



# **AASL Advocacy Toolkit**

## Educated Support for School Libraries and School Library Professionals

February 2018

# Introduction

Advocacy for the school library program is the deliberate and sustained effort to foster understanding of the program while influencing the attitudes of key stakeholders. AASL [defines advocacy](#) as the “on-going process of building partnerships so that others will act for and with you, turning passive support into educated action for the library program.” It includes raising awareness, increasing knowledge, and gaining influence for the position of the school librarian.

The number of school librarians has declined nationally in recent years. When faced with difficult budget cuts, those making decisions often see the position of the school librarian as an easier cut to make than other teaching or resource staff positions. Some reasons the school community may not value the school library include:

- They are unaware of the benefits the school library program has to offer
- Stakeholders and decision makers cannot articulate the roles and responsibilities of the school librarian
- Others in the school building, including school administrators, lack knowledge about the school library program

It is not enough to do a good job; program advocacy goes beyond simple program promotion and requires deliberate, consistent relationship-building efforts to ensure that others in the school community are aware of the academic benefits of a strong school library program under the direction of a qualified school librarian. Building relationships ensures that the school library program is maintained as an essential program in schools.

*Stakeholders must be aware of the unique contributions school librarians make to students' educational experience on an ongoing basis.*

Building positive interactions with others in the school is a first step in documenting the value of the school library. By creating these types of relationships other educators and stakeholders may become advocates for the school library program, willing to speak on its behalf of the importance of the library for the success of all students. School librarians must be able to articulate the educational impact they have on students and do so in a manner that is meaningful to their stakeholders.

Advocacy is important at all stages of a school librarian's career. [ALA/AASL Standards for Initial Preparation of School Librarians](#) includes Advocacy and Leadership. ALA/AASL lists that school librarians should be able to advocate for dynamic school library programs and build positive learning environments by articulating the role of the school library program's impact on student achievement; advocate for strong school library programs by designing and leading professional development opportunities that clearly articulate the impact of a school library program's resources, services and programming on student academic achievement.

This advocacy toolkit provides a variety of materials to help school librarians and the stakeholders they work with understand the value of the school library, as well as the value of a school library staffed by a licensed school librarian. Resources in the toolkit provide school librarians with information they can use to build relationships with stakeholders in their communities to gain educated support for their programs. The resources can be used to enhance individual practice and can also be shared with stakeholders who may benefit from learning more about effective school library programs and the impact a quality school library can have on their schools.

## Stakeholders

Stakeholders for the school library program include:

**Teachers:** Other educators within the school building and school community who may co-teach or collaborate with the school librarian to deliver integrated library and content rich instruction. Teachers include classroom teachers, instructional support staff, resource instructors, and other instructional partners in the school community—all of whom provide a rich instructional environment for student learners.

**Administrators:** Decision makers in the school or school division. Administrators are usually the key decision makers in allocating resources to meet the district priorities in educating students.

**Learners:** Students in the educational setting. Learners are the individuals directly impacted by teaching and learning practices.

**Parents/Guardians:** Adult family members of students. Parents are active stakeholders in the school library program.

**Community Members:** School community stakeholders, policymakers and community/business partners. The school community may include several different stakeholders. Policymakers are in a position to impact every student in every school by supporting quality school library programs; they could include local school board members and/or district-level administration. Community partners may support school library programs through funding and/or direct participation in school library programs.

## Everyday Advocacy

To effectively advocate for the school library, it is important to educate stakeholders of the valuable contributions the school library make to student achievement and appeal to them for support. There are activities a school librarian can do every day to incorporate advocacy strategies into their practice:

- Add key stakeholders to any library news you distribute. If you send a newsletter or distribute information via social media, be sure to include your administrator, classroom teachers, district supervisor, and parents in your distribution list. The more people are aware of what goes on in the library, the more educated they are about what you do.
- Talk briefly at faculty meetings, PLN meetings, and school board meetings, and participate on curriculum boards. When you are a visible presence in student learning others hear the school library perspective.
- Send invitations to special events you host in the school library. If possible, invite administrators, parents, community members, etc. to host, participate in, or judge any events as appropriate. The more involved others are in your program, the more invested they will be in the school library.
- Take photos of events and students working in the library. Share these photos widely within the school and through communications such as newsletters and social media.
- Share information of interest to your users about events and activities with community partners through school library communications. Demonstrating partnerships with community stakeholders helps build relationships with others.
- Share data and information via a school website, blog, or other means that demonstrates the impact of your collection, your services, and your instruction with students. Keep this information available to share and ensure successes are documented and well publicized.
- Stay current with local issues and write letters to the local newspaper or to politicians in support of issues impacting school libraries. Be a positive voice for school libraries and help educate others in the school community and broadly about the issues impacting school libraries.
- Recognize stakeholders who dedicate time and energy assisting with library programs and events.

