EMBRACING CULTURALLY RESPONSIVE PRACTICE

in School Libraries

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CONTENTS

Acknowledgments ix
Introduction xi

PART I
SCHOOL LIBRARIAN **1**

1 Looking Inward ... 3

2 Mindful Modeling ... 13

PART II
SCHOOL LIBRARY **21**

3 Working with What You Have ... 23

4 Step into the Library ... 33

5 Thriving Partnerships ... 41

PART III
LEARNER **49**

6 Active Participants ... 51

7 Scenarios ... 61

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PART IV
EVALUATION **73**

8 School Librarian Evaluation 75

9 Learner Evaluation 81

Conclusion 89

Appendixes

Appendix A: Social Identity Garden Worksheet 93

Appendix B: Personal Identity Garden Worksheet 95

Appendix C: KWWHL Chart Worksheet 97

Works Cited 99

Additional Reading 101

Index 103

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INTRODUCTION

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

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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)

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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

Culture chart

	Surface Culture	Shallow Culture	Deep Culture
Hammond's Collective Qualities	Talk styles, cooking, holidays, songs, art, language, music, hairstyles, food, clothes, games, drama, literature, stories	Concepts of time, acceptable food sources, personal space, eye contact, ways of handling emotion, nature of relationships, tempo of work, being honest, nonverbal communication, theories of well-being and diseases, child-rearing principles	Decision making, concepts of self, worldview, definition of kinship, cosmology, spirituality and concept of a higher power, relationship to nature and animals, preferences for competition or cooperation, notions of fairness
Hammond's Collective Properties	Observable patterns, low emotional impact on trust	Unspoken rules, high emotional impact on trust	Collective, unconscious beliefs and norms, intense emotional impact on trust
School Library Applications	Display books and resources with varied characters and themes, responsive signage, use community vernacular	Guide in authentic reflection, social and personal identity activities, embrace vulnerability through sharing, provide actionable feedback, opportunities for constructive conversations	Embrace learner identities, reflect on inquiry process and bias, opportunities for learner feedback on policy and programs, encourage learner choice in collaborative work, be mindful of family structures and communication
School Library Properties	Visible inclusion, shared understanding, welcoming environment, increased access to multiple perspectives	Intentional connections, affirming dialogue, partnerships with accountability, shared norms for behavior and discussions	Shared ownership over space and services, regular incorporation of reflection, learner voice is empowered, responsive methods of communication

Source: Adapted from the Culture Tree model created by Hammond (2015).

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FIGURE 0.2

Cultural proficiency continuum for school libraries

Reactive ◄		► Tolerance
Cultural Destructiveness	**Cultural Incapacity**	**Cultural Blindness**
"Seeks to eliminate the cultures of others in all aspects of the school and in relationship to the community served"	"Trivializes other cultures and seeks to make the cultures of others appear to be wrong"	"Choosing to ignore the discrepant experiences of cultures within the school"
School Library Adaptation		
Actively alienating and excluding learners' identities and experiences with language and policies. "This is America. We only need books in English."	Devaluing certain groups and providing fewer resources and materials based on deficit thinking. "Don't worry about those kids. They don't read anyway."	Providing culturally irrelevant resources and materials to the school's population; assuming that everyone's needs are the same. "We are all the same."

"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.

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Proactive ◄		► Transformative
Cultural Pre-Competence	**Cultural Competence**	**Cultural Proficiency**
"Increasing awareness of what you and the school don't know about working in diverse settings"	"Personal values and behaviors and the school's policies and practices [are] aligned in a manner that is inclusive of cultures that are new and different from yours and those of the school"	"Advocate for lifelong learning for the purpose of being increasingly effective in serving the educational needs of cultural groups in your school and community"
School Library Adaptation		
Highlighting a variety of identities and cultures in book displays and booklists. "Representation in literature matters."	Evaluating and modifying policy and collection to improve inclusivity; reaching out to communities for insight. "Leaning into learning."	Embracing learning opportunities to continually gain deeper understanding of culturally responsive and antibias work. "I *am* an advocate."

Source: Adapted from Lindsey et al. (2019, table 7.1).

"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

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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

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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

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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.

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FIGURE 0.3

AASL Standards Frameworks applied to culturally responsive practice

	I. INQUIRE	II. INCLUDE	III. COLLABORATE
A. THINK	**PRACTICES** 1. **Learners display curiosity and initiative by:** Privately identifying personal identity, prejudices, and perspectives. 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.	**PRACTICES** 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. 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.	**PRACTICES** 1. **Learners identify collaborative opportunities by:** Identifying and reflecting on viewpoints presented by learning groups that challenge personal perspective. 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.
A. THINK	**ACTIVITIES** 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. 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.	**ACTIVITIES** 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. 2. Include a small group of learners in evaluation of policies, increasing learner agency and ownership in the school library space.	**ACTIVITIES** 1. Introduce a "new to me" anonymous whiteboard, forum, or document where learners can share new perspectives gained from peers' presentations/work. 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.

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	IV. CURATE	V. EXPLORE	VI. ENGAGE
A. THINK	**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.	**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.	**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.
A. THINK	**ACTIVITIES** 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. 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.	**ACTIVITIES** 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. 2. Explore the creation of safe and brave spaces as appropriate for your school library.	**ACTIVITIES** 1. Expand the scope of Banned Books Week into a true exploration of censorship and the ideologies behind the actions. 2. Conduct a technology needs assessment of the school library space, highlighting points of concern, learner needs, and service gaps.

