



# Cultivating an Equitable School Library to Nurture Critical Curators

NATIONAL  
SCHOOL  
LIBRARY  
STANDARDS

Use this infographic to help guide conversation with administrators and other educators about the importance of developing curation skills in learners supported by inclusive school library collections. Find scenarios, activities, and tools to support curation practice in *Developing Critical Curators Seeking Diverse Perspectives*. Visit [standards.aasl.org/project/curators](https://standards.aasl.org/project/curators).



Providing equitable and adequate school library services and instruction has become **AN ISSUE OF SOCIAL JUSTICE**, especially when we see that schools in the poorest and most racially diverse communities have the **LEAST ACCESS TO LIBRARY SERVICES**. (Pribesh, Gavigan, & Dickinson 2011)<sup>1</sup>

## RESEARCH

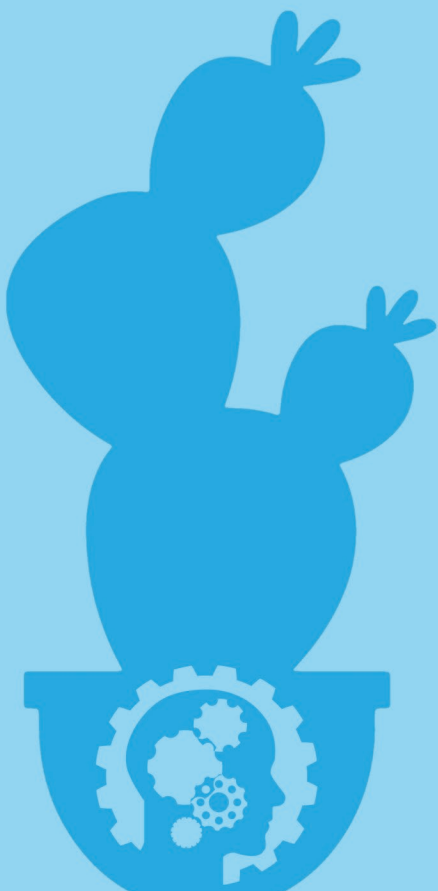
“IN TODAY’S AGE OF FAKE NEWS, knowing where to turn for **RELIABLE DATA**—and being able to distinguish between objective and biased sources—might just be one of the **MOST IMPORTANT SKILLS** of our time.”<sup>2</sup>

**42%** of Americans ages 18 to 29 say they **GET THEIR NEWS FROM SOCIAL MEDIA**.<sup>3</sup>

**70% FALSEHOODS** more likely to be retweeted on Twitter than the truth **AND** reach their first **1,500 people 6X faster**.<sup>4</sup>



“**K-12 DIGITAL CURATION** is about pointing [learners] to content and resources they might not themselves discover with their own intuitive strategies... [and teaching organization of] content and tools to **MANAGE OUR DIGITAL LIVES** as information citizens.”<sup>5</sup>



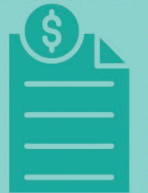
## COLLABORATION

**90,400** K-12 PUBLIC AND PRIVATE SCHOOLS



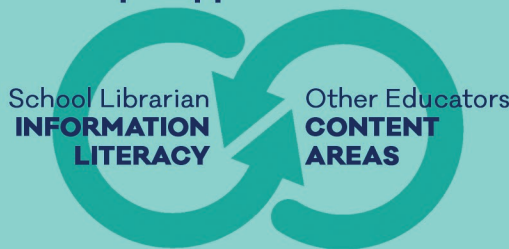
- **82,300 (91%)** have SCHOOL LIBRARIES
- **56,000 (61%)** have full-time LIBRARIANS<sup>6a-6b</sup>

**60+** studies demonstrate strong school libraries’ **POSITIVE IMPACT** on student achievement, yet **cutbacks** may be yielding unintended consequences.<sup>7</sup>

