Shannon McClintock Miller

District Teacher Librarian at Van Meter Community School in Iowa
Future Ready Librarians & Project Connect Spokesperson

thelibraryvoice.com
@shannonmmiller
shannonmcclintockmiller@gmail.com
Questions today?

Post to #futurereadylibs
LITERACY

Inspires and supports the reading lives of both students and teachers

Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.
DOES MY COLLECTION REFLECT MY COMMUNITY?

diversity in the school library

With Sylvie Shaffer and Matthew C. Winner
Sylvie Shaffer  
@sylvie_shaffer  
www.sylviejulietshaffer.com

Matthew C. Winner  
@matthewwwinner  
www.matthewcwwinner.com
Essential Questions We’ll Explore:

- What does “diverse” literature mean?
- What is the value of “own voices”?
- What is the value of a diverse book collection to a class or school with a homogenous population?
- What would help dissolve fear of being challenged for including a book in your library?
- Where do I start? How do I keep going? And how do I question practices that may have revealed themselves to be hurting or marginalizing others?
- What is a diversity audit and how can information collected through a diversity audit inform future purchases for the library collection?
- What resources are available for becoming more aware of diverse books?
What are we saying when we say

WE NEED DIVERSE BOOKS™
#ownvoices
#firstvoices
#weneeddiversebooks
#diversityjedi
Diversity in Children's Books 2015

Percentages of books depicting characters from diverse backgrounds:
Based on the 2015 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison.
cebc.education.wisc.edu/books/pcstats.asp

0.9% American Indians/First Nations
2.4% Latinx
3.3% Asian Pacifics/Asian Pacific Americans
7.6% African/African Americans
12.5%* Animals, Trucks, etc.
73.3%** White

* About a quarter of the total children's books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks.
** The remainder depict white characters.

Illustration by David Huyck, in consultation with Sarah Park Dahlren & Molly Beth Griffin
Released under a Creative Commons BY-NC-SA license, https://creativecommons.org/licenses/by-nc-sa/4.0/
THE DIVERSITY GAP IN CHILDREN’S BOOKS
24 YEARS ★ 1994 – 2017

PERCENTAGE OF CHILDREN’S BOOKS BY AND/OR ABOUT PEOPLE OF COLOR & NATIVE PEOPLE

37% OF THE US POPULATION ARE PEOPLE OF COLOR
13% OF CHILDREN’S BOOKS IN THE PAST 24 YEARS CONTAIN MULTICULTURAL CONTENT
DID YOU KNOW?

Black, Latino, and Native authors combined wrote **ONLY 7%** of the new children’s books published in 2017.

7%
276 of 3700

ABOUT EVERYONE • FOR EVERYONE
LEE & LOW BOOKS

for more conversations on diversity, visit blog.leeandlow.com

Produced by Lee & Low Books. Designed by Ben Mahtner. © 2018

---

Data from Children's Books by and about People of Color Published in the United States: Statistics Compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin, Madison. CBRL, http://www.education.wisc.edu/center/products.php


Demographics data for this chart prepared by the U.S. Census. While we are happy to provide general demographics, all data tables listed are owned by the U.S. Census and are used for research only and not for re-redistribution.

Produced by Lee & Low Books. Designed by Ben Mahtner. © 2018
2017 CCBC Statistics

3500 books received from US Publishers

BOOKS BY each community

Population percentages based on 2015 US Census estimates

Total books for each community from the Cooperative Children’s Book Center (CCBC) website as of April 2018
ccbc.education.wisc.edu/books/pctstats.asp

1 Census data from census.gov show percentages adding to 102.2%, likely due to the confusing way Latino/Hispanic race is reported. We have slightly rounded down to the closest 1/2 - 3/4 percentage point to equal 100%, ultimately this is less about the specificity of numbers and book counts and more about overall trends.

We know that there are some books by multiracial authors out there, but they are currently not tracked separately from other communities. We include this as a reminder of the diversity of our communities and the US population.
Your collection may be diverse, but is it inclusive?
● **Diversity** represents the full spectrum of human demographic differences -- race, religion, gender, sexual orientation, age, socio-economic status or physical disability. A lot of companies consider lifestyles, personality characteristics, perspectives, opinions, family composition, education level or tenure elements of diversity, too.

