Webinar:

BUILDING A COLLECTION AND LIBRARY PROGRAM THAT CELEBRATES DIVERSITY AND INCLUSION

October 28, 2020
4 pm EDT

#FutureReady
Questions today?

Post to #futurereadylibs
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.
Ellon Ruschell
Library Media Specialist
Timonium Elementary School

Find me on Twitter
@TimoniumES_lib

eruschell@bcps.org
Tatanisha “Tiki” Love

Library Media Specialist
Loch Raven Technical Academy

Find me on Twitter
@thelitlc or @tlovesbooks

tlove@bcps.org
BCPS Steps to Success!
Step 1. Know the definition of diversity.

“the condition of having or being composed of differing elements; an instance of being composed of differing elements or qualities...”

Merriam Webster

Answer Garden image of words and phrases within ALA’s interpretation through The Library Bill of Rights
Step 1. Know the definition of diversity continued

https://www.merriam-webster.com/dictionary/diversity
Step 2. Analyze your collection.

Social and Emotional Learning
- Self Reliance and Perseverance
- Social Awareness
- Identity
- Bullying

Diversity
- Human Rights & Civil Rights
- Immigrants & Refugees
- Prejudice
- Diverse families
- Gender studies
- Homelessness and Poverty
- LGBTQ+
- Physical Disabilities and Special Needs
- Folklore and Mythology
- Holidays and Traditions
- Regions and People and Places
Step 3. Get input when selecting new titles.

- Stakeholders - parents, students, teachers
  - Suggestion Box
  - Library Advisory Committee

- Follow authors/publishers/diversity organizations on social media
  - Brown Bookshelf
  - The Conscious Kid

https://thebrownbookshelf.com/
Step 3. Get input when selecting new titles. (continued)

- Other helpful sources
  - We Need Diverse Books website
  - Read Across America calendar
  - School Library Journal
  - Follett
  - Teaching Books - Diverse Books Toolkit

- **Must have 2 positive reviews**
Step 4. Promote the collection.

- Displays
  - In the virtual world- custom Destiny banners
- Book talks
- Book trailers
- Shelf Talkers
- Lessons
  - Be deliberate in your choice of text
- Give students ownership
  - Allow them to help promote when appropriate
Denver Public Schools
DPS Collection Development Team

Suzi Tonini is the Collection Development Supervisor for Denver Public Schools supporting 125 ECE-12 schools across the Denver metro area. Suzi received her M.Ed. in K-12 English as a Second Language, Early Childhood Education and Special Education from George Mason University and a M.A. in Information and Learning Technologies from the University of Colorado at Denver. She is a librarian with twenty-one years of experience serving ECE-12 students in Virginia and Colorado.

Lori Micho, Library Services Coordinator, is a collection development and collection management specialist for Denver Public Schools supporting 125 ECE-12 schools across the Denver metro area. Lori received her Masters in Library Science from the University of Buffalo in 1997. She has more than 20 years of collections management experience in public, academic and school libraries.

Amanda Samland, Library Services Coordinator, is a collection development and collection management specialist for Denver Public Schools supporting more than 125 ECE-12 schools across the Denver metro area. Amanda received her Masters in Library and Information Science from University of Denver in 2007. Her goal is to weed all the district school libraries to make them the most culturally responsive collections in the country and an exemplar to others.

Terri Faulkner, Library Services Coordinator, is a collection development and collection management specialist for Denver Public Schools supporting 125 ECE-12 schools across the Denver metro area with a focus on elementary collections. She has more than 20 years of library management and collection development experience in public school settings.
Inclusive Collections By Design
Selection

Inclusive Collections
By Design
Mailing Lists (Publishers / Distributors)

Diverse Publisher Lists:
- [Here Wee Read](#)
- [Diversity Focused Publishers and Imprints](#)
- [Diverse Resources (CCBC)](#)
Review Publications

- Publishers Weekly
- Kirkus Reviews
- SLJ School Library Journal
- Booklist
- BookPage

Leading book discovery
Support Your Learning Objectives

Diversity, Equity & Inclusion

Gender Studies
Gender studies is an interdisciplinary academic field devoted to exploring gender identity and gendered representation. Gender and diversity impact individuals and societal identities.

