



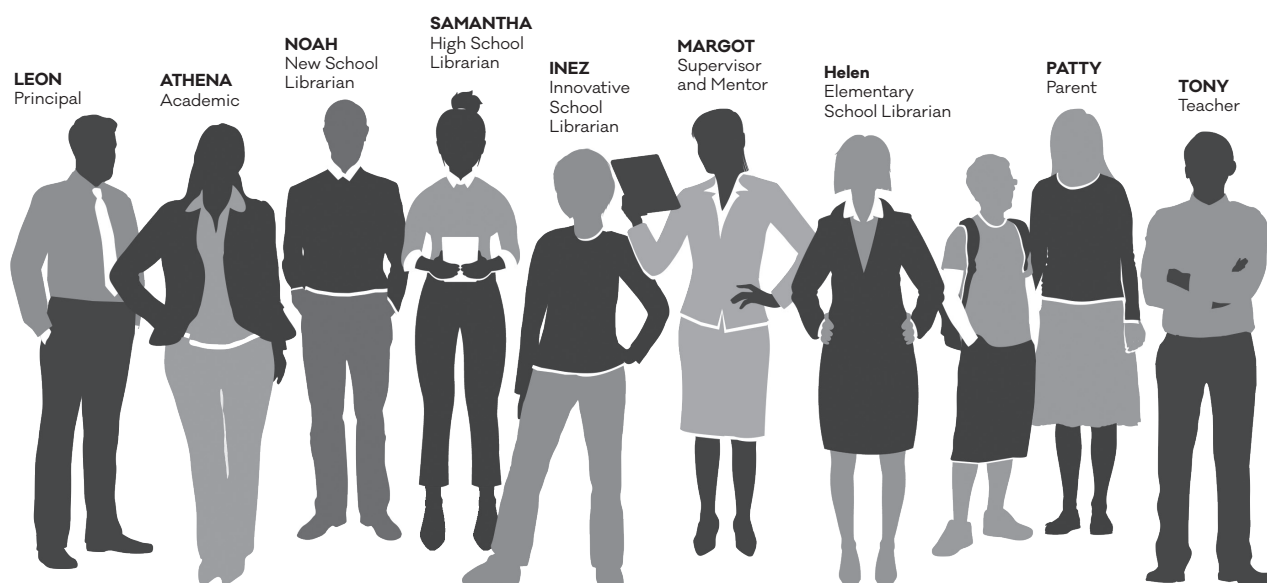
Introducing the **Engage** Professional Learning Scenarios Series

As you progress through the *Engage* book, companion professional learning scenarios are provided for each Domain section featuring members of the AASL Standards persona cast introduced in the *National School Library Standards for Learners, School Librarians, and School Libraries* (AASL 2018, 20–24). The purpose of the scenarios is to provide a vehicle for you to consider your practice, your school library, and the learners you serve. The scenarios will offer examples of professional learning strategies that you may want to replicate (with modifications, of course) for your own classroom educators and staff as you lead staff development at your school. Many of these professional learning strategies can also be adapted for use with your classroom learners. Each scenario or vignette offers questions and prompts for you to consider as you progress through the succeeding chapters in each Domain. These scenarios can be used in a variety of ways:

- To guide a group of school librarians or an individual school librarian on their journey through the *Engage* book
- To teach pre-service school librarians how to implement the Engage Shared Foundation into a robust and innovative practice
- To hone a school librarian’s practice through self-reflection
- To provide considerations and prompts to guide discussions among school librarians

The Engage Professional Learning Scenarios Series supports the Shared Foundations series publication *Engage* (2023) from AASL and ALA Editions.

Visit standards.aasl.org/shop for the latest AASL Standards resources.



Introduction to the Cast

School librarians Noah and Inez, school library supervisor and mentor Margot, pre-service educator and researcher Athena, and school principal Leon were introduced as personas with profiles for connecting to stakeholders in the *National School Library Standards* (AASL 2018, 20–24). These personas along with other personas, including elementary school librarian Helen and high school librarian Samantha, were further explored in the AASL Standards through learning scenarios in *Part IV: Scenarios for Professional Learning* (AASL 2018, 183–202). Patty, the parent, and Tony, the teacher, are additional cast members highlighted within the AASL Standards personas cast. We will feature several of these personas in the Engage professional scenarios that serve as a companion piece to the *Engage* book. The following scenario sets the stage for your journey through each Domain.



Networking to Engage: Setting the Stage for Professional Learning

Noah, an established school librarian, is moving from elementary to middle school in the coming school year. He is committed to building his practice around the *National School Library Standards* but is questioning some of his practices and how they will transition to middle school. Noah has also learned that the previous middle school librarian focused her work solely on reading. He quickly realizes that Leon, the school principal, does not know much about the roles of a school librarian

(AASL 2018, 14–15) or the *National School Library Standards*. Noah asks his friend Tony, a sixth-grade classroom educator at his school, about the role of the school library. Tony replies that he “will just need more books for his projects.” Noah rapidly discerns that Tony, like Leon, does not have a grasp of his role within the school or that of the school library. To alleviate his frustration, Noah decides to reach out to three of his colleagues for assistance: elementary school librarian Helen and high school librarians Inez and Samantha. The four of them meet for coffee to discuss the standards.