● **Inclusion** refers to a cultural and environmental feeling of belonging.

(source: “3 requirements for a diverse and inclusive culture”, Gallup)
What is the **value** of a diverse book collection to a class or school with a homogenous population?
Dr. Rudine Sims Bishop

“Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books. (1990, p. ix)”
BOOKS ARE...

MIRRORS

WINDOWS

SLIDING GLASS DOORS

STEPPING STONES

OVERCOATS

ANCHORS

SPRINGBOARDS

ESCAPE HATCHES

QUIET CORNERS

WARM BLANKETS

FLYING CARpets

BEACONS TO NEW READERS

GRANT SNIDER (AFTER RUDINE SIMS BISHOP)
● What do you see when you look at your students?

● What do you see when you look at your collection?

● What goals do you have currently in terms of collection development?
Dr. Maya Angelou

“Do the best you can until you know better. Then when you know better, do better.”
We at LEE & LOW BOOKS are excited and honored to share the impressive work happening in the classroom of Jessica Lifshitz, veteran educator in Northbrook, Illinois. In an excerpt of her essay, Jessica describes how she empowers her fifth grade students to analyze their classroom library for its culturally responsiveness and relevancy. She provides students with background information, including LEE & LOW BOOKS’ visualization of the lack of diversity in children’s books. Originally posted at Jessica’s blog, Crawling Out of the Classroom; this excerpt is reposted with permission.

I truly believe that books, of all kind, play a large role in shaping how our students see the world. So often, children have little choice in what kinds of books surround them. Even in classrooms and schools where children are free to choose to read whatever books they want, they are still often limited by the choice of books that we adults have placed around them. And too often, we adults do not think carefully enough about what books, with what images of race and gender and family structure, we are surrounding our children with.

So that is where I wanted to look. At the books I was choosing to put into my classroom library. I wanted my students to join me in looking more closely at the books that I had in my classroom and how they represented and misrepresented the world they are living in.
<table>
<thead>
<tr>
<th>Title of the Book</th>
<th>Are there people on the cover of this book? (Y or N)</th>
<th>If there is a character on the cover, is the character on the cover white? If there are several characters, are they all white? (Y or N)</th>
<th>If there is a character on the cover, is the character on the cover a boy? If there are several characters, are they all boys? (Y or N)</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What is the book about?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What genre is the book?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What other information might be important to note?</td>
</tr>
</tbody>
</table>
Here are some things to think about:

What are boys shown doing in these books? What roles do boys have?
How do boys often act in these books?
What characteristics are given to boys?
What are girls shown doing in these books? What roles do girls have?
How do girls often act in these books?
What characteristics are given to girls?
What characteristics or roles are NOT being shown in connection to boys or girls?
What messages are all of these observations sending about what girls should do or be like and what boys should do or be like?

<table>
<thead>
<tr>
<th>OBSERVATION</th>
<th>INTERPRETATION</th>
<th>TEXT TITLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've noticed in these picture books that...</td>
<td>I think that this could be sending the message that...</td>
<td>Books where I have seen this are...</td>
</tr>
</tbody>
</table>
Silent reflection:

Do I have dolls or action figures that look like me? (skin color, hair, eyes...) Do I see characters that look like me in the TV shows or Movies I like?
Let’s look at our workbook!

- Look at the workshop materials and examine the quick facts about 2017 picture books. Talk with a neighbor at your table- what stands out to you?

- Together, let’s look at the chart and share some observations and questions. Notice that this data is only from 1994-2017. Prior to 1994, data was not collected. What thoughts do you have about this?
### Diversity in our Capitol Hill Day School Library: Data Collections

<table>
<thead>
<tr>
<th>Animal or non-Human</th>
<th>Total number of White humans</th>
<th>Total number of non-White humans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of animals or non-human races</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DID YOU KNOW?

- A character in a picture book was 4 times more likely to be a character than an American Indian child.
- A character in a picture book was 2 times more likely to be a female than an Asian/Pacific or Asian/Pacific American child.
- A black character in a picture book was highly likely to be wearing a dress or a bow, even if the character was or of the same race.
- A child with a disability appeared in only 75% of books, and only 2 of those were main characters.