LGBTQIA+
LGBTQIA+ is a common abbreviation for the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Allied community. This community embraces a spectrum of sexual orientations and gender identities and provides an environment of openness without discrimination or harassment.

Latinx/Hispanic American
Latinx Americans are people who descend from Latin America. The cultural similarities that bring these diverse backgrounds together are religion, strong value of family, cuisine and entertainment.

Learning Focus
Inpanian American • Historical Fiction • LGBTQIA+ • Magical Realism • Romance

Library Classifications
Bilatry Fiction • Fantasy Fiction • Fantasy • First Loves Fiction • Love Fiction • Prequels Fiction • Romance Fiction

Common Genres & Topics
Contemporary (Young Adult Fiction) • Fantasy • Hispanic & Latino (Young Adult Fiction) • People & Places • United States • Historical (Young Adult Fiction) • LGBTQ (Young Adult Fiction) • Romance
Webinars, Conferences, and PD Events
Blogs & Websites

- **Asian**
  - APALA
- **Black**
  - Brown Bookshelf
  - Marley Dias' 1000 Black Girls
- **Indigenous**
  - American Indians in Children's Lit
- **Jewish**
  - Jewish Book Council
- **LatinX**
  - Latinx in Kidlit
  - De Colores
- **LGBTQ+**
  - LGBTQ Reads
- **Middle Eastern**
  - Middle Eastern Outreach Council
- **Muslim**
  - Hijabi Librarians
- **Physical Challenges**
  - Disability in KidLit
- **Other**
  - A Mighty Girl
  - CrazyQuiltEdi
  - Social Justice Books
  - Award Winners
Social Media

DPS Libraries
Education Website
Posts by the Denver Public Schools Library Services department. Sharing great things going on in our libraries & the book world!

DPSLibraries
@DPSLibraries

dpsreads
DPS Library Services

TikTok, Asian
LGBTQ+, Immigration, Latinx
Disrupt Texts, Poverty
Spanish, Neurodiversity, Facebook
Goodreads, Substance Abuse
Emigration, Physical Challenges
Indigenous, Inclusive, Culturally Responsive Diversity
We Need Diverse Books, Authors
Pinterest, Actually Autistic, WhatsApp
Twitter, Social Justice, #ReadWoke
Follow, Mental Health, Jewish
Muslim, Homelessness, Tumblr
#ownvoices, Black
#hashtag
DIVERSITY IN CHILDREN’S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pcstats.asp

Illustration by David Huyck, in consultation with Sarah Park Dahiden
Released under a Creative Commons BY-SA license: https://creativecommons.org/licenses/by-sa/4.0/