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FIGURE 0.3

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

	I. INQUIRE	II. INCLUDE	III. COLLABORATE
B. CREATE	**PRACTICES** 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. 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.	**PRACTICES** 1. **Learners adjust their awareness of the global learning community by:** Understanding differing perspectives and biases through digital literacy. 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.	**PRACTICES** 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. 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.
B. CREATE	**ACTIVITIES** 1. Guide learners though the adapted KWWHL Chart and a reflection on the different sections. 2. Utilize online portals, digital classroom forums, and social media to increase access and promote services for learners and educators.	**ACTIVITIES** 1. Expand digital literacy to examine the current state of news media by studying media bias and the importance of differing perspectives. 2. Engage in regular evaluation of the school library space through the lens of differently abled, multilingual, and traditionally marginalized learners.	**ACTIVITIES** 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. 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.

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	IV. CURATE	V. EXPLORE	VI. ENGAGE
B. CREATE	**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.	**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.	**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)

	I. INQUIRE	II. INCLUDE	III. COLLABORATE
C. SHARE	**PRACTICES** 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. 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.	**PRACTICES** 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. 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.	**PRACTICES** 1. **Learners work productively with others to solve problems by:** Engaging in shared norms and respect agreements when receiving and providing constructive feedback. 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.
C. SHARE	**ACTIVITIES** 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. 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.	**ACTIVITIES** 1. Invite learners to use the school library space to share their stories and voices through moderated forums or open mic experiences. 2. Engage in learning and professional communities, subscribe to newsletters, and attend webinars to expand your knowledge base with relevant information and resources.	**ACTIVITIES** 1. Encourage learners to engage in their topic of interest by inviting them to create library materials, like booklists, displays, opinion pieces, and signage. 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.

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	IV. CURATE	V. EXPLORE	VI. ENGAGE
C. SHARE	**PRACTICES** 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. 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.	**PRACTICES** 1. **School librarians prepare learners to engage with the learning community by:** Expanding your learning network to maximize access to materials and to grow professionally. 2. **The school library prepares learners to engage with a larger learning community by:** Inviting specific community members and business owners to join some classes or programs via digital meeting software to establish real-world connections or introduce oral history into the classroom.	**PRACTICES** 1. **School librarians promote the responsible, ethical, and legal sharing of new information with a global community by:** Encouraging responsibility and a critical mindset through sharing relevant examples and relevant consequences of unethical and irresponsible information consumption and reproduction. 2. **The school library encourages participation in a diverse learning community to create and share information by:** Taking the school library on the go to collaborate with and assist educators and learners during lessons, providing supplemental materials and resources.
C. SHARE	**ACTIVITIES** 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. 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.	**ACTIVITIES** 1. Use digital meeting software to host/participate in casual, standing, monthly/bimonthly/quarterly town and school district librarian meetings. 2. Utilize digital meeting software and meeting recordings to become a member of a local chapter or learning community.	**ACTIVITIES** 1. Lend information services to school-wide groups that are representative of specific identities, such as affinity groups, to support their needs and help in their advocacy efforts with informed, credible, and valid information. 2. Facilitate digital discussion boards to act as moderated forums for learners to share information and remix ideas freely.

(cont'd)

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FIGURE 0.3

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

	I. INQUIRE	II. INCLUDE	III. COLLABORATE
D. GROW	**PRACTICES** 1. **Learners participate in an ongoing inquiry-based process by:** Using the introspective exercise in Think when approaching future research. 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.	**PRACTICES** 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. 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.	**PRACTICES** 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. 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.
D. GROW	**ACTIVITIES** 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. 2. Empower yourself and other school librarians to continue learning about learners' values and viewpoints by sharing and reviewing new resources.	**ACTIVITIES** 1. Invite learners to evaluate the school library space and challenge accessibility to improve services, instruction, and layout. 2. Communicate with educators regularly to gain insight on different effective communication methods to extend reach and encourage involvement from reluctant learners and families.	**ACTIVITIES** 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. 2. Expand learners' and classroom educators' awareness of public libraries and local institutions to increase access to technology.

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	IV. CURATE	V. EXPLORE	VI. ENGAGE
D. GROW	**PRACTICES** 1. **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. 2. **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.	**PRACTICES** 1. **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. 2. **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.	**PRACTICES** 1. **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. 2. **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.
D. GROW	**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.	**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.	**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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INDEX

A

AASL Standards Framework for School Librarians (AASL), 79
AASL Standards Frameworks applied to culturally responsive practice
  Collaborate Shared Foundation, Share Domain in high school scenario, 65–66
  Curate Shared Foundation, Share Domain in elementary school scenario, 61–63
  Engage Shared Foundation, Share Domain in middle school scenario, 63–64
  Explore Shared Foundation, Grow Domain in staff interaction scenario, 68–69
  Include Shared Foundation Grow Domain in family interactions scenario, 66–68
  Think Domain in library policy scenario, 70–71
  for learner evaluation, 86
  overview of, xix–xxvii
  in scenarios, 61
  for self-evaluation, 77
ability, 34
academic mindset, 84
access
  collection access across platforms/spaces/abilities, 29–30
  school librarian/community groups partnership and, 46–47
  school librarian/public libraries partnerships for, 45–46
accessibility
  evaluation of, 36–37
  of school library space, 78
accountability
  in high school scenario, 66
  reflective practices and, 58
Acevedo, Elizabeth, 43
action, 85
actionable steps
  for creation of safe space, 38
  for culturally responsive practices in school libraries, 23
  for school library space changes, 40
"Active Listening in Peer Interviews: The Influence of Message Paraphrasing on Perceptions of Listening Skill" (Weger, Castle, & Emmett), 102
active participants
  choice, highlighting, 58
  class culture, 52, 54
  instructor role of school librarians, 51
  KWWHL Chart, 55, 56
  learners' identities, 54–55
  Norm Breach challenge, 53
  research strategies, 55–58
  shared learning, 58–59
ADA (Americans with Disabilities Act), 36
adaptive technologies, 37
additional reading, 101–102
administrative evaluation, 79–80
administrators
  collaboration with, 16
  communicating with, 91
  goals for culturally responsive practices and, 19
  inviting on journey, 80
"Advancing Racial Equity in Public Libraries: Case Studies from the Field" (Sonnie), 101
advisory committees, 14, 28–29
Affinity Group Involvement challenge, 45