# An Annotated List of Resources

<a href="#">Articles &amp; Blog Posts</a>	<a href="#">Brochures &amp; Infographics</a>	<a href="#">Reports &amp; Scholarly Articles</a>
<a href="#">Books</a>	<a href="#">Videos</a>	<a href="#">Websites</a>
<a href="#">Legislation &amp; Policy</a>	<a href="#">Stories &amp; Practical Tips</a>	<a href="#">Speaking Out</a>

## ARTICLES & BLOG POSTS

Barack, Lauren. 2014. "Spending Smarter, Stretching Further." *School Library Journal* 60 (40).

These results from a 2014 spending survey in *School Library Journal* specifically focus on how librarians can use their budget, spending, and fundraising as advocacy tools.

Collins, Cathy. 2016. "Everyday Advocacy." *Knowledge Quest* website (Feb. 26).

<http://knowledgequest.aasl.org/everyday-advocacy/>.

In this *KQ* blog post, Cathy Collins suggests initiatives all school librarians can participate in to collectively lead to educated action from stakeholders.

Everhart, Nancy. 2016. "Responding to School Library Cuts: My 2010–2011 Presidential Initiative." *Knowledge Quest*, 45 (1): 16–9.

Written by the former president of AASL, this piece looks at her Nancy Everhart reflects on her tour through highly effective school libraries in every state, as well as some of the challenges she faced.

Foote, Carolyn. 2014. "Think Like a Futurist." *School Library Journal* 60 (10).

This article defines the idea of being a futurist ("embracing a growth mind-set and seeing libraries as developing enterprises, not fixed ones") as discussed at the 2014 Invitational Summit on the Future of Libraries. Tips are given to help librarians demonstrate forward thinking.

Gruenthal, Heather. 2012. "A School Library Advocacy Alphabet." *Young Adult Library Services* 11 (1): 13–8.

From YALSA, this piece from Heather Gruenthal provides concrete examples of simple ways librarians can perform advocacy in their day-to-day activities. The tips included make sustained advocacy attainable.

Hansen, Mary Anne. 2012. "Reference Knowledge and Skills for the School Library Media Specialist: An Emphasis on Advocacy." *The Reference Librarian* 53 (1): 104–12.

This article explores advocacy activities. It specifically recommends librarians create a portfolio of lesson plans and information literacy topics that are current and relevant to student learning.

Harper, Meghan. 2012. "Awesome Assessment Tools for Advocacy in the School Library." *Ohio Media Spectrum* 64 (1): 32–4.

Especially relevant to schools with fixed schedules and consistent teaching, this article recommends using assessments such as TRAILS as an advocacy tool.

Harper, Meghan. 2012. "Evaluation in the School Library as a Key to Advocacy." *Ohio Media Spectrum* 64 (1): 15–22.

The author examines using assessment in school libraries as an advocacy tool; she specifically argues that using data to evaluate a library program is essential to advocating.

Hartzell, Gary. 2012. "The Need to Shift and Widen School Library Advocacy Efforts: An Opinion Piece." *Library Media Connection* 30 (6): 12.

This article argues advocacy should be focused on educational administration programs and professional organizations for administrators. Targeting these two groups is essential for building relationships with school librarians.

Hincks, Kelly. 2016. "5 Ways to Advocate without Being in Your Face." Knowledge Quest Website (Aug. 2). <http://knowledgequest.aasl.org/5-ways-advocate-without-face/>, KQ Blog

Kelly Hincks offers a subtle approach to school library advocacy.

Kachel, Debra. 2016. "School Library Champions." *Teacher Librarian* 43 (4): 55–7.

This article discusses how to build support for your school library program among stakeholders. By identifying others in the school community who may work as an advocacy support team, the school librarian can foster successful partnerships.

Miller, Rebecca T. 2016. "A New Start." *School Library Journal* P6 (January).