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Hornig, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Genres (chapter books)</th>
<th>Category</th>
<th>Category</th>
<th>Category</th>
<th>Own Voices</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Can Make This Promise</td>
<td>Christine Day</td>
<td>Realistic</td>
<td>Indigenous People</td>
<td>Multiple</td>
<td>Family Structure Diversity</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Indian No More</td>
<td>Charlene Willing McManis</td>
<td>Historic fiction</td>
<td></td>
<td></td>
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<td></td>
<td>Coast Salish</td>
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<tr>
<td>It Began with a Page</td>
<td>Kyo Maclear</td>
<td>Asian</td>
<td></td>
<td>Multiple</td>
<td></td>
<td>Yes</td>
<td>Japanese</td>
</tr>
<tr>
<td>It Feels Good to Be Yourself</td>
<td>Theresa Thom</td>
<td>Mystery/Suspense</td>
<td>Black</td>
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<tr>
<td>Just Like Me</td>
<td>Vanessa Newton</td>
<td>Realistic</td>
<td>Black</td>
<td></td>
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<tr>
<td>King and the Dragonflies</td>
<td>Jorge Argueta</td>
<td>LatinX</td>
<td>Black</td>
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<tr>
<td>Lailani of the Distant Sea</td>
<td>Erin Entrada Kelly</td>
<td>Fantasy</td>
<td>Asian</td>
<td></td>
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<tr>
<td>Like the Moon Loves the Sky</td>
<td>Ania Khan</td>
<td>Muslim</td>
<td>Eastern</td>
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<tr>
<td>Little Legends: Exceptional Men in Black History</td>
<td>Yashvi Harrison</td>
<td>Realistic short stories</td>
<td>Black</td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
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<tr>
<td>Look Both Ways</td>
<td>Jason Reynolds</td>
<td>Physical Challenges</td>
<td>Black</td>
<td>Multiple</td>
<td>Family Structure Diversity</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Love Like Sky</td>
<td>Leslie Youngblood</td>
<td>Subtexture</td>
<td></td>
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<tr>
<td>Magnificent Homespun Brown</td>
<td>Samara Cole Doyon</td>
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**Rationale:** (in addition to multiple positive professions reviews)
- Award winner; Heritage story of native cultures; voice against bullies.
- Award winner; examination of tribal erasure, forced relocation.
- Engaging activism/artist biography; interwoven experiences.
- Provides a model for how to discuss gender identity and illustrations include boys wearing skirts, mixed-race couples, a character in a wheelchair, and representation of several different races and ethnicities.
- Beginning mystery with grief and anxiety subplots. Enabling text.
- Border separation; bilingual novel in verse.
- Poetry collection celebrating girls in all moments and types. Uplifting art. Enabling text.
- Grief (loss of brother); LGBTQ+ and race issues; parent-child relationships.
- Strong female protagonist, award-winning author, high demand story.
- Lovely art, soothing rhyming text; uplifting Muslim experience.
- Multiple award and honor winner, clever short story collection. Enabling text.
- Celebration of blended family diversity.
- Joy-filled text; Empowering.
Inclusive Collections
By Design
Weeding School Libraries

Following our Denver Public Schools Weeding Guidance, weed based on:

- appearance and condition
- age and content

Books, in and of themselves, are not sacred objects.

Libraries exist to make information available, not to warehouse unused books.

- Jeanette Larson
Guide for Selecting Anti-Bias Children's Books
by Louise Derman-Sparks

Look at the Copyright Date

Copyright dates indicate the publication year, not the time of its writing, which might be two to three years before the copyright date. Although a recent copyright date is no guarantee of a book’s relevance or sensitivity, copyright dates are useful information. More children’s books began to reflect the reality of a pluralistic society and nonexistist and non-ableist perspectives in the 1970s. Since then, the range of accurate, respectful, and caring books reflecting diversity has increased significantly (unfortunately the diversity of books published in the United States still does not accurately reflect the actual diversity of the people living here). When considering new books for your collection, begin with most recently published ones and then continue with descending copyright dates.

Access the entire guide here.
Guide for Selecting Anti-Bias Children’s Books
by Louise Derman-Sparks

Check the Illustrations

Look for Stereotypes: A stereotype is an oversimplified generalization about a particular identity
group (e.g., gender, race, ethnicity, class, sexual orientation, ability/disability), which usually
carries derogatory, inaccurate messages and applies them to ALL people in the group.
Stereotypes dehumanize people. So, too, does misinformation. (See Box 1 below for a list of
common, harmful stereotypes).

Unfortunately, all of us absorb socially prevailing stereotypes about a range of people, even if
we do not consciously subscribe to them. To alert you to stereotypes in children’s books, as
well as other media, it is useful to list all the stereotypes you know about various groups of
people as precondition for critically reviewing children’s books. The books you choose should
depict people compassionately and as real human beings. Also consider if images depict all
people as genuine individuals with distinctive (rather than stereotypical) features. Books
containing stereotypes require you to engage children in critical thinking, but should probably be
eliminated from your collection.