FOR REVIEW ONLY
available at alastore.ala.org

affinity groups
lending information services to, 16–17
partnerships with school librarian, 44–45
age, 34
agency, 18, 29
agents of change, xvii
ALA (American Library Association), 18–19, 102
Alexander, Kwame, 43
Alim, H. Samy, xvii
alliance, 84
American Association of School Librarians (AASL)
AASL Standards Frameworks applied to culturally responsive practice, xix–xxvii
formative assessments, structure for, 83
on modeling by school librarians, 51
standards for administrative evaluation, 79
standards for self-evaluation, 77
American Library Association (ALA), 18–19, 102
Americans with Disabilities Act (ADA), 36
Anderson, Monica, 30
antibias practices, 17
Apfel, Nancy, 102
Assessment Tasks challenge, 83
assessments, approachable, 81–86
See also evaluation
assignment format, 58
assignment topic, 58
assimilation, 10
authors, 42–43
awareness months, 26, 27

B

barriers, 18–19
behavior
feedback for learner, 84–85
Norm Breach challenge, 53–54
norms for, 86
signage about, 36
in staff interaction scenario, 68–69
bias
implicit, xii
mindset, assessment of, 77–78
research strategies and, 56, 57
understanding, 11
BIPOC protagonists, 64
blind spots, 33
body size, 34
book awards, 24
book displays
culturally responsive, 24–26
Culturally Responsive Book Displays challenge, 25
goal of, 77
booklists
for community group partnership, 47
in middle school scenario, 63–64
for school librarian/educator partnership, 43
books
culturally responsive curriculum changes, 42–43
in elementary school scenario, 61–63
in middle school scenario, 63–64
See also collection
bookshelves, 37
booktalk, 46
brave space, 39, 71
"Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback across the Racial Divide" (Yeager et al.), 102
breathing, 76
Brown,P., 10
Brzustoski, Patti, 102
Bucher, Katherine T., 25

C

calendar, 27
Castle, G. R., 102
CCBC (Cooperative Children's Book Center), 64
censorship
discussion of, 14
fighting against, 44
Center for Culturally Proficient Educational Practice, xii
Centre for Teaching Excellence, University of Waterloo, 101

FOR REVIEW ONLY

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challenges
Affinity Group Involvement challenge, 45
Assessment Tasks challenge, 83
Culturally Responsive Book Displays challenge, 25
of diversity, 6
Norm Breach challenge, 53
norms, creating, 6
Signage challenge, 35
Tending Your Personal Garden challenge, 9
Tending Your Social Garden challenge, 7
choice
highlighting, 58
learner choice, 78, 83
in school library space, 26
civil activism, 39
class culture
Norm Breach challenge, 53
norms for, 52, 54
clubs, 44–45
code word, 53
Cohen, Geoffrey L., 102
Collaborate Shared Foundation
Create Domain, xxii, 18–19, 59
Grow Domain, xxvi, 30, 39, 46
in high school scenario, 65–66
Share Domain, xxiv, 14, 53, 65–66
Think Domain, xx, 45, 54, 46–47, 59
collaboration
creative collaboration between learners/educators, 15–17
in library policy scenario, 70–71
in middle school scenario, 63–64
for norms creation, 3, 4
partnerships in community, 45–47
purposeful partnerships, 86–87
in safe spaces/brave spaces, 39
school librarian/affinity groups partnership, 44–45
school librarian/educator partnerships, 42–43
school librarian/other school librarians' partnerships, 43–44
for shared learning experiences, 59
collaborative group work, 59
collection
access across platforms/spaces/abilities, 29–30
book displays, 24–26
in elementary school scenario, 61–63
focus on, 26, 28–29
readers' advisory networks, expanding, 23–24
coloring sheets, 82
comfort, 44
Common Core of Data, 18
communication
feedback for learner, 84–85
in library policy scenario, 70–71
norms for meaningful conversations, 3–6
in partnerships, 87
in staff interaction scenario, 68–69
See also dialogue
community
communicating with, 91
partnerships in, 45–47
community groups
school librarian/community groups partnerships, 46–47
school library partnerships with, 45
conflict
See internal conflict
consequences, 66
constructivist views of learning, xvii
conversations
brave space for challenging, 39
norms for meaningful, 3–6
See also dialogue
Cooperative Children's Book Center (CCBC), 64
Create Domain
in Collaborate Shared Foundation, xxii, 18–19, 59
in Curate Shared Foundation, xxiii, 19, 28–29
in Engaged Shared Foundation, xxiii, 16–17, 23, 24, 26, 39, 84
in Explore Shared Foundation, xxiii, 15, 24, 59
in Include Shared Foundation, xxii, 36, 57
in Inquire Shared Foundation, xxii, 16, 29–30, 55, 56

