverbal communication is a valuable currency in our society. One false move like avoiding eye contact or speaking too loudly can easily lead to feelings of disrespect, distrust, or resentment. In considering this layer, we want to think of expectations that we have of others that aren’t expressed in our written rules or policies. For example, you have the expectation that your desk is off limits to learners and other educators, but if your personal office supplies go missing, your expectation was not met. Though the importance of personal space is not explicitly stated in our day-to-day encounters, it is an essential piece of feeling safe and secure. Another example of expectations about personal space comes into play when communicating with parents. If a parent is opposed to shaking your hand or offers an unexpected embrace when first meeting, that action may offer the opportunity to explore a cultural difference.

![Figure 0.2: Cultural proficiency continuum for school libraries](image-url)
“Deep culture” is much more emotionally charged than the others. This layer describes collective, unconscious beliefs and norms. Here we find notions of fairness, competition/cooperation, mental health, concepts of self, spirituality, and the like. Those notions influence how we make sense of the world, take in information, make decisions, and problem solve. This layer can range from something as simple as assigning group work instead of individual work depending on learners’ comfort to more emotionally complex situations like being mindful of family structures or pronoun usage. We may not reach this layer easily in the school library space, but this layer of culture is vital when understanding ourselves and others. Deep culture offers an opportunity to further analyze where our unconscious beliefs seep into our practices, policy making, and instruction in order to enact meaningful change.

Understanding the different levels of culture allows us to then explore our viewpoints regarding culture and how we integrate it into our school libraries. The continuum of cultural competence is a tool we can regularly visit to evaluate our mindset and actions throughout this journey (figure 0.2). Adopting culturally relevant practices will shift your mindset and move you from wherever you find yourself on the continuum toward cultural proficiency. One day you may identify with the Cultural Pre-Competence space on the continuum, and the next day you may identify with the Cultural Incapacity space on the continuum. It is a fluid, introspective, and situational process. Cultural proficiency is “a tipping point from viewing cultural differences as deficit-based to learning how to value cultural differences as assets on which educational experiences are built” (Lindsey et al., 2019). That said, it is essential to remember that the “tipping point” does not equal the end point. Being
intentional with your actions and holding yourself accountable through the culturally responsive lens requires dedication, honesty, a willingness to change, and a commitment to reflective practices.

Once we better understand what our cultural identities are, we can start to appreciate the cultures within our schools and those of our learners and colleagues in a deeper sense. Whether we can pinpoint the exact ways in which we incorporate the different layers of culture into the school library space or we are just starting our journey on the continuum of cultural competence, the framework and scenarios in this book will highlight opportunities for culturally responsive practices in our school library spaces.

**Laying the Foundation**

In this section, we will briefly explore the work of those who laid the foundation for culturally responsive-sustaining pedagogy, cultural critique, and reflective practices in the school setting. The philosophies of the following scholars influence the strategies that will be discussed in the framework and throughout the chapters. Though there is a lot of information to grasp, preparing for our journey with the proper context is important. With each highlighted scholar, I hope to offer an introductory view of the pedagogies and practices that influence our exploration. The purpose of this book is to translate these essential principles into strategies relevant to your school library practice.

**Geneva Gay**

In her book *Culturally Responsive Teaching: Theory, Research, and Practice* (2002), Geneva Gay noted that culturally responsive teaching is culturally validating and affirming. It has the following characteristics:

1. Acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students’ dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum
2. Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities
3. Uses a wide variety of instructional strategies that are connected to different learning styles
4. Teaches students to know and praise their own and each other’s cultural heritages
5. Incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools
Ana Maria Villegas and Tamara Lucas

In their *Journal of Teacher Education* article, “Preparing Culturally Responsive Teachers: Rethinking the Curriculum” (2002), Ana Maria Villegas and Tamara Lucas noted that culturally responsive teachers possess six distinct characteristics:

1. Sociocultural consciousness: Recognizing that there are multiple ways of perceiving reality and that these ways are influenced by one’s location in the social order
2. An affirming attitude toward learners from culturally diverse backgrounds: Seeing resources for learning in all learners rather than viewing differences as problems to overcome
3. Commitment and skills to act as agents of change: Seeing themselves as responsible for and capable of bringing about educational change that will make schools more responsive to all learners
4. Constructivist views of learning: Understanding how learners construct knowledge and being capable of promoting learners’ knowledge construction
5. Learning about students: Knowing about the lives of their learners
6. Culturally responsive teaching practices: Using their knowledge about learners’ lives to design instruction that builds on what learners already know while stretching them beyond the familiar

H. Samy Alim and Django Paris

In their book *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World* (2017), H. Samy Alim and Django Paris noted that culturally sustaining pedagogy requires the following:

1. Instructional practices that are more than responsive or relevant to the cultural experiences and practices of young people
2. Support for young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant culture competence
3. The explicit goal of supporting multilingualism and multiculturalism in practice and perspective for learners and educators
4. Linguistic, literate, and cultural pluralism as part of the democratic project of schooling
Randall B. Lindsey, Kikanza Nuri-Robins, Raymond D. Terrell, and Delores B. Lindsey

In their book *Cultural Proficiency: A Manual for School Leaders* (2019), the authors noted that the following essential elements are an interdependent set of standards that guide your being intentional while on your journey toward cultural proficiency:

1. Assess culture: Claim your differences.
2. Value diversity: Name the differences.
3. Manage the dynamics of differences: Frame the conflicts caused by differences.
4. Adapt to diversity: Change to make a difference.
5. Institutionalize cultural knowledge: Train about differences.

**In the School Library**

The evolutions of culturally responsive pedagogy apply seamlessly within the school library space. As school librarians, we already take learners’ shared experiences, emotional and educational needs, and identity into consideration. With data, school librarians can assess gaps and use our expertise when providing instruction and resources. We decorate our space and engage with learners, but there is always room for more substantial engagement through intentional actions and reflection. This book will empower you, through introspective approaches to pedagogy and thoughtful research in culturally responsive work and inclusive school library practices to shake up some, but not all, of your methods and perhaps even your own mindset. The techniques in the applied framework (figure 0.3) and throughout the chapters should be jumping-off points, not set accomplishments that are guaranteed to succeed or check off the culturally proficient boxes. Take the techniques and mold them into feasible approaches that make sense for you and your school library program. Be willing to work through discomfort and know that support is out there, if not in your own room or building then throughout this guide and in the network of school librarians exploring this practice. There will be barriers in this work, like time, resources, support, and even our own hesitations, but my hope is that our journey will equip you with the tools to overcome those challenges and build a sustainable practice.

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AASL Standards Frameworks Applied to Culturally Responsive Practice

Figure 0.3 applies the AASL Standards Frameworks in the National School Library Standards for Learners, School Librarians, and School Libraries (2018) to culturally responsive practice. This applied framework will provide you authentic perspectives and AASL Standards–based strategies that will guide your practice, influence your policies, and strengthen your school library’s impact. The purpose of integrating culturally responsive practices into our day-to-day school library work is to foster a learner-centric, individualized, inclusive learning environment. Fortunately, our profession naturally encourages our commitment to the representation and affirmation of various racial, linguistic, and cultural identities. Building on that encouragement with deeper understanding and actionable strategies, we can lean into culturally responsive principles to intentionally and authentically develop our skills in ways that enhance our school libraries.