Access the entire guide [here](#).
“Why is it being republished, as is, without any revisions to its anti-Native and racist Asian illustrations and ideology?”

Source: Debbie Reese
# Standards for DPS School Library Print Collections

<table>
<thead>
<tr>
<th>At Risk</th>
<th>Standard</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>The collection does not sufficiently reflect the cultures and interests of students and/or does not adequately support the curriculum.</td>
<td>The collection is culturally responsive, reflects students’ interests, and supports the curriculum.</td>
<td>The collection is culturally responsive, reflects students’ interests, and supports the curriculum.</td>
</tr>
<tr>
<td>OR</td>
<td>The overall average copyright date is no more than 12 years from the current calendar date. <strong>2006</strong></td>
<td>A minimum of 10 books per student.</td>
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<tr>
<td>OR</td>
<td>The percentage of aged titles is no more than 35% of the collection. <strong>49%</strong></td>
<td>The overall average copyright date is no more than 10 years from the current calendar date. <strong>2010</strong></td>
</tr>
<tr>
<td>OR</td>
<td>Newer titles (published within past five years) comprise 20% or more of the collection. <strong>24%</strong></td>
<td>The percentage of aged titles is no more than 30% of the collection. <strong>27%</strong></td>
</tr>
<tr>
<td>OR</td>
<td>Newer titles (published within past five years) comprise less than 20% of the collection. <strong>11%</strong></td>
<td>Newer titles (published within past five years) comprise 25% or more of the collection.</td>
</tr>
</tbody>
</table>

Library collection data before the weed are **red** and after the weed are **blue**.

**Library Services staff hours:** 50.5

**Average age of collection:** Improved 4 years

**Percentage of aged titles:** Improved 22 percentage points

**Percentage of newer titles:** Improved 13 percentage points
Post-Weeding School Libraries

- Stage the library
- Diverse representation in book displays and facing out books
- Warm and welcoming environment
Before
Inclusive Collections
By Design
Culturally Responsive, Inclusive and Linguistically Diverse Collections

#1000BlackGirlBooks
#dpsTOP100
Antiracist Readings
Arabic Language Titles
Asian and Asian American Authors
Authors Who Identify as Hispanic, Latino/a, Latinx, Chicano/a, Mestizo/a
Black Authors
Black Boy Joy
Chinese Language Titles
French Language Titles
Harlem Renaissance
History Liberated
Indigenous Authors
LGBTQ+ Reads
Migration Stories
Neurodiversity Fiction and Nonfiction (coming soon)
Portuguese Language Titles
Russian Language Titles
Spanish Language Fiction
Spanish Language Nonfiction
Voices of the Caribbean
Voices of the Middle East
Beast Player

For readers who want to dive into:

- Fantasy
- YA
- Strong Female Character
- Translated from Japanese
- #ownvoice Asian
Pet

For readers who want to dive into:

- Fantasy
- YA
- Magical Realism
- Angels & Monsters
- Gender Identity
- #ownvoice LGBTQ+
What's on your #mustreadin2020 list? Find these great titles and more in the dpsTOP100 Sora collection: https://bit.ly/dpsTOP100 Denver Public Schools Dean Atta Author Karol Ruth Silverstein @julieschwietertcollazo @Rosayra Pablo Cruz

Find your next great read in Sora
#dpsTOP100

#MUSTREADIN2020
A few important things to share!
#dpsTOP100 Elementary Books!

Source: WDB Elementary Books!