FOR REVIEW ONLY

available at alastore.ala.org

critical lens
on research strategies, 55–56
seeing school library space through, 35–36
"Cultivating Courage in Our Professions and Communities (w/ Brave Spaces)" (Meeks), 101
cultural differences, 35–36
cultural heritage, 26
cultural proficiency, xii, xv–xvi
Cultural Proficiency: A Manual for School Leaders (Lindsey, Nuri-Robins, Terrell, & Lindsey), xviii, 11
cultural proficiency continuum, xii, xiv
Culturally Proficient Instruction: A Guide for People Who Teach (Nuri-Robins et al.), 4
culturally proficient mindset, xi
Culturally Responsive Book Displays challenge, 25
culturally responsive lens, 18
culturally responsive pedagogy
AASL Standards Frameworks applied to, xix–xxvii
characteristics of, xvi, 26
definition of, xii
overview of, xi–xvi
in school library, xviii
culturally responsive practices
administrative evaluation, 79–80
digital space, dedicated, 14–15
elementary school scenario, 61–63
goals, yearly plan for attainable, 19
growth, embracing, 80
intentional actionable steps for, 31
learner evaluation, 81–83
mindful modeling and, 13–19
modeling by school librarian, 51
momentum, maintaining, 89, 91
partnerships in school district for, 41–45
purposeful partnerships for, 86–87
readers' advisory networks, expanding, 23–24
scenarios for, 71
in school libraries, 23
school library space changes, time for, 40
self-evaluation, 75–79
S.H.A.R.P.E.N. your skills for culturally responsive practice, 90
trust/safety with, 37
culturally responsive school library calendar, 27
Culturally Responsive Teaching and the Brain (Hammond), 3, 83–84
Culturally Responsive Teaching: Theory, Research, and Practice (Gay), xvi
culturally responsive titles
in elementary school scenario, 61–63
in middle school scenario, 63–64
See also collection
"Culturally Responsive-Sustaining Education Framework" (New York State Education Department), 101
culturally responsive-sustaining pedagogy, xii, xvi–xviii
Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World (Alim & Paris), xvii
culturally sustaining pedagogy, xii
culture
assessing, xviii
class culture, 52–54
community partnerships and, 45
cultural proficiency continuum, xiv, xv
definition of, xii, 11
layers of culture, xiii–xv
trust/safety, 37
culture chart, xiii
Curate Shared Foundation
Create Domain, xxiii, 19, 28–29
in elementary school scenario, 61–63
Grow Domain, xxvii, 15
Share Domain, xxv, 16, 61–63
Think Domain, xxi, 42, 56–57
curriculum
learning partnerships and, 84
school librarian/educator partnerships, 42–43
standards for evaluation of, 85–86
tools for updating, 24

D

data analysis, 90
deep culture, xiii, xv
"Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education" (Gay & Kirkland), 101

FOR REVIEW ONLY

available at alastore.ala.org

dialogue
brave space for, 39
mindful modeling and, 14
norms for, 3–6
nurturing, 90
vulnerability for open dialogue, 70, 71
differences
honoring, 90
management of, xviii
differently abled people
accessibility of school library space for, 36–37
book displays for, 25
digital divide, 30
digital meeting software, 17
digital space
collection access across platforms/spaces/abilities, 30
dedicated digital space at school library, 14–15
digital technologies, 30
discomfort, 39
discrimination
school library as safe space, 38
in staff interaction scenario, 68–69
discussion
See dialogue
displays
book display themes, 24–26
goal of culturally responsive book displays, 77
seeing school library space with new eyes, 35–36
See also signage
#DisruptTexts, 25
diversity
in collection, 29
culturally responsive school library calendar, 26, 27
identities and, 6
in *Social Justice Standards*, 85
valuing, xviii
diversity audits, 28–29
dominant societal culture, 10
dominant societal norms, 33–34

E

e-books, 37
educators
collaborating creatively with, 15–17
culturally responsive teachers, characteristics of, xvii
in elementary school scenario, 61–63
learning partnerships, 83–85
in library policy scenario, 70–71
in middle school scenario, 63–64
partnerships, purposeful, 86–87
partnerships with school librarians, 42–43
school library policy, evaluation of, 18–19
"Effective Communication: Barriers and Strategies" (Centre for Teaching Excellence, University of Waterloo), 101
elementary school scenario, 61–63
Embracing Culturally Responsive Practice in School Libraries (Kennedy), xi–xxvii
Emmett, M. C., 102
emotional well-being, 33
Engage Shared Foundation
Create Domain, xxiii, 16–17, 23, 24, 26, 39, 84
Grow Domain, xxvii, 24, 81–82
in middle school scenario, 63–64
Share Domain, xxv, 44, 63–64, 86
Think Domain, xxi, 14, 15, 30
evaluation
learner evaluation, 81–87
school librarian evaluation, 75–80
expectations, 3–6
Explore Shared Foundation
Create Domain, xxiii, 15, 24, 59
Grow Domain, xxvii, 19, 68–69, 75, 78
Share Domain, xxv, 17, 43–44, 47
in staff interaction scenario, 68–69
Think Domain, xxi, 6, 35, 37, 57
eye contact, xiv