During their discussion, the school librarians all express very similarly aligned views of several Shared Foundations—Inquire, Include, Collaborate, Curate, and Explore. They contemplate implementing them at the middle school level by making suggestions and creating action items for Noah. However, the Engage Shared Foundation seems to be more elusive for all of them. At the end of their morning coffee, they decide to reach out to their district school library supervisor, Margot, for some support and clarification.

Margot accepts the challenge and considers how to design professional learning around the Engage Shared Foundation for the district’s school librarians. She contacts Athena, a close friend and pre-service educator in a rigorous school librarian preparation program in their state, to tap her expertise and solicit her advice.

Moving Forward

Use the *Engage* book as these four school librarians would to embark on your implementation of Engage. The contents of the chapters within the *Engage* book will serve as the professional learning that Margot and Athena might have carefully and creatively designed for the school librarians and the other twenty school librarians in their district. Each of the four parts, centered on the Domains—Think, Create, Share, and Grow—has an accompanying scenario describing their journey.

As you read, ponder:

1. How does this Domain impact my practice within Engage? Are there adjustments, additions, or takeaways for my practice?
2. What professional learning strategies modeled by Margot and Athena could I use with my adult learners? Could these strategies be adapted for learners in the grade levels I serve?

3. What leadership roles do I need to assume within this Domain?
4. How can I use the following special features in the *Engage* book to enhance my practice?

- Questions for the Reflective Practitioner
- Action Lists for School Librarians
- Domain-specific learner trajectories
- The perspectives of Collection, Services, and Policies delineated the School Library chapters

Enjoy your journey as you engage with Noah, Helen, Inez, Samantha, and twenty other school librarians as they embark on their professional learning experiences with Margot and Athena! Continue next to “Part I: Think” in the *Engage* book.

RESOURCES

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

Lewis, Kathryn Roots, and Marcia A. Mardis. 2023. *Engage*. Chicago: American Library Association.



Thinking About Engage

Professional Learning Scenario 1



To prepare for the first in-service experience in the Engage professional learning series, Margot the mentor and Athena the academic asked each adult learner to bring their *National School Library Standards* book and their laptop. They arranged the room with several round tables that could accommodate four people each. School librarians could self-select their seats at any of the round tables. Tables were covered with paper, pads of small sticky notes, and colored markers, which allowed the participants to record their thoughts at any time.

Athena began by sharing a brief overview of the Engage Shared Foundation and explaining why it is important for learners. She then asked the school librarians to look at the Think Competencies and Alignments of the Engage Shared Foundation Framework on pages 112–113 of the *National School Library Standards*. After several minutes, she asked participants to individually record three thoughts or questions about Think within Engage to share with other school librarians and to place each one on a separate sticky note.

Next, Athena asked all attendees to find three people in different groups to share their sticky notes with: “Read your three sticky notes to your new group, and then explain why these thoughts or questions are important to you. Be prepared to share with the whole group.”

After all the new groups were finished sharing, Margot instructed the school librarians to go back to their original table groups, pick a recorder and a spokesperson, and share what they had learned in their exchanges. She also asked each table to determine the three most important thoughts and to come up with two overarching questions from their table conversation. The recorders each entered thoughts and questions in a shared Google Doc. The spokesperson summarized the group’s points aloud to the larger group. While some comments and questions were unique to a select group, many of the comments and questions were shared across the room, including the following examples:

- It is hard to imagine how the Competencies for learners look at each level.
- What does this look like for middle schoolers?
- I like the idea of providing social and cultural context, but how does that look in action and how do I teach it?
- I love the idea of teaching our learners to responsibly apply information, technology, and media to learning.
- How do we help classroom educators understand the importance of teaching learners the skills needed to determine if information is ethical and accurate?
- How do I get my high school learners to be more discerning when they are reviewing online resources?
- What skills do learners need to follow ethical and legal guidelines for gathering and using information? What should I be teaching?
- I already teach several digital citizenship skills to my middle schoolers, what else do I need to know?
- How can I get my learners excited about finding and using information?
- Can we see what Think looks like at each of our grade levels, with some examples that are implementable in the near future?
- How do I assess the Learner Competencies for Think?

Margot and Athena agreed that all these questions and thoughts were important; as a group, they would answer as many questions as possible today as they learned together.

And so, the in-service experience progressed. Athena shared that they would conclude their in-service day with a culminating activity that would require them to work in small grade-level groups to build on an existing inquiry unit and incorporate the Learner Competencies for Think within Engage into the unit. She assured them that by the end of the day they would have the knowledge to tackle this challenge.