An editorial written after the passage of the Every Student Succeeds Act (ESSA) by the editor-in-chief of *School Library Journal*, this piece celebrates the advocacy efforts that were needed to include language that promotes and supports school librarians.

Stripling, Barbara. 2014. "Advocating for School Librarians." *American Libraries* 45 (1/2): 6.

In this piece former president of ALA Barbara Stripling asks for every librarian to support school librarians. She provides five points for librarians to focus on: culture of literacy, culture of inquiry, social and emotional growth, creativity and imagination, and thoughtful use of technology.

Traska, Maria R. 2014. "District Library Supervisors under Duress." *American Libraries* 45 (11/12): 34–8.

From the official ALA magazine, this article on school library supervisors shows that when library supervisor positions are cut or diminished an important advocate is lost for librarians.

## BROCHURES & INFOGRAPHICS

### AASL Advocacy Brochures

<http://www.ala.org/aasl/advocacy/tools/brochures>

This set of brochures can be used with multiple stakeholder groups to guide discussions and generate support for school library programs. Each brochure outlines strategies and key questions specific to the intended audience to help school librarians and stakeholders engage in conversation and set goals to build strong partnerships.

### School Libraries and Student Achievement Infographic

[https://www.lrs.org/documents/school/school\\_library\\_impact.pdf](https://www.lrs.org/documents/school/school_library_impact.pdf)

A clear infographic that summarizes the Impact studies and represents the correlation between a strong school library and student achievement. Best practices in school librarianship and funding for school library professional are factors contributing to student achievement.

### School Library Snapshot Tool

<http://www.ala.org/advocacy/advocacy-university/school-library-resources/school-library-snapshot>

This interactive site allows school librarians to create personalized infographics about their own school library programs. Aligned to the provisions of ESSA, school librarians can customize a simple, data-based infographic to share with stakeholders and decision-makers about their school library program. Following step-by-step instructions, this resource helps school librarians share the impact of their school library programs with the school community.

### School Librarians Transform Learning

[http://connect.ala.org/files/AASL\\_Digital%20Literacy%20Infographic\\_FINAL.pdf](http://connect.ala.org/files/AASL_Digital%20Literacy%20Infographic_FINAL.pdf)

Created for the digital supplement School Libraries Transform Learning, this infographic includes statistics and quotes on the school librarians' impact on student learning and leadership within the school. The infographic is freely available for download by members of the media and general public provided no alterations are made and that the posting is for education, noncommercial purposes only.

### Because Everyone Is a Learner

<http://standards.aasl.org/project/transform/>

Designed to increase public awareness of the value, impact and services provided by libraries and library professionals, ALA's Libraries Transform campaign showcases the transformative nature of today's libraries and elevates the critical role libraries play in the digital age.

## REPORTS & SCHOLARLY ARTICLES

Burns, Elizabeth. 2015. "Practitioner Perceptions of School Library Advocacy." *Education Libraries* 38 (1).

This study explores the attitudes and beliefs of practicing school librarians in Virginia regarding advocacy within their schools. Of particular focus was the lack of a consistent definition of advocacy, as well as a lack of training in library preparation programs.

Everhart, Nancy, and Marcia Mardis. 2014. "What Do Stakeholders Know about School Library Programs? Results of a Focus Group Evaluation." *School Library Research* 17.

Four stakeholder focus groups were assembled to determine stakeholder knowledge on the role of school librarians. Findings suggest school librarians must communicate their roles both in the school and in the community to shed the perception that the role of the school librarian is limited to book check out.

Ewbank, Ann Dutton. 2015. "Union-Active School Librarians and School Library Advocacy: A Modified Case Study of the British Columbia Teacher-Librarians' Association and the British Columbia Teachers' Federation." *School Library Research* 18.

A modified case study that examines the results of a teachers' union specifically advocating for school librarians within their union. In this instance, the union and librarians work actively to advocate for the role of school librarians, with the union providing a platform and the librarians and other members performing day-to-day advocacy. An interesting finding of the study is members' ability to advocate for themselves constantly, not just during a crisis situation, due to systemic processes of advocacy in place.

Ewbank, Ann Dutton, and Ja Yuon Kwon. 2015. "School Library Advocacy Literature in the United States: An Exploratory Content Analysis." *Library and Information Science Research* 37 (3): 236–43.