F

failure, 91
family interactions scenario, 66–68
Fancsali, C., 84

FOR REVIEW ONLY

available at alastore.ala.org

feedback
assessments for, 81
building trust through, 85
for learning partnerships, 84–85
reflective practices for, 82–83
fees, 18
financial needs, 18
focus groups
learner involvement in school library collection, 28–29
in library policy scenario, 70–71
Follett Destiny, 28
formative assessments, 83

G

Garcia, Julio, 102
Gay, Geneva
characteristics of culturally responsive teaching, 26
on culturally responsive pedagogy, xii, xvi
"Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education," 101
on learner evaluation, 83–84
gender, 18
gender expression, 38
gender identity
book displays, culturally responsive, 25
safe space, school library as, 38
geographical location, 34
GLSEN, 38
goals
evaluation of, 76–77
yearly plan for attainable goals, 19
graphic novels, 28
grounding
Let's Get Grounded challenge, 76
before self-evaluation, 75–76
groups
affinity groups, 16–17
for brave space, 39
learner participation in school library groups, 14
shared learning experiences, 58–59
Grow Domain
in Collaborate Shared Foundation, xxvi, 30, 39, 46
in Curate Shared Foundation, xxvii, 15
in Engage Shared Foundation, xxvii, 24, 81–82
in Explore Shared Foundation, xxvii, 19, 68–69, 75, 78
in family interactions scenario, 66–68
in Include Shared Foundation, xxvi, 66–68
in Inquire Shared Foundation, xxvi, 38
in staff interaction scenario, 68–69
guest speaker, 47

H

Hamlin, D., 101
Hammond, Zaretta
on challenges of diversity, 6
on culture, 11
culture chart, xiii
on "inside-out" work, 3, 12
on learning partnerships, 83–84
harm
addressing problems, 71
in communication breakdowns, 70
in elementary school scenario, 62
in family interactions scenario, 67
in high school scenario, 65
in middle school scenario, 64
in scenarios, 61
in staff interaction scenario, 69
hate speech
in high school scenario, 65–66
norms in school library space about, 5
Head-Reeves, D., 101
Hessert, William T., 102
high school scenario, 65–66
Hill, Renee F., 101
Hinton-Johnson, KaaVonia, 25
history, 28
Holman, Felicia, 39, 71
Honma, Todd, 101
Huynh, V. W., 69

FOR REVIEW ONLY

available at alastore.ala.org

I

identities
challenges of diversity, 6
cultural memberships, 11
identity markers, reflection on, 9–11
of learners, 54–55
mindset, assessment of, 77–78
privilege and, 33–34
safe space and, 38
Social Justice Standards on, 85
identity gardens
in elementary school scenario, 62–63
of learners, 54–55
personal identity garden, 8
Personal Identity Garden Worksheet, 95
social identity garden, 6–7
Social Identity Garden Worksheet, 93
Tending Your Personal Garden challenge, 9
Tending Your Social Garden challenge, 7
identity markers
dominant societal norms and, 34
identity/culture intersection, 11
of learners, 54–55
reflection on, 9–11
implicit bias, xii
Include Shared Foundation
Create Domain, xxii, 36, 57
in family interactions scenario, 66–68
Grow Domain, xxvi, 66–68
in library policy scenario, 70–71
Share Domain, xxiv, 3–4, 39, 48
Think Domain, xx, 14, 17–18, 70–71
inclusive seating, 36–37
Inclusive Services Assessment and Guide (Wisconsin Department of Public Instruction), 78–79
information consumption, 56–57
Inquire Shared Foundation
Create Domain, xxii, 16, 29–30, 55, 56
Grow Domain, xxvi, 38
Share Domain, xxiv, 58
Think Domain, xx, 5–6, 52, 54
"inside-out" work
elements of, 3
reflection to guide journey, 12
institutional goals, 76–77
instruction
class culture and, 52, 54
elementary school scenario, 61–63
instructor role of school librarians, 51
learner choice, 58
middle school scenario, 63–64
research strategies of learners, 55–58
self-evaluation of instruction methods, 78
shared learning experiences, 58–59
interests
learner evaluation and, 82
personal identity garden, 8
internal conflict
in elementary school scenario, 62
in family interactions scenario, 67
in high school scenario, 65
in library policy scenario, 70
in middle school scenario, 63
in scenarios, 61, 71
in staff interaction scenario, 68
internet access, 30
"islands" metaphor
culturally responsive practices and, 13
school librarian partnerships and, 43, 44
school librarians as islands, 41

J

Journal of Teacher Education, xvii
justice, 85

K

Kanuha, Valli Kalei, 10
Kirkland, Kipchoge, 101
Kumasi, Kafi D., 101
K-W-L Chart, 55
KWWHL Chart
example of, 56
KWWHL Chart Worksheet, 97
usefulness of, 55