After reading and considering the questions below, you and/or your study group will want to try this activity to apply your new learning to an existing unit. Please take time to read “Part I: Think” (chapters 1-3) of the *Engage* book. In part I, you (as a school librarian) will investigate Think within Engage just as Noah (a middle school librarian), Samantha (a high school librarian), Helen (an elementary school librarian), Inez (a high school librarian), and the other twenty school librarians did during their professional learning series.



Moving Forward

As you delve into part I of the *Engage* book and explore the Competencies and Alignments of Think within Engage, consider your roles as a leader, instructional partner, information specialist, teacher, and program administrator. Contemplate and discuss the following questions:

- How does Think within Engage impact each of my roles and the school library?
- How can I use the “Questions for the Reflective Partitioner” and the “Action List for School Librarians” within the Think section to evolve my practice?
- How can I modify one of my existing inquiry units to incorporate the Learner Competencies for Think within Engage?
- How do I explain to other educators the importance of teaching learners to follow ethical and legal guidelines and policies for gathering and using information?
- How do I help learners understand the influences that shape the information landscape?
- How might I shift the way information literacy skills are taught at my school to be taught at the time of need?
- How might I incorporate age-appropriate skills from the Engage/Think learning trajectory to guide my learners?
- Which Common Beliefs on pages 11–14 of the *National School Library Standards* book most easily dovetail with Think within Engage and why?

After you have worked your way through “Part I: Think” of the *Engage* book, proceed with your professional learning journey by reading the introduction to “Part II: Create.”

RESOURCES

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

Lewis, Kathryn Roots, and Marcia A. Mardis. 2023. *Engage*. Chicago: American Library Association.

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Creating Within Engage

Professional Learning Scenario 2



Prior to the second in-service experience in the Engage professional learning series, Margot and Athena once again reminded each adult learner to bring their *National School Library Standards* book and their laptop. The room was arranged with round tables that each sat four people. This time participants were strategically assigned tables and organized in grade-level groupings. High school librarians were at one table, middle school at another, and elementary school librarians were seated at several tables. This deliberate table arrangement let school librarians at similar grade levels share thoughts and questions that were pertinent to their learners and practice. Next to each table were poster-size sticky pads on easels accompanied by a set of colored markers.

Margot asked the school librarians to look at the Create Competencies and Alignments of the Engage Shared Foundation Framework on pages 112–113 of their *National School Library Standards* book. After several minutes, she asked that they discuss the three Engage Competencies and/or Alignments within this Domain that would be the most challenging to implement for their grade levels and record them on their poster.

Athena asked each group to label the poster paper with the grade levels their work represented and post it on the wall across the back of the room. After all poster pages were hung, Margot asked everyone to do a gallery walk, reading each poster and looking for similarities and differences between the grade levels. Athena gave participants ample time to read the posters and then asked them to return to their grade-level tables. After they returned to their tables, she asked each school librarian to create a list of the common and unique elements they saw. As the participants discussed with their group members, one member of each team recorded their group's thoughts in a shared Google Doc. Several common themes emerged:

- It is hard to picture how these Competencies and Alignments look for elementary learners.
- What policies need to be in place?
- We like the idea of helping learners use information to make *reasoned conclusions*, but how does that look at each grade level?
- How do we help classroom educators understand Create in this context?
- Can we see what Create looks like at each of our grade levels with examples?

Margot and Athena acknowledged the thoughts of the group by reviewing them quickly and shared that they would learn together throughout the day. And so, the in-service experience progressed through a discussion of Create in the context of Engage.

Toward the end of their day, Athena explained to the group that their culminating activity would be to design an ideal school library that incorporates all the elements necessary for Create to thrive within Engage. Athena and Margot invited each table to find craft supplies and materials on a table at the back of the room and to begin designing an ideal school library for their grade level—one that reflected the characteristics of Engage that they had learned thus far. They reminded participants that each table team would be explaining how the elements of their ideal school library, its unique Engage features, and the process used to create it embody Create within Engage.

Please take time to read chapters 4–6 now in the *Engage* book. After reading these chapters and pondering the questions below, you and/or your study group will want to design your ideal school library and demonstrate your new learning using this activity.



Moving Forward

In “Part II: Create,” you are embarking on an investigation of Create within Engage just as Noah, Samantha, Helen, Inez, and the other twenty school librarians did during their professional learning series. As you read through part II, consider your roles as a leader, an instructional partner, an information specialist, a teacher, and a program administrator. Contemplate and discuss the following questions:

- How does Create within Engage impact each of my roles and the school library?
- How can I use the “Questions for the Reflective Partitioner” and the “Action List for School Librarians” within the Create section to evolve my practice?
- How does Create within Engage relate to and affect the other Shared Foundations?
- How do I explain to my principal and other educators the idea of making and the importance of understanding design thinking?
- What kind of activity can I do with my staff to help them understand making and design thinking?
- How can I incorporate or enhance a makerspace in my school library?
- How might I incorporate age-appropriate skills from the Engage/Create learning trajectory to guide my learners?
- What kinds of assessments can I use to ensure that learners are using “valid information and reasoned conclusions to make ethical decisions in the creation of knowledge” (AASL 2018, School Librarian VI.B.)?