This research report, a study of literature from 2001–2011, offers a resource for those looking for research to support their advocacy efforts.

VanTuyle, Vicki, and Sandra Watkins. 2012. "Teacher Librarians as Connectors to the School CEO." *School Libraries Worldwide* 18 (1): 111–22.

Superintendents participating in focus groups to read and review *School Libraries Work*, a data compilation of effective school library practices, had a greater understanding of what an effective library program and teacher librarian can contribute to a district and student achievement level. This research suggests promoting data that highlights effective school library practices in support of student achievement builds support among stakeholders.

## BOOKS

Andrews, Sandra, and American Association of School Librarians. 2012. *The Power of Data: An Introduction to Using Local, State, and National Data to Support School Library Programs*. Chicago: ALA.

Data is an effective tool for communicating both the successes and the needs of school library programs and facilities. The goal of this book is to identify the types of data that school



librarians may collect and analyze for the purposes of exploring and communicating the success and impact of school library programs. Effectively using data to tell a story illustrates how the school library contributes to overall student success.

Coatney, Sharon, and Violet Harada. 2017. *The Many Faces of School Library Leadership* (2nd Ed.). Santa Barbara: Libraries Unlimited.

School librarians must be influential in their environments and build relationships with a variety of stakeholders to gain educated support. This book examines how the school librarian engages as a library leader and considers the relationships the school librarian cultivates while implementing a school library program.

Toor, Ruth, and Hilda Weisburg. 2011. *Being Indispensable: A School Librarian's Guide to Becoming an Invaluable Leader*. Chicago: ALA.

This book is a comprehensive advocacy resource that guides the reader through the process of examining his or her unique school library setting and creating an advocacy plan. From crafting a personal mission statement to identifying key stakeholders and their concerns, the school librarian will be better able to identify relationship-building opportunities and personal areas of growth, which can then be used to create an individual advocacy plan to implement.

Johnson, Doug A. 2013. *The Indispensable Librarian: Surviving and Thriving in School Libraries in the Information Age* (2nd Ed.). Santa Barbara: Libraries Unlimited.

A strong library program is essential to demonstrating how the school library can make a positive impact on student achievement. This resource is a practical handbook for school librarians to review best practice. It also includes valuable tools and guidelines to help school librarians communicate with stakeholders, engage in important conversations, and follow the rules of effective advocacy.

## VIDEOS

AASL. 2018. *Learners Interpret the Shared Foundations*. <http://standards.aasl.org/project/learners/>

In this collection of videos, learners explore what each of the Shared Foundations means to them by discussing the ways they Think, Create, Share, and Grow in the school library. These videos are a helpful orientation piece for school librarians just getting started, as well as an advocacy tool to help introduce administrators, parents, and other educators to the National School Library Standards.

Washington Library Media Association. 2013. *Teacher Librarians at the Heart of Student Learning*. [https://www.youtube.com/watch?v=z\\_ybY5O7WvA&feature=youtu.be](https://www.youtube.com/watch?v=z_ybY5O7WvA&feature=youtu.be)

The Washington Library Media Association presents school libraries as a vital resource for student learning. Teacher librarians play an essential role in information and technology literacy, instruction, reading advocacy, and information management.

Capstone Publishers. 2014. *School Libraries Matter: The Changing Role of the School Librarian*. [https://youtu.be/6eilZJp3\\_h8](https://youtu.be/6eilZJp3_h8)

This short video describes the evolving the space and program of the school library. Various librarians and education leaders describe the role of the modern school library. Information in this video can be shared to shatter stereotypes of the antiquated school library program and present the engaging and enriching environments school libraries are today.

## WEBSITES

AASL “Advocacy” Web page: <http://www.ala.org/aasl/advocacy>

The AASL “Advocacy” page includes a definition of advocacy along with AASL events and information about intellectual freedom and legislation with resources and tools.

International Federation of Library Associations. 2017. “School Library Advocacy Kit.” <http://www.ifla.org/publications/school-library-advocacy-kit>.

The International Federation of Library Associations provides the “School Library Advocacy Kit” to support strong school libraries.

ALA’s I Love Libraries “Your Voice Counts” Web page: <http://www.ilovelibraries.org/get-involved/your-voice-counts>

The Your Voice Counts is an ALA initiative encouraging citizens to speak up for libraries. This website offers easy-to-implement ideas to ensure that the library legacy remains viable and fully funded.