Total number of books studied: __________

We will collect and graph the data from all groups. Then we will analyze our findings and compare them to the Lee and Low industry data.

Ezra Jack Keats

Ezra Jack Keats (1916-1983) was a pioneer in American children's literature. He believed the lives of his multiracial characters in his childhood but added loving parents, friends and pets. He wanted to children to be an outsider. "If we could meet each other exactly as we are," he wrote, "this would be a different world."
Via Lee and Low: early-November 2017 analysis of the 698 picture books received from U.S. publishers revealed:

- A character in a picture book was 4 times more likely to be a dinosaur than an American Indian child.
- A character in a picture book was 2 times more likely to be a rabbit than an Asian/Pacific or Asian/Pacific American child.
- A female character in a picture book was highly likely to be wearing pink and/or a bow, even if she is a hippopotamus, an ostrich, or a dinosaur.
- A child with a disability appeared in only 21 picture books, and only 2 of those were main characters. Most others appeared in background illustrations.
Our work here today

- We will be working in pairs to collect data about our library’s collection to see how it compares to the statistics about different kinds of representation in kids’ books
- After collecting our data, we will come back together as a group to share our results
- Once every BHM workshop group has done their data collection, Sylvie and Katharine will combine all the tallied results and share information with the CHDS community about how our library’s picture book and easy reader collection compares to the Lee and Low results
Use the Chart Below to collect information about one shelf of picture books. We will analyze our findings and compare them to the Lee and Low industry data.

Make only one hatch mark in the column that represents the main character of the book.

<table>
<thead>
<tr>
<th>Animal or non-Human</th>
<th>White human</th>
<th>non-White human</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>Total:</td>
<td>Total:</td>
</tr>
</tbody>
</table>
Sample collection: how-to!

- Decide who will be the “book-lookuper” and who will be the “tally-marker.” Sylvie will tell you to switch roles halfway through our sampling time, so both partners will get a chance to do each job.
- Book-lookuper will take one picture book at a time off the shelf, using a shelf-marker to hold the place. They will call to the tally-marker who appears on the cover: animal or non-human, white human, nonwhite human. If a non-white human appears along with a white human or non-human, you can count it as a tally mark for non-white human.
- Tally-marker will make one mark in the correct column.
- Make sure books go back on the shelf in the order you took them off- one at a time!
Students collecting data
Our findings

After each group collected their data, we tallied results and did the math to convert the number of tally marks in each column to a percentage of the total number of books examined by that group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Animal or NonHuman</th>
<th>White Human</th>
<th>NonWhite Human</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>43%</td>
<td>41%</td>
<td>16%</td>
</tr>
<tr>
<td>Group 2</td>
<td>39%</td>
<td>52%</td>
<td>9%</td>
</tr>
<tr>
<td>Group 3</td>
<td>38%</td>
<td>54%</td>
<td>7%</td>
</tr>
<tr>
<td>Group 4</td>
<td>36%</td>
<td>49%</td>
<td>15%</td>
</tr>
<tr>
<td>Group 5</td>
<td>23%</td>
<td>65%</td>
<td>11%</td>
</tr>
<tr>
<td>Group 6</td>
<td>41%</td>
<td>42%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Other examples of a Diversity Audit...

At CHDS...

- How many books do we have in our catalog that list "Hispanic Americans -- Biography," as a SUBJECT Heading?
- How many books do we have in our catalog that list "African Americans -- Biography," as a SUBJECT Heading?
- How many books do we have in our catalog that list "Chinese Americans -- Biography," as a SUBJECT Heading?

Search the catalog for books about (not on) Jin Haiston, Nest Webster, and Leonardo da Vinci. Explore the subject headings for each of these individuals. Is their race or ethnicity listed? (Multiple Choice)

Why do you think that might be?

At other schools...

- How many books in your catalog now up when you do a keyword search for Christmas.
- Hanukkah.
- Kwanzaa.
- Eid.
- Diwali.
- Chinese New Year.
Enter for a Chance to Win Every Book in This Flyer!