After working your way through “Part II: Create” of the *Engage* book, continue your professional learning journey by reading the introduction to “Part III: Share.”

RESOURCES

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

Lewis, Kathryn Roots, and Marcia A. Mardis. 2023. *Engage*. Chicago: American Library Association.

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Sharing to Engage

Professional Learning Scenario 3



For the third installment in the Engage professional learning series, Margot and Athena once again reminded each adult learner to bring their *National School Library Standards* book and their laptop. School librarians were asked to sit at the table they preferred and to keep to four people per table. At the beginning of this session, Athena reviewed the Share Competencies and Alignments within Engage, asking the school librarians to look at the Engage Shared Foundation Framework on pages 112–113 of their books. She asked them to brainstorm a few questions that came to mind as they read and to share them within their small group.

Next Margot shared a link to a Padlet and invited the school librarians to post all their questions about the Share Domain and how it looks within Engage. As the participants began to populate the Padlet and read each other's questions, more and more questions emerged, such as:

- What do remix and modification mean for the grade level that I serve?
- What does an interconnected world mean for my elementary learners?
- What does an interconnected world mean for my secondary learners?
- How do we help classroom educators understand these standards?
- In fact, how do I get high school learners to understand why this is important?
- How do I help my students become comfortable enough to share?
- What skills do learners need to share effectively?
- How do I stress the importance of Share to other educators and staff in my school?
- How can I get my learners to be excited about sharing?
- Can we see what Share looks like at each of our grade levels?

Margot and Athena read all the questions aloud to the group and confirmed that as a group they would answer as many questions as possible that day as they learned together. And so, the in-service experience began.

After Margot and Athena had presented information about Share, they asked learners to stand in two straight lines facing one another. Margot explained that she would be giving them a prompt, and each pair of people directly across from one another would share their answers to the prompt with each other. The first prompt was, “Name a school event where learners could share with the community.”

After all members had shared, Margot told people in one line, “Move three spaces to your right and now share with your new partner the name of someone who could serve as part of your human library.” Next, she had them move two spaces and identify two more members of their human library and explain why these two people would be chosen.

The exercise continued with more moves, such as seven spaces to their left, and more prompts relating to sharing: “describe two venues for sharing,” “describe several ways of sharing online,” “suggest prompts you would give learners to use as they were sharing with their peers,” and “name two reflective prompts or questions to use with learners when Share is completed.”

When all participants were again seated in their original groups, Athena explained that each group’s culminating activity would be to design talking points that describe the importance of Share within Engage for the audiences they serve, including learners, classroom educators, administrators, parents, and community members.

Please take time to read chapters 7–9 now in the *Engage* book. After reading and pondering the questions below, you and/or your study group will want to create talking points to share with the audiences you serve.



Moving Forward

In “Part III: Share” (chapters 7–9) of the *Engage* book, you are investigating Share within Engage just as Noah, Samantha, Helen, Inez, and the other twenty school librarians did during their professional learning series. As you do this, consider your roles as a leader, an instructional partner, an information specialist, a teacher, and a program administrator. Contemplate and discuss the following questions:

- How does Share within Engage impact each of my roles and the school library?

- How can I use the “Questions for the Reflective Partitioner” and the “Action List for School Librarians” within the Share section to evolve my practice?
- What are several creative ways to share? For what audiences?
- How can I frame my elevator pitch about the importance of Share within Engage to a school principal?
- How can I justify the time needed for sharing to my principal and to the other educators I interact with daily?
- During parent-teacher conferences, how can I use Share within Engage to build support from parents and guardians in the school library?
- How might I incorporate age-appropriate skills from the Engage/Share learning trajectory to guide my learners?
- What kinds of school library and learner assessments can I use to ensure that learners are “responsibly, ethically, and legally [sharing] new information with a global community” (AASL 2018, Learner VI.C.)?

When you have worked your way through “Part III: Share” of the *Engage* book, continue your professional learning journey by reading the introduction to “Part IV: Grow.”

RESOURCES

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

Lewis, Kathryn Roots, and Marcia A. Mardis. 2023. Engage. Chicago: American Library Association.



Growing from Engage

Professional Learning Scenario 4



For the fourth installment in the Engage professional learning series, all school librarians were asked to bring their *National School Library Standards* book and their laptop. At the beginning of the in-service experience, Margot assigned each school librarian to a table of four. At each table, at least one group member was a secondary school librarian. This purposeful organization of the groups encouraged discussion across more than one grade level.