Pinterest board for Library Advocacy: <https://www.pinterest.com/rosemluna/library-advocacy/>

This Pinterest board contains a myriad of popular ideas for public and school library advocacy. It includes links to resources, websites, and blogs for school library advocacy.

Colorado Association of School Librarians. n.d. “Survive and Thrive! An Advocacy Toolkit for School Librarians.” <https://sites.google.com/site/caslsurvive/>.

This toolkit from the Colorado Association of School Librarians contains multiple templates written to address various stakeholders and decision makers. These resources can be tailored to meet the needs of individual school libraries.

American Library Association. n.d. “3.0 Where School Is Cool! Frontline Advocacy for School Libraries Toolkit.” [http://www.ala.org/advocacy/advleg/advocacyuniversity/frontline\\_advocacy/frontline\\_school](http://www.ala.org/advocacy/advleg/advocacyuniversity/frontline_advocacy/frontline_school).

The ALA advocacy toolkit for school libraries offers ideas to promote school libraries.

Scholastic. 2016. *School Libraries Work*. <http://www.scholastic.com/slw2016/>.

The 2016 Edition of *School Libraries Work* from Scholastic is a compendium of research supporting the effectiveness of school libraries.

ALA “Fund Libraries” Web page: <http://www.ala.org/advocacy/advleg/federallegislation/fight-for-libraries>

The ALA advocates for all libraries, including school libraries. This advocacy resource encourages action now to continue support for libraries and library funding.

## LEGISLATION & POLICY

AASL’s “School Librarians as Learning Leaders: An Administrator’s Guide”:

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL\\_LearningLeaders\\_Admin\\_V2\\_FINAL\\_R2.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL_LearningLeaders_Admin_V2_FINAL_R2.pdf)

AASL’s “Tips & Scenarios for Using “School Librarians as Learning Leaders: An Administrator’s Guide”:

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/TipsScenariosforImplementation\\_2017-06-19.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/TipsScenariosforImplementation_2017-06-19.pdf)

AASL’s “Action Plan Worksheet for School Librarians as Learning Leaders”:

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/ActionPlanWorksheet\\_2017-06-19.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/ActionPlanWorksheet_2017-06-19.pdf)

Audrey Church’s 2017 AASL presidential initiative focused on furthering administrators’ understanding of the key role that strong school libraries and certified school librarians play in student learning. Members of the presidential initiative task force curated selected quality resources that demonstrate the important instructional role of librarians in 21st-century schools.

AASL’s ESSA Web page: <http://essa.aasl.org>

This comprehensive site with materials and resources is designed to inform and engage school librarians about the Every Student Succeeds Act (ESSA), which includes language about “effective school library programs.” As education organizations and decision makers continue to discuss state and local plans to implement the actions put forth by this legislation, school librarians must be able to discuss and, at times, act on current issues.

## STORIES & PRACTICAL TIPS



### *Building-Level Advocacy Strategies*

- Many educators are not aware of the many responsibilities a school librarian has, nor do they understand that the school librarian's primary responsibility is instruction. Making sure administration understands the role and importance of the school librarian is key to a culture shift in the school where the school librarian is considered an integral part of the instructional team.
- Assist with changing the conversation so administration/school board/site principals understand the importance of school libraries with teacher librarian increases student achievement
- Link to “Advocacy through Action PDF” <http://bit.ly/2gXnAzg>

### *Tell Your School Library Story and Back Up Your Success with Data*

- I like sharing statistics that both tell a story and list meaningful data for my stakeholders. I think that's the key: tell the "story" of the library's role, but flesh it out with hard numbers.
- This is my seventh year in my present school. Each year, reading scores have improved. Before that, they were stagnant.
- I started the position at ten hours a week. I tracked every hour worked by myself and three community volunteers. I basically made a presentation to my principal--outlining our statistics (circulation and acquisitions, mostly) and listing the total number of hours worked per week (around 25). The document was apparently very persuasive, and I got another six hours added to my time for this year.

*Use Social Media to Tell School Library Story*

- Spread the word through visuals and short updates that reach a wide audience. I set up an account for the library and include district hashtags when posting. I also send along photos and blurbs of activities to other district social media. I tag or retweet other staff members' posts, demonstrating that we don't work in a silo. In this spirit of celebrating all that is positive, I also make sure to promote community events and local supporting players such as bookstores, public libraries, and town organizations. I've been able to connect with other librarians, authors, editors, and education activists who have helped along the way. Social media makes connections that ripple out and return to offer support and strengthen advocacy efforts.