We will explore reflective strategies that rely heavily on vulnerability and challenge us to discover and share more about ourselves. We will also encounter opportunities to empower learners to share their voices and those of historically marginalized figures. Let the framework act as a support beam as you continue on this journey. Throughout the book, direct references to points within the applied framework will be marked by parentheticals denoting the AASL Standards Shared Foundation and Domain along with the culturally responsive practice or activity being referenced. For example, the parenthetical (figure 0.3, I.B.P2) indicates Inquire/Create Practice 2, and (figure 0.3, I.B.A1) indicates Inquire/Create Activity 1. Approach the challenges, reflective exercises, and activities with an open mind. I hope that the ways in which you incorporate the various methods are as unique as your school library and the communities within it.
### AASL Standards Frameworks applied to culturally responsive practice

#### I. INQUIRE

<table>
<thead>
<tr>
<th>A. THINK</th>
<th>PRACTICES</th>
<th>II. INCLUDE</th>
<th>III. COLLABORATE</th>
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<td></td>
<td>1. Learners display curiosity and initiative by: Privately identifying personal identity, prejudices, and perspectives.</td>
<td>1. School librarians direct learners to contribute a balanced perspective when participating in a learning community by: Evaluating school library policy and educator/volunteer training documents to pinpoint areas for culturally relevant improvement.</td>
<td>1. Learners identify collaborative opportunities by: Identifying and reflecting on viewpoints presented by learning groups that challenge personal perspective.</td>
</tr>
<tr>
<td></td>
<td>2. School librarians teach learners to display curiosity and initiative when seeking information by: Identifying shared and differing cultural reference viewpoints on respect, authority, praise/shame, and collaboration.</td>
<td>2. The school library supports balanced perspectives through resources and learning opportunities by: Identifying increasing and decreasing cultural population trends school-wide and among library users.</td>
<td>2. The school library facilitates opportunities to integrate collaborative and shared learning by: Encouraging partnerships with public libraries and community groups to increase access and ideas.</td>
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#### A. THINK

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<tr>
<td>1. Expand instructional scope using periodic reflections of our own identities and those of learners—for example, by using surface culture for context, such as interests, traditions, and celebrations.</td>
<td>1. Use a sample of learner data, like cultural backgrounds, interests, sociopolitical context, and relevance, to examine school library policies for inclusive practices, outdated expectations, and unnecessary boundaries.</td>
<td>1. Introduce a “new to me” anonymous whiteboard, forum, or document where learners can share new perspectives gained from peers’ presentations/work.</td>
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<tr>
<td>2. With learners, cocreate norms for brave and respectful conversations in the school library, which can be useful when reviewing material and guiding general conduct.</td>
<td>2. Include a small group of learners in evaluation of policies, increasing learner agency and ownership in the school library space.</td>
<td>2. Explore public library offerings, services, and books for each age group to expand your own knowledge base and better serve the school’s learners, educators, and families.</td>
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### IV. CURATE

#### A. THINK

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<tr>
<td>1. Reflect on information-gathering habits with learners, opening a discussion about personal preference, interest in the topic, challenges, and learners’ first impressions about the topic.</td>
</tr>
<tr>
<td>2. Gather lesser-known credible sources and display them continuously in person and on an updated digital document, exposing educators and learners to possible areas of interest and advocacy.</td>
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#### PRACTICES

1. **Learners act on an information need by:** Analyzing personal search impulses and reflecting on strategies that can be further modified, replaced, or developed.

2. **School librarians challenge learners to act on an information need by:** Promoting credible information sources that learners may not be regularly exposed to, such as different nonprofit organizations and advocacy groups.

### V. EXPLORE

#### ACTIVITIES

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<tr>
<th>STUDY THE CULTURAL PROFICIENCY CONTINUUM</th>
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<tr>
<td>1. Study the cultural proficiency continuum and reflect on your current position on the continuum, knowing that the continuum is fluid and meant to inspire engagement and motivation.</td>
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#### PRACTICES

1. **School librarians foster learners’ personal curiosity by:** Reflecting on personal bias, previous reactions to challenging situations, and resource selection.

2. **The school library supports learners’ personal curiosity by:** Reflecting on the role of safety, bravery, inclusivity, and intellectual challenge in the school library space.

### VI. ENGAGE

#### ACTIVITIES

<table>
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<th>EXPAND THE SCOPE OF BANNED BOOKS WEEK</th>
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<tr>
<td>1. Expand the scope of Banned Books Week into a true exploration of censorship and the ideologies behind the actions.</td>
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</table>

#### PRACTICES

1. **School librarians promote ethical and legal guidelines for gathering and using information by:** Incorporating the issue of censorship into digital literacy lessons and explaining its role in the scope of ethics and ideologies.