**WE NEED DIVERSE BOOKS**

**SPRING 2018**

**Special Collection for Grades PreK-2**

**NEW**

*Title of Book*

*Author*

*Publisher*

*Price*

**SPRING 2018**

**Special Collection for Grades 3 and Up**

**NEW**

*Title of Book*

*Author*

*Publisher*

*Price*

**Marley Dias**

Meet Marley Dias!

“Aa woman’s story doesn’t have to be about a woman’s story to reflect her existence. It’s about telling the story of every story being a story.”

**NEW**

*Title of Book*

*Author*

*Publisher*

*Price*

**Diversify Your Library**

$2

**NEW**

*Title of Book*

*Author*

*Publisher*

*Price*

**Diversify Your Library**

$6

**6 Books for $6**

**NEW**

*Title of Book*

*Author*

*Publisher*

*Price*
<table>
<thead>
<tr>
<th>Name (s)</th>
<th>Page #</th>
<th>Total # of Books on Page</th>
<th>Total # With People on the Book Cover</th>
<th>Total # With Only White People On the Book Cover</th>
<th>% of Books With Only White People on the Book Cover</th>
<th>Total # of Books With Only Boys on the Book Cover</th>
<th>% of Books With Only Boys on the Book Cover</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Front Cover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inside Left</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inside Right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Back Cover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name(s)</td>
<td>Page #</td>
<td>Total # of Books on Page</td>
<td>Total # With Only People on the Book Cover</td>
<td>Total # With Only White People on the Book Cover</td>
<td>% of Books With Only White People on the Book Cover</td>
<td>Total # of Books With Only Boys on the Book Cover</td>
<td>% of Books With Only Boys on the Book Cover</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Front Cover</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>25.00%</td>
<td>1</td>
<td>25.00%</td>
</tr>
<tr>
<td></td>
<td>Inside Left</td>
<td>17</td>
<td>6</td>
<td>3</td>
<td>50.00%</td>
<td>2</td>
<td>33.33%</td>
</tr>
<tr>
<td></td>
<td>Inside Right</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>42.86%</td>
<td>2</td>
<td>28.57%</td>
</tr>
<tr>
<td></td>
<td>Back Cover</td>
<td>16</td>
<td>9</td>
<td>1</td>
<td>11.11%</td>
<td>3</td>
<td>33.33%</td>
</tr>
</tbody>
</table>
Hi Matthew,

Here is a list of some culturally diverse book locations from your fair as we discussed. I have listed them by case. I hope you were able to get a flyer from Luke. Let me know if you still need one.

TABLE
Blue Sky White Stars
Patina
She Persisted
Unsung Heroes
Why Am I Me?
Malala’s Magic Pencil

PICTURE BOOK 1 CASE
How to Find A Fox
Water Princess

PICTURE BOOK COMBO 3
Princess Truly I Am Truly

CHAPTER BOOKS
Mae and June and the Wonder Wheel

MIDDLE GRADE 2
Ugly
Sink or Swim
Nine Ten

MIDDLE GRADES 3
Wish

MIDDLE GRADES 4
American Girl: Gabriella Speaks Out
Clayton Goes Underground

TEEN READS
Refugee
Four Four Two

TEEN READS 2
Top Prospect
In the Shadow of the Sun
Outcasts United: Refugee Soccer Team

TEEN READS 3
Sparrow
Wonder

27 “cultural diverse” titles
Best of the Year 2017

371 titles

TO QUALIFY: Title appears in ‘Best Of Year’ or ‘Notable’ list of professional review journal
9.4% of the titles on the BOY 2017 Elementary List were written by a Person of Color
Dr. Maya Angelou

“Do the best you can until you know better. Then when you know better, do better.”
What are the implications...

- For read alouds?
- For book displays?
- For author visits?
- For author skypes?
- For book fairs?
- For book awards?
- For reading lists?
Great Resources to Start Reading

The Brown Bookshelf
- [Thebrownbookshelf.com](http://thebrownbookshelf.com)

Latinx In Publishing
- [Latinxinpublishing.tumblr.com](http://latinxinpublishing.tumblr.com)

Disability in Kidlit
- [disabilityinkidlit.com](http://disabilityinkidlit.com)

American Indians in Children’s Literature
- [americanindiansinchildrensliterature.blogspot.com](http://americanindiansinchildrensliterature.blogspot.com)

Official Tumblr of the #WeNeedDiverseBooks Campaign
If you're interested in receiving this list of diverse books, please click one of the following link

Book Media: goo.gl/forms/mxvlLs4g...