#dpsTOP100 Middle School Denver Public Schools Library Services 2020-2021

#dpsTOP100 High School Denver Public Schools Library Services 2020-2021

Black Lives Matter, Black Literature Matters- Comic Reading List

A partnership between the Graphic Novel and Comics Round Table (GNORT) of the American Library Association and the Black Caucus of the American Library Association (SCALA), the comics reading list is an

Black Matters (2020) - CEPA Gallery

Contemporary Photography & Visual Arts Center | Buffalo, NY

30 Books For Young Readers That Celebrate Black Joy

“Joy is an act of resistance.” Poet Toi Derricotte Children’s books showcasing Black joy remind us of the beauty of family, friendship and community. They are touchstones that surround us with the blessing of who we are. In a world that tries to set us back, divide us and push us down at every turn, [Read the full article...]

The BFA Gallery at Buffalo State College

ALAN v37n3 - 'The Best of Both Worlds': Rethinking the Literary Merit of Graphic Novels

Scholarly Communication is located on the fourth floor of Carol M. Newman Library at Virginia Tech. Scholarly Communication is a dynamic landscape, and we are continually evolving. Many scholarly communications activities have spun-off into their own departments, such as VT Publishing and Digital Imaging and Preservation Services, and Digital Library Development. Our focus is on supporting the creation and dissemination of scholarship.
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 practices, 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.

Future Ready Librarians® is an expansion of the Future Ready Schools® initiative aimed at raising awareness among district and school leaders about the valuable role librarians can play in supporting the Future Ready goals of their school and district. Two guiding questions are central to Future Ready Librarians®:
CONVERSATION STARTER

This step-by-step guide is designed to help librarians start and sustain strategic conversations with school and district leaders.

Future Ready Librarians® lead beyond the library, collaborating not only with teacher colleagues but also with building and district leaders to prepare future ready learners. Creating exciting and dynamic opportunities for future ready learners requires shared leadership among school leaders, including librarians, instructional coaches, principals, IT leaders, and district administration.

Whether you are just getting started or trying to take the next step in your strategic collaborations, this step-by-step guide provides simple processes and curated resources that can help you examine your current situation, inspire creative thinking, build new partnerships, and then collectively develop a collaborative plan for your students and teachers.

Let’s Get Started

Make a copy of our Reflection Guide to use throughout this experience to collect your responses to questions and great ideas.

Essential Questions and Conversations

Step 1
What’s My Mindset?

Step 2
Where Is My Future Readiness?

Step 3
What More Do I Need to Know?

Step 4
What Are the Missing Pieces?

Step 5
Where Do the Dots Connect?

Step 6
What Can We Do Together?

Step 7
What Did I Learn?

The Current Conversation:
Librarians As Leaders During The Pandemic

The sudden closure of schools and the transition to digital and remote learning have turned education upside down. While this guide was designed before the pandemic, the opportunity for librarians to strategically partner and collaborate with building and district leaders has never been more critical. Recognizing that new challenges, questions, and opportunities have emerged for librarians to lead, teach, and support schools, we have updated the resource and include these Current Conversation sidebars to help you find success in starting (or sustaining) conversations with building and district leaders.
Leading from the Library

Future Ready Librarians are facing uncertainty as they return to learning. Join Future Ready Advisor, Shannon Miller @shannonmiller for our newest podcast series, Leading through the Library. Shannon and her weekly guest will share stories of how they are tackling the unique issues that are facing school libraries today from planning for remote student learning with equity in mind, creating flexible schedules to supporting parents and families with blended learning environments.

SUPPORTING TODAY’S STUDENTS THROUGH NEWS LITERACY

The podcast series is supported by Follett.
Leading from the Library

In this series, the topics will focus on the many ways Future Ready Librarians® lead as we hear stories and ideas from some of the nation’s top teacher librarians. They will inspire us and make us look at our practice within the topics of collection development, diversity, virtual and school library spaces, collaboration, empowering students as creators, continuous and remote learning and so much more.
Future Ready Librarians® Challenge Series

An ongoing series of bite-sized professional learning activities to help you learn new tools and strategies, focus your leadership, and connect with fellow librarians to share ideas and solutions.