FOR REVIEW ONLY

available at alastore.ala.org

L

Ladson-Billings, Gloria, xii
language
  direct language in norms, 52, 53
  direct language in signage, 35–36
  in elementary school scenario, 61–63
  of feedback for learner, 84–85
  in high school scenario, 65–66
  of school library newsletter, 66–68
  in school library policy, 18–19
  Spanish-language titles, 28
late fees, 18
learner evaluation
  approachable assessments, 81
  Assessment Tasks challenge, 83
  formative assessments, 83
  learning partnerships, 83–85
  purposeful partnerships, 86–87
  reflection, 81–83
  supplemental standards for, 85–86
learner identity
  learner identity gardens, 54–55
  norms for discussions about, 5–6
learner voice
  See voice
learners
  AASL Standards Frameworks applied to culturally responsive practice, xx–xxvii
  affirming attitude toward, xvii
  brave space, creation of, 39
  choice, highlighting, 58
  class culture, 52, 54
  collaborating creatively with, 15–17
  collection access across platforms/spaces/abilities, 29–30
  cultural memberships and, 11
  culturally responsive practice and, xix
  culturally responsive teachers and, xvii
  in elementary school scenario, 61–63
  in family interactions scenario, 66–68
  in high school scenario, 65–66
  identities of, 54–55
  instruction methods, evaluation of, 78
  instructor role of school librarians, 51
  KWWHL Chart, 55, 56
  in library policy scenario, 70–71
  in middle school scenario, 63–64
  mindful modeling for leading learners, 13–14
  needs, anticipation of, 15
  Norm Breach challenge, 53
  norms, creation of, 4–6
  partnerships with public libraries for, 45–46
  readers' advisory networks, expanding, 23–24
  representing learners' experiences, 42
  research strategies, reflecting on, 55–58
  safe space for, 38
  school librarian/affinity groups partnership, 44–45
  school library as safe space, 80
  school library collection for, 26, 28–29
  school library policy and, 17–19
  shared learning, 58–59
  signage for, evaluation of, 35–36
learning community, 91
learning experiences, shared
  from instruction, 14
  school library for, 58–59
Learning for Justice
  Reading Diversity: A Tool for Selecting Diverse Texts, 29
  safe space, school library as, 38
  Social Justice Standards, 85–86
learning partnerships, 83–85
"Learning to Listen: Teaching an Active Listening Strategy to Preservice Education Professionals" (McNaughton, Hamlin, McCarthy, Head-Reeves, & Schreiner), 101
lenses
  critical lens for digital resources analysis, 15
  exploring layers of, 11
  seeing school library space through critical lens, 35–36
  understanding, 12
Let's Get Grounded challenge, 76
LGBTQ+ community
  partnership with affinity groups, 44
  representation in school library collection, 25
  safe space, school library as, 38

FOR REVIEW ONLY

available at alastore.ala.org

librarian associations, 46
library policy
  policy update scenario, 70–71
  proactive, 17–19
library staff, 68–69
Lindsey, Delores B., xviii
Lindsey, Randall B.
  on cultural proficiency, xv, xviii
  cultural proficiency continuum for school libraries, xiv, xv
  on culture, xiii, 11
  culture/cultural proficiency definitions, xii
Long Way Down (Reynolds), 43
Lucas, Tamara, xvii

M

Master, Allison, 102
materials
  collection access across platforms/spaces/abilities, 29–30
  equitable access to, 45–46
  readers' advisory networks, expanding, 23–24
  See also collection
McCarthy, J., 101
McNaughton, D., 101
Medema, Dante, 43
media
  bias, 56
  learner research strategies and, 57
  messages from, 10
meditation exercise, 76
Meeks, Amanda, 101
meetings, 17, 43
Mejía, Ellie, 39, 71
messaging, 10
microaggressions, 68, 69
microassaults, 69
microinsults, 69
microinvalidations, 69
middle school scenario, 63–64
mindful modeling
  See modeling
mindset
  academic mindset, 84
  assessment of, 77–78
misinformation, 57
misperception, 56
modeling
  attainable goals, yearly plan for, 19
  collaborating creatively, 15–17
  dedicated digital space, 14–15
  for implementing culturally responsive practices, 13
  leading learners, 13–14
  by school librarian, 51, 80
  school library policy, proactive, 17–19
momentum, 89, 91
multiculturalism, xvii, 26
multilingualism, xvii

N

National Center for Education Statistics, 18
National School Library Standards for Learners, School Librarians, and School Libraries (AASL)
  for administrative evaluation, 79
  applied to culturally responsive practice, xix–xxvii
  direct references to in book, xix
  formative assessments, structure for, 83
  for learner evaluation, 81
  for self-evaluation, 77
"new to me" board, 59
New York State Education Department, 101
newsletter
  of community group, 47
  in family interactions scenario, 66–68
  of public library, 46
  signing up for, 48
nonverbal communication, xiv
norms
  for brave space, 71
  for challenging conversations, 39
  class culture and, 52, 54
  examples of, 5
  function of, 3–4
  Norm Breach challenge, 53
  partnerships and, 86
  privilege and, 33–34
notes, 35
Nuri-Robins, Kikanza, xviii, 4

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O

online documents, 16
outreach
  partnerships in community, 45–47
  partnerships in school district, 41–45
  relationships, strengthening, 47–48
  by school librarian, 41
ownership
  collaborative group work and, 59
  learner choice and, 58
  learners' sense of, 14
  of school library space/resources, 16

P

Paris, Django, xii, xvii
participants
  See active participants
partnerships
  in community, 45–47
  for learner evaluation, 86–87
  learning partnerships, 83–85
  in middle school scenario, 63–64
  outreach by school librarian, 41
  purposeful, 86–87
  relationships, strengthening, 47–48
  in school district, 41–45
passing, 10
people of color, 25
Perrin, Andrew, 30
personal identity garden
  activity, 8
  Personal Identity Garden Worksheet, 95
  Tending Your Personal Garden challenge, 9
perspectives, 64
Pew Research Center, 30
physical space, 36–37
  See also school library space
plan, yearly, 19
pluralism, xvii
The Poet X (Acevedo), 43
policy
  See library policy
privilege, 33–34
professional organizations, 44
public libraries, 45–46
Purdie-Vaughns, Valerie, 102