Athena reviewed *Grow within Engage*, asking the school librarians to look at the *Grow Competencies and Alignments of the Engage Shared Foundation Framework* on pages 112–113 of the *National School Library Standards*. Margot asked them to consider and discuss with their table group how *Grow* might look within their practice as a school librarian. Then she invited them to post their thoughts and questions in a shared Google Doc. As the participants began to record their thoughts in the Google Doc, several themes surfaced, including:

- Creating a learning environment that fosters the innovative use of information may be a challenge at my level.
- I have several policies and procedures in place, but are they the right ones?
- What kinds of experiences will help our learners communicate the value of the ethical creation of new knowledge and reflect on their learning process?
- How do learners personalize their use of information and information technologies?
- How do we help classroom educators understand the importance of taking time to let learners reflect?
- How do learners understand the forces that influence and impact the information around them?
- How do I get my learners to understand why these forces are important?

- How can I get my learners to be excited about reflecting?
- How can we teach learners to grow and reflect respectfully?

Margot and Athena read all the questions aloud to the group and acknowledged that together they would answer as many questions as possible that day as they learned together. And so, the in-service event began.

After Margot and Athena presented information about Grow within Engage, they asked learners to move to tables of four organized by grade level. Margot and Athena had signage on each table indicating PreK–2, 3–5, 6–8, and 9–12. Elementary school librarians in the school district serve PreK–5, so the school librarians were allowed to self-select, either PreK–2 or 3–5. Margot explained that each table would be designing learning endeavors that would help learners Grow within Engage.

Athena gave each table a copy of Georgia Cherry's book *City Atlas: Travel the World with 30 City Maps*. She invited each group to think about ways they might use the book as a launching point for a unit on geography. Margot asked the group to find and quickly read through the "Action List for School Librarians" in chapter 10 and the "Engage/Grow learner trajectory" in chapter 11. She suggested that groups consider these features as they ponder ways to use Cherry's book within a geography unit. Athena explained to the groups that one of their tasks would be to determine how to structure questions, activities, and prompts to encourage their learners to reflect. Another task that the group was assigned was to create a mechanism for learners to revise their knowledge products based on feedback from peers and educators.

Please take time to read chapters 10–12 now in the *Engage* book. After reading and pondering the questions below, you and/or your study group will want to try the process above to develop an instructional activity and demonstrate your new learning.



Moving Forward

In "Part IV: Grow" (chapters 10–12), you will investigate Grow within Engage just as Noah, Samantha, Helen, Inez, and the other twenty school librarians did during their professional learning series. As you read through part IV, consider your roles as a leader, an instructional partner, an information specialist, a teacher, and a program administrator. Contemplate and discuss the following questions:

- How does Grow within Engage impact each of my roles and the school library?
- How can I use the “Questions for the Reflective Partitioner” and the “Action List for School Librarians” within the Grow section to evolve my practice?
- What are several creative ways to help learners grow their own learning and that of others?
- How can I justify the time needed for reflection and revision to my school principal and to other classroom educators I interact with daily?
- How might I incorporate age-appropriate skills from the Engage/Grow learning trajectory to guide my learners?
- How can I grow media- and news-literate learners in the school community?
- During parent-teacher conferences, how can I use Grow within Engage to build support from parents and guardians for teaching and learning in the school library?
- How will I complete the tasks assigned by Athena and Margot in this scenario?
- How will I and my fellow classroom educators, who are part of the learning team, reflect on our practices after a learning unit? How will I assess the learning team’s effectiveness?

After working through “Part IV: Grow” of the *Engage* book, continue your professional learning journey by reading “Conclusion: Ending with the Beginning” in your *Engage* book.

RESOURCES

- AASL American Association of School Librarians. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA Editions.
- Cherry, Georgia. 2015. *City Atlas: Travel The World with 30 City Maps*. New York: Wide Eyed Editions.
- Lewis, Kathryn Roots, and Marcia A. Mardis. 2023. *Engage*. Chicago: American Library Association.



Wrapping Up Engage

Professional Learning Scenario 5



Let's take a look at how Margot and Athena crafted a wrap-up installment of their professional learning series on Engage. Margot and Athena began by inviting the twenty-four school librarian participants, including Noah, Samantha, Helen, and Inez, to a day-long wrap-up planning session. They asked the school librarians to bring their *National School Library Standards book* and their laptops.

Participants were again seated at round tables. This time, however, the room was arranged with eight tables that sat three people each. Attendees were allowed to self-select a table. Markers and poster paper on easels were provided for each table. Athena and Margot welcomed the group and explained that they would review what they had learned over the last four in-service days and create a plan to implement their new knowledge about Engage.

Margot explained that for their first task, they would work in groups of three. On each table, a sheet of paper was placed face down with one of the following words written on it:

- Think
- Create
- Share
- Grow

Margot pointed out that although each Domain had been assigned to two tables, every group would begin by working independently. She provided the following prompt for the initial task:

For the Domain listed on the paper on your table, please list the most important ideas we have learned for learners, school librarians, and school libraries. Using three poster pages from your easel, label a page with each of these categories and put your ideas on these sheets. You may need more than one piece of paper per category. Write down as many ideas as you can think of for each

category. I will give you thirty minutes for this task. I will also tell you when each 10-minute increment has passed. Any questions? You may begin!