LEARN MORE!

FutureReady.link/libschallenges  #FutureReadyLibs
Activity 1: What is your Future Ready reflection?

Take 15 minutes to help plan your professional year! Designed for librarians by librarians, the Future Ready Librarians Self-Reflection allows you to better identify not only where your professional strengths are, but where your future growth and learning might be.

- What is the challenge?
- Why is this important?
- What do I do?

Activity 2: What’s Your Superpower?

Now that you’ve taken the future Ready Librarians Self-Reflection, name your superpower! Examine your results to identify one area of strength that resonates with you and share it on Twitter!

- What is the challenge?
- Why is this important?
- What do I do?
Activity 3: Details releasing November 4, 2020

Activity 4: Details releasing November 18, 2020.
Future Ready Librarians Summits

Leading from the Library Through Uncertain Times

REGISTER TODAY

November 7, 2020
November 21, 2020
11:00 am to 2:00 p.m. ET

Online over Zoom

500+ Attendees

futureready.org/frlibrarianssummitfall/
Just Released! The #FutureReady planning guide for high-quality #remotelearning. Explore the guide for ideas, best practices, and practical considerations for addressing the unique challenges we currently face.

futureready.org/remote

JUST RELEASED

Planning for High-Quality Remote Learning Using the #FutureReady framework
Future Ready Framework

This guide uses the Future Ready Framework to provide insight and considerations around some of the most important aspects of high-quality remote learning. The Future Ready Framework includes eight interconnected “gears” keeping the learner at the center. Each of the gears are foundational components of schools that are future ready. The framework creates the foundation for equity-focused, learner-centered experiences where each student graduates from high school with the agency, passion, and skills needed to be a productive, successful, and responsible community member.
Curriculum, instruction, and assessments support a personalized instructional model that ensures that learners are prepared for life after high school graduation. Future ready schools create and communicate a learner-centric vision that provides personal and authentic learning experiences that support social-emotional development for all students, while implementing the needed policies and procedures to realize that vision. Leveraging digital tools and resources for instruction and authentic assessments to improve student outcomes, and ensuring support for historically marginalized groups are vital components of high-quality remote learning. Additionally, access to searchable digital content repositories and collaboratively curated materials is essential for teachers during remote learning.
Common Challenges for Remote Learning

- Limited academic support for students at home
- Inadequate access to high-speed internet and devices for students and teachers, which limits opportunities to engage in robust digital content and synchronous virtual meetings
- Minimal professional learning time for teachers for remote learning tools
- Difficulty conducting timely formative and summative assessments to make changes to the pace and breadth of content to meet students’ needs
- Limited time for remediation and enrichment
- Challenges providing intensive special education accommodations
- Inconsistent delivery and training of personnel contribute to inequities in some communities

Ideas to Consider

- Consider a more competency-based approach that provides personal and authentic learning experiences and supports social-emotional development for all students.
- Provide asynchronous experiences so students’ learning time can be flexible.
- Modify curriculum to adjust to the unique challenges of remote learning to ensure students are prepared for the future.
- Provide guidance around the selection of effective materials, courses, curriculum, and tools to teachers.
- Provide transparency around revisions to assessment, grading, and homework policies.
- Communicate intentionally and clearly with parents about student expectations, including daily expectations in each subject.
- Provide structures where students can collaborate on assignments.
- Provide options for students to demonstrate learning in multiple ways.
- Conduct formative assessments regularly to evaluate student understanding.
- Check-in with students to monitor their social-emotional learning.
- Leverage asynchronous practices, yet include synchronous components when equity-related issues do not allow.
#futurereadyleibs

#futureready

futureready.org/librarians
Future Ready Librarian Program Support

Follett
Thank you for joining us today, friends.
The Future Ready Librarian®
2nd Annual Fireside Chat
December 15th at 4:00pm EST