2. **The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by:** Understanding the technological equipment available to learners at home by using district data and small-group surveys to maximize school library impact.

*(cont’d)*

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### FIGURE 0.3

AASL Standards Frameworks applied to culturally responsive practice (cont’d)

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<tr>
<th>B. CREATE</th>
<th>I. INQUIRE</th>
<th>II. INCLUDE</th>
<th>III. COLLABORATE</th>
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<tr>
<td><strong>PRACTICES</strong></td>
<td>1. School librarians promote new knowledge generation by: Prompting learners to reflect on the information they gather. Before an assignment, learners can pinpoint their preconceived notions about the topic and plan their course of action.</td>
<td>1. Learners adjust their awareness of the global learning community by: Understanding differing perspectives and biases through digital literacy.</td>
<td>1. Learners participate in personal, social, and intellectual networks by: Becoming increasingly comfortable with experiencing and working through discomfort when collaborating with other learners and other educators.</td>
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<td>2. The school library enables generation of new knowledge by: Engaging in practices that make resources accessible in and outside the school building, with minimal to no barriers to access.</td>
<td>2. School librarians establish opportunities for learners to adjust their awareness of the global learning community by: Evaluating the school library with culturally responsive principles in mind.</td>
<td>2. The school library’s policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school community by: Understanding how learners are affected by policies and procedures to better defend, modify, and overhaul existing agreements.</td>
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<td></td>
<td>1. Guide learners through the adapted KWWHL Chart and a reflection on the different sections.</td>
<td>1. Expand digital literacy to examine the current state of news media by studying media bias and the importance of differing perspectives.</td>
<td>1. Emphasize learner choice as a fundamental part of instruction while mandating changes in group makeup per task to increase diverse perspectives and approaches to topics discussed.</td>
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<tr>
<td></td>
<td>2. Utilize online portals, digital classroom forums, and social media to increase access and promote services for learners and educators.</td>
<td>2. Engage in regular evaluation of the school library space through the lens of differently abled, multilingual, and traditionally marginalized learners.</td>
<td>2. Highlight specific areas in need of modification within policies to share with the school community. This strategy will help control the influx of perspectives while still encouraging and fostering collaborative spirit.</td>
</tr>
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B. CREATE

IV. CURATE

PRACTICES
1. Learners gather information appropriate to the task by: Constructing an effective and efficient process for critically examining information resources.
2. The school library promotes selection of appropriate resources and tools for information use by: Inviting learners to act as advisors about the materials in the room and to digitally document any resource reviews.

V. EXPLORE

PRACTICES
1. Learners construct new knowledge by: Fostering exploration by openly welcoming mistakes and sharing successful problem-solving strategies.
2. The school library facilitates construction of new knowledge by: Exposing learners to different types of content and learning experiences through a multitude of learning environments or stations within the school library space.

VI. ENGAGE

PRACTICES
1. School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Emphasizing constructive and direct feedback cycles.
2. The school library supports ethical processes for information seeking and use by: Embracing culturally responsive school year celebrations through displays, booklists, and lessons.

B. CREATE

ACTIVITIES
1. Safeguard the school library and school librarian from resource challenges with an approved policy, direct learner involvement and engagement in materials selection, ALA talking points, and community partnerships with the public library.
2. Evaluate learners’ selections and newly constructed processes to pinpoint gaps and bridges.

ACTIVITIES
1. Invite vulnerability by discussing common missteps and the importance of trial and error in the research process. This approach will build a trusting exploratory environment and allow you to connect with learners on a personal level.
2. Involve learners in peer teaching models to showcase learners’ previous knowledge and their abilities to teach others using their own peer-to-peer, culturally relevant language and approaches.