The school librarians began their lists and worked steadily for the allotted time.

After a quick break, Athena asked each Domain table to find the other table that was working on the same Domain. She asked learners to bring all six chairs to one of their tables and make sure they had both groups' easels pulled close together. Margot gave groups two documents each from the "Learner" and "School Librarian" chapters of the *Engage* book: their Domain-specific Engage learner trajectory and the "Action List for School Librarians" for the Domain they were working on. Athena instructed the Domain groups to create a new, revised list of important ideas for each Framework—Learners, School Librarians, and School Libraries—on their poster paper. She explained that each table of six would be reporting their findings to the whole group at the end of this activity. She gave the groups thirty minutes to complete their work. Once thirty minutes had transpired, all groups said they needed a little more time to complete their tasks. Margot and Athena gave them fifteen more minutes to complete the task.

Margot asked each group to post their results in the four corners of the room, which Athena had labeled by Domain. Next, all groups did a gallery walk and read each other's posters. The results of the groups' work were impressive (see figures S5.1 –S5.4):

FIGURE S5.1 /

Engage/Think Group: Critical Concepts Poster

School Librarians	Learners	School Libraries
Engage learners	Use an inquiry process and create an inquiry question	Create a responsive school library
Invite a questioning stance and promote critical thinking	Use the school library, print, online information, and other resources as needed to answer an inquiry question or extend personal interests	Use design-based approaches to school library evaluation
Establish connectedness	Understand accuracy and validity of information and contextual factors that influence information depending on grade level	Assess collection
Use research-based inquiry process	Use text features and online features as age appropriate	Provide inquiry tools
Cultivate better research questions and encourage deep thinking	Evaluate information and credit appropriately	Promote note-taking strategies
Teach research skills at time of need	Take notes, summarize, paraphrase, and make predictions	Respond to informational resource/collection needs
Develop collection resources appropriate to level that represent multiple perspectives	Seek opinions and knowledge from collaborators	
	Make meaning from information related to an inquiry question or personal need	

FIGURE S5.2 /

Engage/Create Group: Critical Concepts Poster

School Librarians	Learners	School Libraries
<p>Create community</p> <p>Use a research-based inquiry process</p> <p>Understand a design thinking process</p> <p>Create a makerspace and a maker mindset</p> <p>Develop a collaborative school community</p> <p>Foster personalized learning</p> <p>Foster participatory learning</p>	<p>Credit the work of others and respect intellectual property</p> <p>Collaborate with a small group to create a knowledge product</p> <p>Use a variety of tools to create a knowledge product to communicate new knowledge</p> <p>Use charts, pictures, maps, and other features to convey information</p> <p>Remix information</p> <p>Incorporate and represent multiple perspectives</p> <p>Engage in learning opportunities that further extend knowledge and benefit the community</p> <p>Demonstrate curiosity, perseverance, and enthusiasm when creating</p>	<p>Promote open educational resources and use of Creative Commons licensing</p> <p>Use responsive school library evaluation</p> <p>Establish a makerspace</p> <p>Co-design and provide spaces for performance and sharing</p> <p>Promote open educational resource creation and use</p> <p>Use responsive school library evaluation that includes learner input</p>

FIGURE S5.3 /

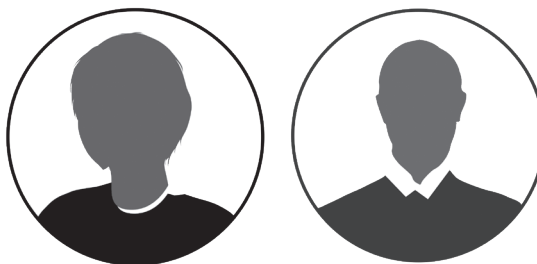
Engage/Share Group: Critical Concepts Poster

School Librarians	Learners	School Libraries
<p>Develop student agency</p> <p>Use a research-based inquiry process</p> <p>Teach the use, reuse, modification, and remixing of information</p> <p>Create a personalized atmosphere that offers learner voice and choice</p> <p>Build trust and confidence within a collaborative environment</p> <p>Develop growth mindset among learners</p>	<p>Follow acceptable and responsible use guidelines</p> <p>Use a research-based inquiry process to share to an interconnected community appropriate to level</p> <p>Share new, remixed, or modified information ethically, in accordance with policy, and in culturally and linguistically sensitive ways</p> <p>Demonstrate curiosity, perseverance, and enthusiasm when sharing and learning</p> <p>Develop innovative ways of sharing knowledge to appropriate audiences</p> <p>Participate in conversations in global communities by sharing and discussing information and knowledge beyond the school community</p> <p>Engage in thoughtful questioning when responding to the work products of peers</p>	<p>Provide tools for active note-taking</p> <p>Capture school library events and disseminate to school and beyond</p> <p>Provide tools for concept mapping</p> <p>Use design thinking to co-create and provide inclusive spaces</p> <p>Foster connections with the larger world</p>