Librarians, booksellers, book bloggers, or publishers:

Distro List for Marginalized Voices Book doc for LIBRARIANS, BOOKSELLERS, BLOGGERS, AND PUBLISHERS
docs.google.com
<table>
<thead>
<tr>
<th>Title of the Book</th>
<th>Author(s)</th>
<th>ISBN</th>
<th>Age Level</th>
<th>Genre</th>
<th>Format</th>
<th>Marginalized Author</th>
<th>Release Date</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE I LET GO</td>
<td>Marielke Nijkamp</td>
<td>9780374306100</td>
<td>Young Adult</td>
<td>Historical Fiction</td>
<td>Prose</td>
<td>African American, girl</td>
<td>1/23/2018</td>
<td>FSG</td>
</tr>
<tr>
<td>Tyler Johnson West Here</td>
<td>Jay Coles</td>
<td>9780316440776</td>
<td>Young Adult</td>
<td>Contemporary</td>
<td>Hardcover</td>
<td>Black, lower economic status</td>
<td>3/20/2018</td>
<td>Little, Brown Books for Yo T</td>
</tr>
<tr>
<td>Ivy Aberdeen’s Letter to t</td>
<td>Ashley Harring Blake</td>
<td>9780316516457</td>
<td>Young Adult</td>
<td>Middle Grade</td>
<td>Paperback</td>
<td>Queer</td>
<td>3/6/2018</td>
<td>Little, Brown Books for Yo F</td>
</tr>
<tr>
<td>Hurricane Child</td>
<td>Kherlyn Callender</td>
<td>9781338129304</td>
<td>Young Adult</td>
<td>Middle Grade</td>
<td>Paperback</td>
<td>Black, queer, Caribbean</td>
<td>3/27/2018</td>
<td>Scholastic</td>
</tr>
<tr>
<td>The Night Diary</td>
<td>Veera Hiranandani</td>
<td>9780735228511</td>
<td>Young Adult</td>
<td>Historical Fiction</td>
<td>Prose</td>
<td>South Asian, Indian, Hind</td>
<td>3/6/2018</td>
<td>Dial Books for Young Rea S</td>
</tr>
<tr>
<td>Maggie &amp; Abby’s Neviser</td>
<td>Will Taylor</td>
<td>978-0-06-264431-2</td>
<td>Middle Grade</td>
<td>Fantasy</td>
<td>Prose</td>
<td>Jewish</td>
<td>4/2/2018</td>
<td>HarperCollins Children’s R</td>
</tr>
<tr>
<td>YOU’LL MISS ME WHEN</td>
<td>Rachel Lynn Solomon</td>
<td>978-1-481497732</td>
<td>Young Adult</td>
<td>Contemporary</td>
<td>Prose</td>
<td>Native American - Lakota</td>
<td>5/19/2017</td>
<td>Vital Narrative Press</td>
</tr>
<tr>
<td>Behind Mount Rushmore</td>
<td>Darfanee P. Campos</td>
<td>978-0-06-836498</td>
<td>Young Adult</td>
<td>Literary</td>
<td>Prose</td>
<td>LGBTQ, Woman of color</td>
<td>2/14/2018</td>
<td>Oni Press</td>
</tr>
<tr>
<td>Kim Reaper, Volume 1: G</td>
<td>Sarah Graley</td>
<td>978-1-52010-495-2</td>
<td>Young Adult</td>
<td>Humor, Adventure</td>