Q

QR codes, 37
qualitative assessments, 81

R

race
  digital divide and, 30
  diversity, challenges of, 6
  identity markers, 10
  microaggressions related to, 69
  school population data, 18
  as type of privilege, 34
reading
  additional reading, 101–102
  culturally responsive curriculum changes, 42–43
  elementary school scenario, 61–63
  middle school scenario, 63–64
  readers' advisory networks, expanding, 23–24
Reading Diversity: A Tool for Selecting Diverse Texts (Learning for Justice), 29
reflection
  authentic, 90
  for cultural proficiency, 3
  for learner evaluation, 81–83
  learner identities, 54–55
  self-evaluation by school librarians, 75–79
  See also self-reflection
reflective practices
  administrative evaluation and, 79
  cultural memberships, 11
  for cultural proficiency, 3
  to guide journey, 12
  identities, exploring, 6–9
  for learner evaluation, 81–83
  for learners, 54
  Norm Breach challenge, 53
  on privilege, 34
  research strategies, reflecting on, 55–58
  self, aspects of, 9
  time for, 91
  tone for meaningful conversations, setting, 3–6
relationships
  learning communities, 91
  partnerships, strengthening, 47–48

FOR REVIEW ONLY

available at alastore.ala.org

partnerships in community, 45–47
partnerships in school district, 41–45
school librarian/affinity groups partnership, 44–45
school librarian/other school librarians' partnerships, 43–44
religion, 34
representation
culturally responsive practices for, xix
of learners by school libraries, 33
of learners in books, 63, 64
school library collection and, 29
self that lives unconsciously within us and, 10
research
KWWHL Chart Worksheet, 97
strategies, reflecting on, 55–58
resource list, 47
resources
additional reading, 101–102
collection access across platforms/spaces/abilities, 29–30
in elementary school scenario, 63
KWWHL Chart Worksheet, 97
online documents for collaboration, 16
Personal Identity Garden Worksheet, 95
readers' advisory networks, expanding, 23–24
seeking, 90
for self-evaluation, 78–79
sharing for partnerships, 47, 48
sharing with fellow educators, 91
Social Identity Garden Worksheet, 93
respect, 5
responsibility, 33
Reynolds, Jason, 43
roles, of school librarians, 51
rules, classroom
Norm Breach challenge, 53
norms and, 52, 54

S

safe space
collaboration opportunities with, 39
creation of, 38
librarian as culturally responsive leader for, 80
staff interaction scenario, 68–69
"Safe Spaces, Brave Spaces and Why We Gon' Be Alright" (Holman & Mejía), 39, 71
safety
fostering/nurturing, 37
norms for meaningful conversations, 5
scenarios
elementary school, 61–63
family interactions, 66–68
high school, 65–66
introduction to, 61
library policy, 70–71
middle school, 63–64
staff interaction, 68–69
summary about, 71
school
in elementary school scenario, 61–63
in high school scenario, 65–66
in middle school scenario, 63–64
school district, partnerships in, 41–45
school librarian evaluation
administrative evaluation, 79–80
growth, embracing, 80
importance of, 75
Let's Get Grounded challenge, 76
self-evaluation, 75–79
school librarians
AASL Standards Frameworks applied to culturally responsive practice, xix–xxvii
book displays, culturally responsive, 24–26
brave space at school library, 39
class culture and, 52–54
collaborating creatively, 15–17
cultural memberships, 11
culturally responsive pedagogy in school libraries, xviii
elementary school scenario, 61–63
high school scenario, 65–66
identities, exploring, 6–9
instructor role of, 51
intentional actionable steps by, 31
learners' identities and, 54–55
looking inward, 3–12
middle school scenario, 63–64
mindful modeling, 13–19
momentum, maintaining, 89, 91

FOR REVIEW ONLY

available at alastore.ala.org

school librarians (*cont'd*)
outreach by, 41, 47–48
partnerships, purposeful, 86–87
partnerships in community, 45–47
partnerships in school district, 41–45
privilege, 33–34
reflection to guide journey, 12
reflective practices for cultural proficiency, 3
research strategies of learners, 55–58
safe space at school library, 38
scenarios for, 61–71
school library policy, proactive, 17–19
school library space, evaluation of, 36–37
school library space, responsibility for, 33
school library space, seeing with new eyes, 35–36
school library space, time for, 40
staff interaction scenario, 68–69
school libraries
AASL Standards Frameworks applied to culturally responsive practice, xix–xxvii
book displays, culturally responsive, 24–26
collection, focus on, 26, 28–29
collection access across platforms/spaces/abilities, 29–30
cultural memberships, 11
cultural proficiency continuum for, xiv, xv
culturally responsive pedagogy in, xviii
culturally responsive school library calendar, 27
culturally responsive teaching practices for, xi–xii
culture chart, xiii
dedicated digital space at, 14–15
intentional actionable steps for culturally responsive practices, 31
readers' advisory networks, expanding, 23–24
school library policy, proactive, 17–19
shared learning experiences at, 58–59
tone for meaningful conversations, setting, 3–6
school library assistant, 66–68
school library policy
proactive, 17–19
updating scenario, 70–71
school library space
accessibility of, 36–37
brave space, 39
evaluation of, 78
privilege/places in society and, 33–34
responsibility for, 33
safe space, 38
seeing space with new eyes, 35–36
time for action steps for, 40
trust/safety, 37
school population data
for learner needs assessment, 26, 28
for school library policy creation, 18
Schreiner, M., 101
self
self that lives unconsciously within us, 10–11
self that we know, 9
self that is perceived by others, 9, 10
self-evaluation
of goals, 76–77
of instruction, 78
Let's Get Grounded challenge, 76
melding practices for, 77
mindset, assessment of, 77–78
resources for, 78–79
of school library space, 78
value of, 75
self-reflection
cultural memberships, 11
to guide journey, 12
identities, exploring, 6–9
for learner evaluation, 81–83
by learners, 54–55
on privilege, 34
reflective practices for cultural proficiency, 3
tone for meaningful conversations, setting, 3–6
sexual orientation, 38
sexuality, 34
shallow culture, xiii, xiv
Share Domain
in Collaborate Shared Foundation, xxiv, 14, 53, 65–66