FIGURE S5.4 /

Engage/Grow Group: Critical Concepts Poster

School Librarians	Learners	School Libraries
<p>Grow themselves as learners</p> <p>Encourage dialogues for learner reflection and growth by using protocols for discussion</p> <p>Use journaling and school librarian-, educator-, and learner-led conferencing for learner reflection and growth</p> <p>Consider the need for reteaching</p> <p>Consider how reflection impacts collection development</p> <p>Give learners additional strategies to navigate information</p> <p>Develop additional resources for learners based on learner reflections</p>	<p>Make connections to material read, listened to, and viewed from multiple perspectives and cultures</p> <p>Reflect on their own and the group's knowledge product(s) and process(es)</p> <p>Identify personal criteria for selection of information resources and topics of personal interest</p> <p>Reflect on the knowledge products of others to provide constructive and respectful critiques and suggestions for growth</p> <p>Make revisions to knowledge products based on suggestions of others</p> <p>Engage in learning opportunities that further extend knowledge and benefit the community as age appropriate</p> <p>Participate in and encourage others to collaboratively participate in opportunities to reflect</p>	<p>Provide sketchnoting tools</p> <p>Ensure space is available for quiet reflection and group work</p> <p>Promote personal curation and annotation tools</p> <p>Use "customer discovery" with stakeholders</p> <p>Employ responsive evaluation for materials collections</p> <p>Document and promote collaborative projects and learning opportunities</p>



At the conclusion of the gallery walk, Margot invited other comments from the attendees about their learning from previous sessions. She asked, "Was there anything else that you learned outside of what was covered within the four Domain posters that you believe was significant and important to mention here?" Inez said, "I think one thing that you and Athena focused on was the critical role of the school librarian in creating a culture of innovative teaching and learning where learners create new knowledge." An elementary school librarian chimed in, "Yes, I agree with Inez, and I think we see the absolutely crucial role of school librarians in teaching our learners to be information literate so they can identify accurate, inaccurate, and misleading information, and so they can understand contextual influences that impact information if they are to become active, engaged citizens." Noah shared, "I feel confident I can explain Engage and its importance to my learners, to my principal, and to classroom educators in ways that will help them understand its value

and necessity.” Margot and Athena thanked the school librarians for their thoughtful comments.

After the review, Athena asked each person to return to a table and made sure that they created six tables with four school librarians at each table. Again, the school librarians could self-select. She asked them to turn to the “School Library Evaluation Checklist” for Engage on page 179 of the *National School Library Standards* (AASL 2018, 179). Margot then asked them to take about ten minutes to individually read both the Building-level and District-level sections of the checklist and privately rank themselves and the district on each element from 1 being “Have not implemented” to 5 being “Completely implemented.”

Margot then asked participants to share at their tables one Building-level element each school librarian believed they were making progress toward or were already implementing. She also asked that the groups list each element on its own new piece of poster paper. Next, she asked each table to come to consensus on the hardest Building-level element to implement and write it on another poster. Athena followed up by asking them to identify and come to consensus on the District-level element that was most challenging to implement and write it on another piece of poster paper.

More sharing happened when Athena asked each table’s group to post their Building-level element already happening and hardest-element poster papers on the back wall and their District-level hardest-element poster paper on the front wall. Athena removed any duplicates. Then she asked each school librarian to stand next to the poster for the building-level element that they believed was hardest to implement. After all the librarians were in place, she asked them to look around and see who was in their group. Each group member was requested to explain to their group why they believed the element was the hardest and to share one possible implementation idea.

Next, she asked all school librarians to move to the element that they had already implemented or believed to be the easiest to implement and to discuss one implementation idea they had.

All attendees were asked to go through the same routine with the district’s hardest-to-implement elements and to suggest ways the district might be able to move forward on that element.

After a brief break, Margot displayed a slide of the five cross-cutting themes identified in the *Engage* book:

- Design thinking
- Equity, diversity, and inclusion
- Information quality
- Inquiry learning
- Social emotional learning



She asked each table group to discuss where they saw these themes intersecting with the implementation ideas they had previously identified. After the table discussions began to wind down, Athena asked each group to share aloud their observations. Helen said she felt that “EDI is such a huge consideration as you think of your commitment to intellectual freedom and its impact on your collection and resources.” Samantha shared, “Information quality pertains to so many aspects of the use of information, selection, reconsideration, policies, procedures, social media, and more.” Noah stated that, “The use of design thinking and inquiry learning really align with understanding and using the most recent developments in professional practice.” And on and on, the connections were identified.

Margot then distributed a Strengths, Weakness, Opportunities, and Threats (SWOT) worksheet entitled Engage SWOT Analysis to each participant (Worksheet WS5.1). Athena invited the groups to discuss each category before filling in their own strengths, weaknesses, opportunities, and threats. She also asked the school librarians to think about the roles of a school librarian and individually complete the SWOT chart based on their perceived implementation of Engage at their school (Wikipedia 2021). The group discussions and individual completions of the SWOT worksheet took about forty minutes.