*Documents that Describe the School Library Program for Stakeholders*

- I now maintain a newsletter for the librarians in my district. This includes lesson plans they have found that work, upcoming events, etc. I send it not only to our librarians, who love it, but also to principals, our supervisor (who is not a librarian), and our superintendent. We have just started this in the last month, since we gathered at our state conference. Very positive feedback so far.
- It is very important to have a document that describes the library program for the administration, and to have administration support when you approach the teachers.

*Libraries in the News*

- I was interviewed by our local paper in support of our summer reading lists and the ensuing controversy. It became an all summer long issue and woke up our community to our value and what we do. Later, I penned a letter to the editor on a related issue of parental notification.

**SPEAKING OUT**

Advocacy often requires the school librarian to be the voice of the school library program. This may occur during face-to-face meetings with stakeholders, such as administrators or parent groups, or through larger electronic and social media distributions.

Key issues may be addressed at the community, state, or national level. Targeting the appropriate audience is important so that the message can be tailored. For instance, if talking to your local PTA or education foundation, discussing national funding initiatives may not be appropriate. They will want to hear about something more immediate to your school or to your library in particular.

**Tell Your Story**

To build support for the library program, develop a message that tells the story of your school library and how it enhances the lives of all learners. You then need to share this broadly with each of your stakeholder groups. Sharing your enthusiasm is the best way to get other people to

notice the exciting things that are happening in your school library.

The best way to tell your story is to begin with your message, then provide some clear supporting points and examples that support this message. Finally, you will want to have a call to action that clearly details what you want to happen.

### Tips

- Keep your message simple—aim for about 10 words.
- Avoid library and education jargon—keep your language clear.
- Adapt your talking points to address the concerns for your audience. Are you addressing your administration, parents, teaching peers, or the public?
- Don't just focus on the school library; frame your message around the needs of the school and the learners and how school library services help address these needs.
- Don't just talk about the programs in the library; discuss how the programs support learners' educational, developmental, and/or recreational needs.
- Paint a positive picture.
- Use data and back this up with stories and examples that bring the data to life.

### Craft Your Elevator Speech

Here is a website that provides resources to assist you with building your own message and story!

<http://www.ala.org/advocacy/advocacy-university/school-library-resources/elevator-speech>

## TESTIMONIALS



**Susan Polos**

*School Librarian*  
Bedford Central School  
District, New York

When our elementary library program was eliminated after a failed budget vote, I was able to reach out to those stakeholders I had built a relationship with, who have knowledge of the value a school library adds to the school. I put together a core group with a parent from each elementary school and other community members. We organized letters to the editor and a speaker at board meetings every week as well as a petition. We also had students speak at a board meeting. Partnerships created with public librarians, authors, and publishers added weight cumulatively. Because of our actions and the partnerships we had established, we did get partial restitution of the positions that were lost.

**Cathy Leverkus**

*Director of Library  
Services*

The Willows Community  
School, California

We have several outreach programs at my school. I am able to work with several groups to build interest in what is going on in the library. I teach a professional development class on news literacy for all faculty just to keep things fresh in their minds so they can see that the library is a great resource. I put together a Comicon where we join forces with three other schools in the area and the public library to have a fun day where students and authors and artists can get together and share their work. Students can come in costumes, there is cosplay and we invite other people to show the kids some fun ways to play at being superheroes or whatever it is they choose to dress up as. It's fun community outreach that people are really excited about and get people interested in library events.

There are also projects that I do in tandem with others in the school. I teach a video essay project where the teachers introduce the students to the video essay, then I talk to the classes about finding online resources and databases to help them find information. For this project I talk to them about cognitive bias, which is their approach to resources.

Parent Reading Night, is a project at the beginning of the year in the kindergarten and first grade classes. Parents come to the library and I provide information about reading to their child, the reading process and how multiple parts of the brain are working together for a student to read. I explain how when students are being read to aloud, all these connections start happening, and students gain vocabulary. After the program I offer parents an opportunity to look at a few books. I usually get a lot of emails or parents come into the library and check out some books just to read to their children because of that event.