



AASL Standards Framework Applied to LGBTQ+ Materials

Defending Intellectual Freedom: LGBTQ+ Materials in School Libraries, a resource guide developed by the 2018 ALA Emerging Leaders team sponsored by AASL, uses the National School Library Standards as a lens to support LGBTQ-inclusive library collections, instruction, and spaces. Use this framework application as a secondary table of contents to navigate more quickly to relevant resources, inspiration, statistics, and activities based on your specific questions and needs. To access the complete resource guide, visit www.ala.org/aasl/advocacy/tools/toolkits.

	INQUIRE	INCLUDE	COLLABORATE	CURATE	EXPLORE	ENGAGE
THINK	<ul style="list-style-type: none"> What do you already know about LGBTQ+ materials and protecting intellectual freedom in the school library? What would you like to know? What falls outside your comfort zone? How can you address your biases, fears, and concerns? Why do librarians “self-censor” their own collections? <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Create a KWL (Know, Want to Know, and Learned) chart to explore as you begin to think about LGBTQ+ materials and intellectual freedom (Appendix A). 	<ul style="list-style-type: none"> How do you think about diversity? Does your school or library have a policy on inclusion and diversity? Why is it important for learners to see positive representations of themselves and people from different walks of life in literature? <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Watch “The Danger of a Single Story” video. Watch the “Why We Need Diverse Books” video. Read the Human Rights Campaign “Glossary of Terms.” 	<ul style="list-style-type: none"> How can collaboration with school and community partners be leveraged to build a stronger LGBTQ+ collection for the benefit of all learners? How can you collaborate with teachers to embed LGBTQ+ issues into the curriculum? <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Community assessment. Examining our PLNs. Assessing school climate via learners and staff. 	<p>Are you collecting LGBTQ+ titles that reflect a wide range of gender identities and experiences, or are you self-censoring these titles out of fear of retaliation from administration or other community members?</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Look at your current displays. Are titles featuring LGBTQ+ characters a natural part of your shelf and wall displays? 	<ul style="list-style-type: none"> How can school librarians explore their own biases? What might you add to your reading list to expand your perspectives? How can you reflect more on your professional practices and develop your own growth mindset? <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Take an implicit bias test from Project Implicit. Read an article or book about anti-bias education or intersectionality. Undertake a self-reflection activity. 	<ul style="list-style-type: none"> What are intellectual property, intellectual freedom, access, and information literacy? How does understanding these terms help you and the stakeholders in your school library appropriately engage with your collection? <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Evaluate the current state of your library and collection using the questions and resources provided on page 179 of the <i>National School Library Standards</i>.
CREATE	<p>Investigate the questions you developed from the activities in the THINK Domain, focusing first on the questions that interest you most. Follow up by investigating the questions that make you feel most uncomfortable.</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> If you don’t know where to begin, start with suggested readings from the National Coalition Against Censorship, ALA’s Freedom to Read Statement, and others listed. 	<p>Is your school library a space where a range of gender identities and orientations are seen and welcome?</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Review several articles on creating safe, inclusive, affirming school library spaces for LGBTQ+ learners. After reading, think of your school library space. Is it conducive and welcoming to LGBTQ+ learners? 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> Work with school personnel to create and/or ratify your school library’s collection development plan, which should include language about the importance of intellectual freedom, the value of diverse literature for all learners, and the procedures for responding to challenges. Support (or support creating) your school’s GSA. Create an inclusive PLN, identifying LGBTQ+ networks, educators, and authors to follow. 	<ul style="list-style-type: none"> Identify ways you can avoid self-censorship and create diverse, inclusive collections. Review your collection development policy to make sure LGBTQ+ selection aids are specifically included. <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Implement a system for gathering learner feedback on LGBTQ+ titles to share with other learners and to support the title in the event of a challenge. Start a spreadsheet of reader feedback. 	<ul style="list-style-type: none"> How can you examine the strengths, weaknesses, opportunities, and threats of your current collection, with focus on LGBTQ+ collections? <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Examine your current Collection Development Policy (CDP) Create a document that points learners to both online and physical resources for learning more about LGBTQ+ resources. 	<p>Know your policies and make sure all stakeholders know them, too.</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Create displays that encourage learners to engage with LGBTQ+ issues. Create activities designed to engage learners with issues of censorship during Banned Books Week Create PD to educate library staff, educators, and administration about library policies and procedures.
SHARE	<p>Build a network to investigate and grow your capacity to defend LGBTQ+ materials.</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Make a list of stakeholders, peers, and potential networks with whom you could share. Send or post your comments and questions to these organizations, networks, and discussion forums. Find a peer who wants to grow in their ability to serve their LGBTQ+ community. 	<p>Do you work to ally yourself with LGBTQ+ learners?</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Create a list of allies in your school and community. Think about what learners and staff you could share this list with. Think about who your allies on a national level might be. For starters, what resources does your state association provide? Investigate resources from the ALA Office for Intellectual Freedom. 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> Discover #OwnVoices authors who identify as members of the LGBTQ+ community—and their novels—to include in literature circles, displays, readers’ advisory, and book talks. Identify lesson plan ideas to use when collaborating with other educators to build a more-inclusive curriculum. Collaborate with administration or district personnel to identify professional development activities. Identify specific ways to respond to hate and bias at school. 	<ul style="list-style-type: none"> Share LGBTQ+ titles in a way that doesn’t require learners to identify themselves. Use displays, printed readers’ advisory materials, and cataloging rules to make materials readily available. Suggest LGBTQ+ titles for use in book clubs and classroom lessons. <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Review cataloging procedures. Use your collection to fill out the LGBTQ+ YA Flowchart (Appendix D) 	<p>How can school librarians engage with a wider community around the issues of LGBTQ+ representation in school libraries?</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Research resources available for PD around LGBTQ+ issues in school libraries, and resources available to LGBTQ+ learners, parents, and allies. Give yourself time to prepare for challenges by having a rehearsed plan and memorizing a few short statements. 	<p>Access is all about having the resources you need and being able to engage with them.</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Share this resource guide with fellow education professionals. Share resources with educators to help them find diverse materials to support their lesson plans. Find community members involved in LGBTQ+ organizations and have them share with learners and educators on topics of interest.
GROW	<ul style="list-style-type: none"> What is a sustainable learning path to stay aware of LGBTQ+ issues and how they connect with school libraries? How can you put your newfound understandings into your instruction, collections, pedagogical approach, and district initiatives? <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Revisit your KWL charts to see how you have grown and what questions you still have. 	<p>Do you have enough LGBTQ+ books and authors in your collection to seamlessly include in displays?</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Watch the TEDx Talk video “Improving Your Diversity IQ” Explore the It Gets Better Project website Read “How to Become an LGBTQ+ Ally” After you finish, ask yourself, “In what ways have I increased my awareness of LGBTQ+ issues?” 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> Collaborate with administration, your school’s equity team, and/or leadership team to be intentional about creating an inclusive school climate. Utilize your expanded PLN—Join the conversation to help safeguard both your LGBTQ+ collections and your learners! 	<p>Continually revisit selection aids listed in your collection development policy, conduct regular diversity audits, and stay up-to-date on LGBTQ+ issues.</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Create a blogroll or bookmark folder of resources for keeping current on LGBTQ+ issues. 	<p>What are some tools for reflecting on the school library’s current challenged materials policy?</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Know your policies and be prepared for challenges, especially to “diverse content” (such as LGBTQ+ materials) Determine what your current challenge policy is (or create one if not currently in place). 	<p>Be familiar with current standards, ethical codes, and principles of education and information professions.</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Practice using real-life scenarios.