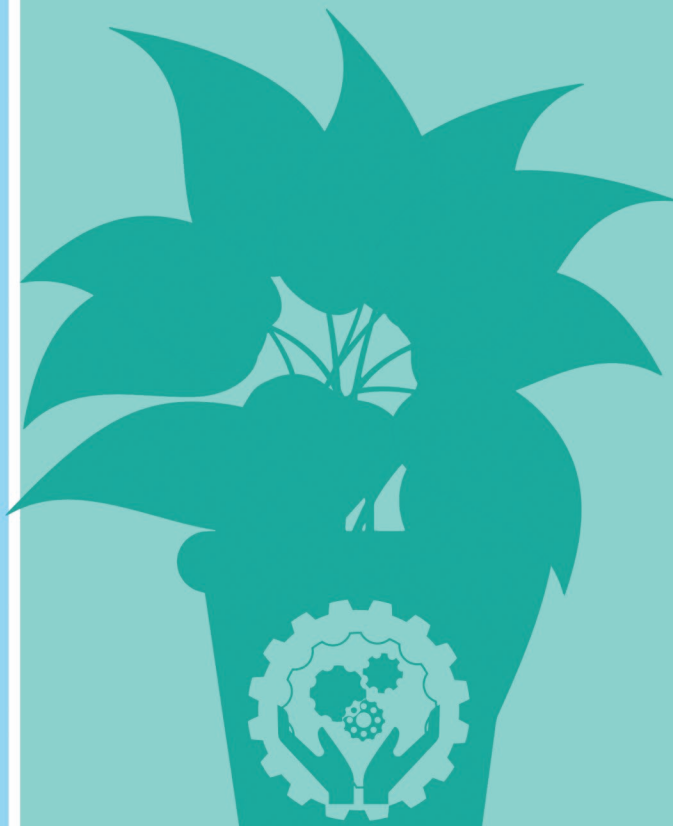


**SPONSORED CONTENT vs. NEWS ARTICLE**  
**80%** of middle schoolers cannot tell the difference.<sup>8</sup>

Combined **expertise and perspectives** through **COLLABORATIVE INSTRUCTION** create **unique opportunities** for learners.<sup>9</sup>



**LEARNERS’ WILLINGNESS** to ask for assistance with an **INFORMATION NEED** increased following **collaborative instruction** with the school librarian.<sup>10</sup>

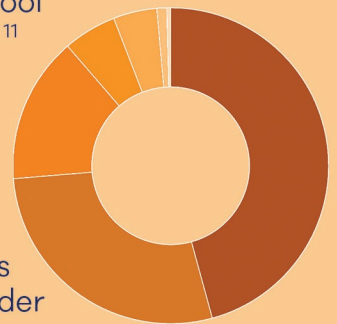


## DIVERSITY

**49.4 MILLION STUDENTS**

preK-12 public school enrollment (2020)<sup>11</sup>

- 22.6 M** White
- 13.8 M** Hispanic
- 7.4 M** Black
- 2.7 M** Asian
- 2.2 M** Multi-racial
- 0.5 M** Native races
- 0.2 M** Pacific Islander



- 7.3 M** Special Ed (2019)<sup>12</sup>
- 5.0 M** English Learners (2018)<sup>12</sup>
- 1.9 M** LGBTQIA+ (ages 13-17)<sup>13</sup>



**729 CHALLENGES** to education materials and services<sup>14</sup>

**1,597+ INDIVIDUAL BOOKS** challenged or removed

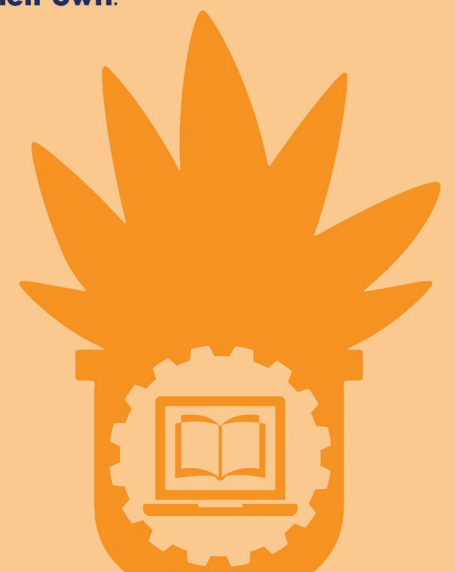
**MOST TARGETED BOOKS** were by or about Black or LGBTQIA+ persons

**THE LESS DIVERSE THE STUDENT BODY, THE MORE INCLUSIVE THE LIBRARY COLLECTION MUST BE.**

U.S. public school students, especially white students, tend to go to schools where their **classmates share their racial or ethnic background**.<sup>15</sup>

**IN THE SCHOOL LIBRARY, LEARNERS & PARENTS**

- feel valued when they see their **culture represented**.<sup>16</sup>
- must hear stories and interact with characters whose **lives and experiences are different from their own**.<sup>16</sup>



Find infographic sources listed under Works Cited in the *Developing Critical Curators Seeking Diverse Perspectives* Activity Guide. Visit [standards.aasl.org/project/curators](https://standards.aasl.org/project/curators).

American Association  
of School Librarians  
TRANSFORMING LEARNING