ACTIVITIES
1. Use feedback to facilitate conversations and partnerships with learners.
2. Create and continually modify a culturally responsive school library calendar to help keep important cultural, book-related, and library-related celebrations at the forefront. This increased awareness will influence your book displays, booklists, lessons, and programming.

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**FIGURE 0.3**
AASL Standards Frameworks applied to culturally responsive practice
(cont’d)

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<td><strong>C. SHARE</strong></td>
<td><strong>PRACTICES</strong></td>
<td><strong>PRACTICES</strong></td>
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<td>1. Learners adapt, communicate, and exchange learning products with others in a cycle that includes: Sharing information-gathering methods and thoughtfully reflecting on how and why the sources were selected.</td>
<td>1. Learners exhibit empathy with and tolerance for diverse ideas by: Forming shared norms, engaging respectfully in vulnerable discussions, and working toward fostering trust and sharing when uncomfortable.</td>
<td>1. Learners work productively with others to solve problems by: Engaging in shared norms and respect agreements when receiving and providing constructive feedback.</td>
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<td>2. The school library provides learners opportunities to maintain focus throughout the inquiry process by: Utilizing the space to create multiple access points and, during instruction, presentation opportunities.</td>
<td>2. School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by: Sharing new, culturally relevant theory with peers through publications, articles, and podcasts to enhance the scope of classroom assignments and discussion.</td>
<td>2. School librarians promote working productively with others to solve problems by: Effectively monitoring and responding to breaches of shared norms and respect agreements in the school library space and during instruction.</td>
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<th><strong>C. SHARE</strong></th>
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<tr>
<td>1. Provide learners with the expectation and agency of discussing their chosen sources to encourage more authentic information-gathering practices. Highlight learners’ selection patterns to invite deeper discussion about them.</td>
<td>1. Invite learners to use the school library space to share their stories and voices through moderated forums or open mic experiences.</td>
<td>1. Encourage learners to engage in their topic of interest by inviting them to create library materials, like booklists, displays, opinion pieces, and signage.</td>
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<td>2. Center learner voice by offering learners more options when presenting—for example, digital presentations, gallery walks around the school library space, short video clip reviews, and small-group experiences.</td>
<td>2. Engage in learning and professional communities, subscribe to newsletters, and attend webinars to expand your knowledge base with relevant information and resources.</td>
<td>2. Prepare talking points, resources, or policies to assist in responding to breaches of shared norms and respect agreements so that response to behavior/language is quick, thoughtful, and effective.</td>
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<tr>
<td><strong>ACTIVITIES</strong></td>
<td>1. Learners exchange information resources within and beyond their learning community by: Actively engaging in and creating information sites using emerging technologies and sharing sites through social media channels.</td>
<td><strong>ACTIVITIES</strong></td>
</tr>
<tr>
<td></td>
<td>2. The school library facilitates the contribution and exchange of information within and among learning communities by: Modeling the necessity of ongoing collection evaluations and updates.</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITIES</strong></td>
<td>1. Share information sites with educators and learners of other learning communities to instill ethical responsibility for site contributions. Inspire and encourage curriculum expansion, supplementation, and development with their input.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Practice transparency with learners regarding the school library collection. Such openness offers opportunities to gather book suggestions and even analyze some titles through a responsive lens.</td>
<td></td>
</tr>
</tbody>
</table>

(continues)
**FIGURE 0.3**
AASL Standards Frameworks applied to culturally responsive practice (cont’d)