Next Margot asked all school librarians to form groups of three, “Find two other people to make a group of three. Preferably at least one of the group members should be someone you have not partnered with today. Now share two of your SWOT categories.” After all groups finished this initial sharing, Athena shuffled the groups by instructing, “Now select one person from your group that has a birthday closest to today’s date and send them to a different group. Within each newly populated group, each person can share one SWOT category that you did not share before.” After the round finished, Margot asked all attendees to return to their original table of four from day 1.

After this activity all participants took a long break for lunch. As lunch ended, Athena asked the school librarians to think about all their professional learning sessions about Engage and name as many of the strategies and activities that Margot and Athena used as possible. The participants began calling them out, and Athena made a list on the smartboard at the front of the room, which included:

- Gallery walk
- Group discussion
- SWOT analysis
- Grouping and regrouping

- Brainstorming
- Making activity where we created the ideal school library
- Creating a unit together
- Writing talking points
- The line-up activity
- Using a checklist and ranking our own proficiency
- Moving to a corner of the room to indicate agreement
- Finding similarities and differences
- Recording responses in Padlet
- Recording responses in shared Google Docs
- Recording responses on poster paper
- Coming to consensus

Next Athena asked that they brainstorm ways to use some of these strategies and activities with other educators and staff in their schools. After a few minutes she invited groups to share a few ideas.

The next challenge, issued by Margot, was to revisit the list of strategies and activities, and contemplate how they could be adapted for participants' grade-level learners. Again, the groups suggested modifications that would make the strategies and activities ideal for their learners.

To lead into the next activity, Athena projected this quote from Lee Bolman, professor and author of *Reframing the Path to School Leadership: A Guide for Principals and Teachers*, on the screen at the front of the room: "A vision without a strategy remains an illusion."

She then explained that each participant would be creating a plan to use as a guide as they began to implement Engage to inform their practice. Margot and Athena suggested that they review and use their SWOT analysis, the "School Library Evaluation Checklist" for Engage, and the group poster lists of critical concepts learned throughout the professional learning series. Athena reminded them to revisit the Engage learner trajectory, the "Action List for School Librarians," and the school library practices and policies for each Domain as they worked.

Margot explained that they could move around the room and consult with other school librarians or with Margot and/or Athena. Athena pointed out that each of their schools was unique, with different needs, strengths, cultures, people, goals, communities, challenges, and facilities. She offered this advice, "You must personalize your plan not only to your school, your school library, and its needs, but also to your own strengths, challenges, passions, and beliefs." Athena then gave each school librarian access to a digital template to use to record their plan (Worksheet WS5.2).

As the school librarians worked, Athena displayed another quote, this time one from business executive Richard M. Kovacevich that seemed apropos for their task, "A vision and strategy aren't enough. The long-term key to success is execution. Each day. Every day" (Quotefancy, n.d.).

Toward the end of the day, Athena and Margot directed the school librarians to form groups of three. Though Athena acknowledged that she and Margot did not expect participants to have completed their plans yet, she asked that the adult

learners describe their plans thus far to one another and use some of the time to brainstorm with the others in their trio. She gave several prompts for their conversations:

- I like the way you . . .
- Can you elaborate more on the idea of . . . ?
- What will your benchmark be for . . . ?
- How will you explain . . . to your principal?

At the conclusion of the trios' conversations, Margot explained that she wanted all attendees to complete their plans over the next two weeks and to share them with her. However, she also urged the school librarians to revise their documents at any time. As needs and circumstances at their schools evolved, so, too, should their planning documents.

Margot went on to say that at their next monthly grade-level school librarian meeting they would discuss their plans—and probably feel the need to further revise them. She also expressed the hope that after the school librarians felt like they had a viable plan that was in line with the school's goals, they would share their plan with their administrator.

Athena and Margot congratulated the group on their hard work and thoughtfulness, and displayed and read educator and author Peter Drucker's quote, "The best way to predict your future is to create it" (Brainyquote, n.d.).

RESOURCES

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

Brainyquote. n.d. "Drucker, Peter." brainyquote.com/quotes/peter_drucker_131600.

Quotefancy. n.d. "Kovacevich, Richard M." quotefancy.com/quote/1639785/Richard-M-Kovacevich-A-vision-and-strategy-aren-t-enough-The-long-term-key-to-success-is.

Lewis, Kathryn Roots, and Marcia A. Mardis. 2023. *Engage*. Chicago: American Library Association.

Wikipedia. 2021. "SWOT Analysis." en.wikipedia.org/wiki/SWOT_analysis.

Engage SWOT Analysis

	HELPFUL to the goal	NOT HELPFUL to the goal
INTERNAL FACTORS	Strengths	Weaknesses
EXTERNAL FACTORS	Opportunities	Threats

Support and Follow-up: How will you support and sustain the implementation of Engage?

Support Needed: What do you need to support this implementation? Who will provide support?

Expected Outcomes: What will this practice look like in one year? What are the benchmarks?