<td>Graphic Novel</td>
<td>Latina (Mexican American)</td>
<td>1/2/2018</td>
<td>Vaulten Pond Press</td>
</tr>
<tr>
<td>Love Sugar Magic: A Dais</td>
<td>Anna Mariano</td>
<td>9780062498469</td>
<td>Middle Grade</td>
<td>Fantasy</td>
<td>Prose</td>
<td>Afro-Dominican/Afro-Latin</td>
<td>3/9/2017</td>
<td>HarperTeen</td>
</tr>
<tr>
<td>THE POET X</td>
<td>Elizabeth Acevedo</td>
<td>978-0062626004</td>
<td>Young Adult</td>
<td>ContemporaryYA</td>
<td>In verse</td>
<td>Afghan</td>
<td>1/10/2018</td>
<td>Seven Stories Press</td>
</tr>
<tr>
<td>The Road Trip Effect</td>
<td>Shoba Karim</td>
<td>62446598</td>
<td>Young Adult</td>
<td>Contemporary</td>
<td>Prose</td>
<td>South Asian American, Bi</td>
<td>9/27/2018</td>
<td>Scholastic</td>
</tr>
<tr>
<td>The Serpent’s Secret</td>
<td>Sayantani DasGupta</td>
<td>978-1-338-18570-8</td>
<td>Middle Grade</td>
<td>Fantasy adventure</td>
<td>Prose</td>
<td>Bisexual</td>
<td>3/6/2017</td>
<td>Balzer + Bray/HarperCollins</td>
</tr>
<tr>
<td>Like Vanessa</td>
<td>Tami Charles</td>
<td>1500897770</td>
<td>Middle Grade</td>
<td>Realistic Fiction</td>
<td>Prose</td>
<td>Latin American, Hispanic</td>
<td>3/13/2018</td>
<td>Charlesbridge</td>
</tr>
<tr>
<td>Welcome Home</td>
<td>Eric Smith</td>
<td>978-1635803040</td>
<td>Young Adult</td>
<td>Anthology</td>
<td>Prose</td>
<td>Adoptees, POC, LGBTQ+</td>
<td>9/5/2017</td>
<td>Flux</td>
</tr>
<tr>
<td>AMERICAN PANDA</td>
<td>Gloria Chao</td>
<td>978-1481499101</td>
<td>Young Adult</td>
<td>Contemporary</td>
<td>Prose</td>
<td>Taiwanese-American</td>
<td>2/6/2018</td>
<td>Simon Pulse/Simon &amp; Schuster</td>
</tr>
<tr>
<td>American Panda</td>
<td>Gloria Chao</td>
<td>978-1481499101</td>
<td>Young Adult</td>
<td>Contemporary</td>
<td>Prose</td>
<td>Taiwanese-American</td>
<td>2/6/2018</td>
<td>Simon Pulse / Simon &amp; Schuster</td>
</tr>
<tr>
<td>After the Shot Drops</td>
<td>Randy Ribay</td>
<td>978-1528702277</td>
<td>Young Adult</td>
<td>Contemporary</td>
<td>Prose</td>
<td>Multiracial, African American</td>
<td>3/6/2018</td>
<td>Houghton Mifflin Harcourt</td>
</tr>
<tr>
<td>The Beauty That Remains</td>
<td>Ashley Woodfolk</td>
<td>9781524715876</td>
<td>Young Adult</td>
<td>Contemporary</td>
<td>Prose</td>
<td>Black American, Korean,</td>
<td>3/6/2018</td>
<td>Random House Children’s T</td>
</tr>
</tbody>
</table>
Join a reading community