FOR REVIEW ONLY

available at alastore.ala.org

in Curate Shared Foundation, xxv, 16, 61–63
in elementary school scenario, 61–63
in Engage Shared Foundation, xxv, 44, 63–64, 86
in Explore Shared Foundation, xxv, 17, 43–44, 47
in high school scenario, 65–66
in Include Shared Foundation, xxiv, 3–4, 39, 48
in Inquire Shared Foundation, xxiv, 58
in middle school scenario, 63–64
shared learning experiences
mindful modeling and, 14
at school library, 58–59
shared understanding, 3–6
S.H.A.R.P.E.N. your skills for culturally responsive practice, 90, 91
Sheets, Rosa Hernandez, 101
signage
evaluation of, 78
in high school scenario, 65
QR codes for, 37
safe space stickers/posters, 38
seeing school library space with new eyes, 35–36
in staff interaction scenario, 68, 69
Signage challenge, 35
Snipes, J., 84
social identity garden
activity, 6–7
Social Identity Garden Worksheet, 93
Tending Your Social Garden challenge, 7
Social Justice Standards: The Teaching Tolerance Anti-Bias Framework (Learning for Justice), 85–86
social media platforms, 30
society, 33–34
sociocultural consciousness, xvii
sociopolitical consciousness, xii
Sonnie, Amy, 101
space
See school library space
Spanish-language titles, 28
speaker, 47
special needs, learners with, 36
Staats, Cheryl, xii
staff interaction scenario, 68–69
standards, 85–86
Stoker, G., 84
students
See learners
subscription services, 15
success, 91
Sue, D. W., 69
supplemental standards, 85–86
support
from administrators, 80
for culturally responsive pedagogy, xviii
learning communities for, 91
library policy scenario, 70–71
surface culture, xiii, xiv
surveys
about representation in books, 64
for learner reading interests, 63
on learner school library habits, 29
Swing (Alexander), 43

T

teachers
See educators; instruction; school librarians
teaching
See culturally responsive pedagogy; instruction
technology
adaptive technologies, 37
collection access across platforms/spaces/abilities, 30
needs assessment, 15
Tending Your Personal Garden challenge, 9
Tending Your Social Garden challenge, 7
terminology
of culturally responsive-sustaining pedagogy, xii
shared, use of, xiii
Terrell, Raymond D., xviii
themes, 24–26
Think Domain
in Collaborate Shared Foundation, xx, 45, 54, 46–47, 59
in Curate Shared Foundation, xxi, 42, 56–57

FOR REVIEW ONLY

available at alastore.ala.org

Think Domain (*cont'd*)
in Engage Shared Foundation, xxi, 14, 15, 30
in Explore Shared Foundation, xxi, 6, 35, 37, 57
in Include Shared Foundation, xx, 14, 17–18, 70–71
in Inquire Shared Foundation, xx, 5–6, 52, 54
in library policy scenario, 70–71
time
for collaborative efforts outside school library, 17
for integrating culturally responsive practices, 91
intentional actionable steps and, 31
for reflective practices, 91
for school library space, 40
tone, 3–6
translation, 67–68
transparency, 90
"Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies" (Honma), 101
trust
brave space and, 39
feedback for, 85
fostering/nurturing, 37
learner choice and, 58
for learner efficacy, 84
in library policy scenario, 70–71
partnership with affinity groups and, 44
reflective strategies for learners, 54
vulnerability and, 14
The Truth Project (Medema), 43
Turkish community, 66–68
"2021 Update to ALA's Core Competencies of Librarianship" (ALA Committee on Education), 102
Tyner, Madeline, 64

U

understanding, shared, 3–6
upgrades, technical, 15

V

Villegas, Ana Maria, xvii
voice
brave space for challenging, 39
collection audit and, 28
learner voice, nurturing, 58
for learners in school library, 14
norms and, 4
partnerships and, 42
reflective practices for learners, 82
showcasing marginalized voices, 57–58
vulnerability
embracing, 90
inviting into practice, 13–14
in library policy scenario, 71
for open dialogue, 70
in safe spaces/brave spaces, 39

W

We Need Diverse Books, 24, 25
Weger, H., Jr., 102
"What Does Cultural Competence Mean to Preservice School Librarians? A Critical Discourse Analysis" (Kumasi & Hill), 101
"What Is Diversity Pedagogy?" (Sheets), 101
Williams, Matthew E., 102
Wisconsin Department of Public Instruction, 78–79
worksheets
KWWHL Chart Worksheet, 97
Personal Identity Garden Worksheet, 95
Social Identity Garden Worksheet, 93

Y

Yeager, David Scott, 102
yearly calendar, 26, 27

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