<table>
<thead>
<tr>
<th>D. GROW</th>
<th>I. INQUIRE</th>
<th>II. INCLUDE</th>
<th>III. COLLABORATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRACTICES</strong></td>
<td>1. Learners participate in an ongoing inquiry-based process by: Using the introspective exercise in Think when approaching future research.</td>
<td>1. School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by: Appreciating the unique cultural understanding that each learner brings to assignments/exercises and modifying accordingly.</td>
<td>1. School librarians foster active participation in learning situations by: Promoting collaborative opportunities with educators and administrators through professional district networks and school library newsletters to increase visibility and impact.</td>
</tr>
<tr>
<td><strong>D. GROW</strong></td>
<td>2. School librarians implement and model an inquiry-based process by: Gathering insight from learners’ feedback practices and behavior toward each other to improve instruction, learner/educator connection, and reflective methods.</td>
<td>2. The school library builds empathy and equity within the global learning community by: Gathering insights about learner and family structure/communication methods through observation, conferences, and surveys.</td>
<td>2. The school library supports active learner participation by: Identifying and understanding the digital divide in the community, and growing the access network between the community and the school building.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. GROW</th>
<th>ACTIVITIES</th>
<th>ACTIVITIES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITIES</strong></td>
<td>1. Create end-of-lesson reflection pieces that circle back to the pre-research thought exercise and encourage learners to follow this process before and after research projects to further affirm and challenge their personal values.</td>
<td>1. Invite learners to evaluate the school library space and challenge accessibility to improve services, instruction, and layout.</td>
<td>1. Model group work for learners to show the essential collaboration skills expected in global and technological society by regularly creating real-life scenarios within school library instruction.</td>
</tr>
<tr>
<td><strong>D. GROW</strong></td>
<td>2. Empower yourself and other school librarians to continue learning about learners’ values and viewpoints by sharing and reviewing new resources.</td>
<td>2. Communicate with educators regularly to gain insight on different effective communication methods to extend reach and encourage involvement from reluctant learners and families.</td>
<td>2. Expand learners’ and classroom educators’ awareness of public libraries and local institutions to increase access to technology.</td>
</tr>
</tbody>
</table>
## IV. CURATE

### D. GROW

<table>
<thead>
<tr>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Learners select and organize information for a variety of audiences by: Engaging with peers and school librarians to amplify learner voice in the school library space, collection, and resources.</td>
</tr>
<tr>
<td><strong>2.</strong> The school library engages the learning community in exploring resources by: Instilling a sense of responsible use of school library space and resources through scheduling practices, 24/7 access to digital materials, and input via reviews and shared information sites.</td>
</tr>
</tbody>
</table>

### ACTIVITIES

| **1.** Encourage learners to take part in regular meetings, advisory committees, and feedback opportunities to foster responsible use and enhance an authentic culture of school library use. |
| **2.** Analyze school library-provided print and digital resource subscription usage to gain insight on relevance, awareness, and need. |

## V. EXPLORE

### D. GROW

<table>
<thead>
<tr>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> School librarians help learners develop through experience and reflection by: Using the introspective exercise in Think to improve, adapt, and modify your instructional mindset and including personal growth in your yearly goals.</td>
</tr>
<tr>
<td><strong>2.</strong> The school library assists in the growth and development of learners by: Using the reflective exercise in Think to solidify the role of safety, bravery, inclusivity, and intellectual challenge in the school library space in a way that is evident to learners, educators, administrators, and stakeholders.</td>
</tr>
</tbody>
</table>

### ACTIVITIES

| **1.** Creating an atmosphere of mutual respect and sharing takes time, as does developing cultural competency. Setting this type of work as a goal for your yearly professional development evaluations will allow for intentionally allotted, dedicated time. |
| **2.** Engage in subtle library space signage changes, collection audits, culturally relevant display themes, visible call-and-response activities, and learner surveys to model lifetime learning. |

## VI. ENGAGE

### D. GROW

<table>
<thead>
<tr>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Learners engage with information to extend personal learning by: Understanding previous behaviors regarding information ethics and participating in ongoing reflection when consuming and reproducing information.</td>
</tr>
<tr>
<td><strong>2.</strong> School librarians support learners’ engagement with information to extend personal learning by: Maintaining and regularly evaluating the school library collection to highlight the school librarian’s dedication to accuracy and relevance.</td>
</tr>
</tbody>
</table>

### ACTIVITIES

| **1.** Engage in learner reflection practices to better understand learners’ positions versus the initial data gathered in Think. |
| **2.** Invite exposure to culturally responsive perspectives, booklists, materials, and research and curriculum guides via your personal learning networks or webinars. |
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