Project Lit Book Club
  ● facebook.com/projectlitcommunity

Goal is to increase access to culturally relevant books and improve student’s reading attitude by:
  ● Giving time
  ● Giving choice
  ● Giving access
  ● Encouraging a reading community
View authors as partners

- Kids Need Books/Kids Need Mentors
  - Started by Jarrett Lerner & Kathie MacIssac (founders of MG Book Village)
  - Dedicated to finding long term ways for authors to partner with educators to get books into the hands of kids.
- MG Lit Chat on Twitter
- Flipgrid
Dr. Maya Angelou

“Do the best you can until you know better. Then when you know better, do better.”
Here are a few important keys to share!
**Battle of the Books Club**

**Sharing sites like Scholastic Stacks**

**Helping match students with books.**

---

**Mystery Book**

I got this idea from a session at AASL. Every week, I post a quote from a "mystery book." Students can use their library skills to figure out the book and put their guess in a coffee can. I draw "winners" every week. I make these easy because it's about getting them to see themselves as readers.

---

**MLA Quizlet**

Did you know there are pre-existing Quizlets for MLA format and lots of other research-related skills and information. Even if you don't find the perfect one, you can tweak it to fit your needs and not have to start from scratch.

---

**Personal Book Shopping**

Sometimes kids just don't know what they want to read or what they're actually interested in. We created a personal book shopping form for kids to fill out and when they give it to us we pull 4-5 books they think they'll enjoy based on their responses. It's been really popular and an easy way to do reader's advisory asynchronously!

---

**Another version of Our School Reads**

I create and print a poster (along with a frame) for any staff member that displays whatever they happen to be reading. These are posted in the library and outside their work/learning space. These are updated as books change. We also are now planning a 5 minute "book mingle" after the next staff meeting so that people can learn more about the books that are being displayed.

---

**Hogwarts House Reading Lists**

Created for a reading night event, based largely on blog posts linked below (but revised for our library to include a wider range of reading levels).

https://www.alsc.all.org/blog/2018/10/a-hogwarts-reading-list-hufflepuff/ Original blog posts from ALSC.

---

**Read Aloud in the Library**

Students choose a comfy spot while I read aloud a chapter book. I try to pick a book that may be a stretch for some readers yet is interesting and relevant to grade level. Older students especially love it.

---

**Little Libraries**

We have teachers send us a small collection of their favorite titles and put those on display in the library.

---

**Student Access Card**

The Washington County Library partnering with the Hillsboro School District to provide Student Access Card

---

**Tie Making to Literacy**

I did a workshop for librarians at our NCESD Annual STEM Summit on tying making to literacy. There are SO many ideas for connecting literacy to hands-on experiences for kids. It is a great way to integrate STEM and literacy.

---

**Own Voices Collection Development**

Building collections that promote diversity, where the authors' voices/characters can provide more authentic representations of...
Unleashing the instructional leadership of librarians to foster schools that are Future Ready

As schools seek to become Future Ready, it is necessary to identify and cultivate leadership beyond district and building leaders. School librarians lead, teach, and support the Future Ready goals of their school and district in a variety of ways through their professional practice, programs and spaces. If properly prepared and supported, school librarians are well-positioned to be at the leading edge of the digital transformation of learning.
Case Studies

LIBRARY EQUIPS STUDENTS TO BE GLOBALLY COMPETITIVE, Baltimore County Schools (MD)

FOSTERING RESPONSIBLE CONSUMPTION OF ONLINE INFORMATION, Somerville Middle School (NJ)

LIBRARIANSHIP IN THE 21ST CENTURY: PROFESSIONAL DEVELOPMENT IS THE KEY, Parkway School District (MO)

BECOMING FUTURE READY: ONE DISTRICT'S COMMITMENT TO LIBRARIANS, THE USE OF OER AND DIGITAL LITERACY, Lawrence Public Schools (KS)

EQUITY FOR STUDENTS AND EMPOWERMENT FOR LIBRARIANS, Nashville Metro Public Schools (TN)

COLLABORATION: PARTNERSHIPS AND BEYOND, Lafayette Elementary School (CA)

IT ALL BEGAN WITH AN EMPOWERED LIBRARIAN, Carroll Independent School District (TX)

TURNING AN ELEMENTARY LIBRARY INTO THE HEART OF A SCHOOL, Longwood Elementary School (IN)
Future Ready Librarian Symbaloo
Future Ready Librarian Tools & Resources

Subjects
Professional Development

Future Ready Librarians webpage

Article
http://futureready.org/program-overview/librarians/

An essential component to becoming Future Ready, is making a digital learning plan before purchasing technology. The Interactive Planning Dashboard offers districts a five-step collaborative planning process. Upon completion, districts have a complete digital learning implementation plan, full of research-based strategies, including

Symbaloo
Bookmarks
Cloud
Favorites
Access

Future Ready Librarian Symbaloo

https://www.symbaloo.com/home/mix/13eP6Gz3DV

I really like Symbaloo! A place where you can organize and share your favorite website! Do you Symbaloo too?

Future Ready Librarians Google Drive....Please save and join too.

https://drive.google.com/drive/u/0/folders/0B-ECHzJtv6...

Drive
Future
Google
Librarians

Ready
Future Ready Librarian Resources Padlet
Future Ready Librarian Wedge Padlet
Here is what we, as Future Ready Librarians, do in each one of the wedges!
Share what you do specifically to lead, teach and support in each one of the wedges. Examples, links, events, ideas, etc...

Invests Strategically in Digital Resources

All about FREE
Finding and sharing those edtech tools that don’t require a subscription fee. The free versions of many tools are
Add comment

Public Library Partnership
Look into working with the public library to share digital resources—Ancestry.com, Lynda.com, Overdrive, etc.
Add comment

Cultivates Community Partnerships

Learning from Our Community
We regularly bring guest speakers from our community in to school & also take students out on field trips to see local projects in action & part of my role is finding the right people and organizing logistics. We had over a dozen parents & community members help us with our Science fair held with our Science dept.

We added Saturday and vacation hours so that families could visit the library more often. We also have special events from time to time (like an Open House Day to see new books or a Rube Goldberg Challenge or language classes) to promote community.
Add comment

Advocates for Student Privacy

Level Labels
I have been advocating for this for a few years now, and finally got the ok. I am pulling all the AR reading level labels off the books. I never liked that students had a book that advertised what level they were reading at.
Add comment

Leads Beyond the Library

Taking on District and Building Level Leadership Roles
I have made a effort to be involved with a variety of leadership teams both at a district and a building level - including membership on our Building Leadership Committee and our Building Equity Team as well as participating in professional learning through training such as Adaptive Schools and UDL.
Add comment

Designs Collaborative Spaces

Making My Library Multifunctional
My library previously was very traditional. In the past year, I have reconfigured it to include a Makerspace with two seating able to be used with whole large groups, a reading corner for read-alouds, two soft seating areas and a classroom teaching space to make it friendly for all types of collaborative learning.
Add comment

Making Teen-Friendly Spaces

New Faculty Orientation
I organize a trip for teachers who are new to our school each year to introduce them to the Zambian bush & the beauty of the Zambezi River. I believe that people who appreciate & enjoy where they are
Lauren Stout @HSNMediaCenter 21m Showing the #FutureReadyLibs the love at the #FutureReady Summit today. @thomascmurray @All4Ed @istellib #tlchat

K12 Program @iSchool... 25m We've joined the conversation about #futurereadylibs, have you? @aasltalism.org/ischool#CCB @AnUncivilPhD #tlchat m.facebook.com/groups/futurer...

SymbalooEDU @SymbalooEDU 4h Great webmix and thank you for including us in #futurereadylibs

Mentions @FutureReady Summit, 50 district teams dig into developing plans & learning tools for transforming schools. @FutureReady

barryhaines @barryhaines 2h @FutureReady TECH.ed.gov/blog

barryhaines @barryhaines 2h Angela Vann! Go Future Ready Ed Tech Plan! @FutureReady

in reply to Daniel Alston

Tamara N. Pradel @tamara.pradel @dalston411 @FutureReady @FISNewJersey I love the fact the focus is not just for students but teachers too. @SymbalooEDU

JOIN THE FUTURE READY LIBRARIANS CONVERSATION
BIG SURPRISE
COMING AT THE END OF THE MONTH!
— Thought Partners —

Jennifer Boudrye  
DC Public Schools

Cathy Cormier  
San Francisco Public Library

Laura Fleming  
New Milford High School

Carolyn Foote  
Westlake High School

Sylvia Shaffer  
Maret School

Fran Glick  
Baltimore County Public Schools

Luis Herrera  
San Francisco Public Library

Leslie Preddy  
Perry Meridian Middle School

Kecia Ray  
Center for Digital Education

Mary Reiman  
Lincoln Public Schools

Scott Smith  
Mooresville Graded School District

Sara Trettin  
U.S. Department of Education

Joyce Valenza  
Rutgers University

Glen Warren  
Encinitas Union School District

— Project Collaborators —

Follett  
AASL