

Characteristics of World Class School Librarians

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Introduction

Over the last decade, the number of schools in the U.S. and Canada that have a school library staffed by a credentialed librarian has waned. The same trend has happened for programs in the humanities as other priorities have taken place to cover the cost of various “emergencies.” In some states, legislation has preserved most existing library jobs, but a growing number of professionals serve more than one school.

Despite the downward trend, a core of professionals seems to have flourished and appear sporadically in various schools in both the U.S. and Canada. Thus the questions:

- What are the characteristics of excellence demonstrated by library professionals who are highly valued in their schools and communities for their contributions to teaching and learning?
- What challenges do these professionals face and what do they do to promote excellence?
- Is there some kind of secret these people know and do that might be duplicated on a wider scale?
- Could there be a way to document and share their expertise?

This qualitative study examines over thirty individuals whom we term world-class school librarians in the U.S. and Canada who agreed to be interviewed in a project known as The Alive Library Project (Loertscher, n.d.) All the interviews were recorded and placed on the YouTube channel, @schoollibrarycentral (Loertscher, n.d.). Thus, they are available for sampling and informative descriptions for administrators, school boards, parents, teachers, and of course other librarians anywhere around the world.

Literature Review

Many state school library associations recognize outstanding librarians at their annual conventions. Some recognize supportive administrators. AASL also recognizes outstanding school libraries and administrators annually. *School Library Journal* recognizes outstanding school librarians annually in their magazine as well and hopefully attracts some visitors to their communities. However, these efforts do not seem to have attracted sufficient national or international attention to make a large impact.

There have been two major projects in the past that have attempted to showcase what happens in a school and district when credentialed school librarians are able to maximize the benefits of a strong library program. Both these projects had major grant funding and in the first phase helped a group of schools develop exemplary libraries and

then in phase two brought in many visitors to view the results and learn about the impact these programs had on the teachers and the students they served. The first project was the Knapp School Library Project funded by the Knapp Foundation in 1962 (Sullivan, 1968). The second one was known as [Library Power](#) and was funded by the Dewitt Wallace Reader's Digest Foundation in 1988 (Zweizig & Hopkins, 1999). The first author of this research report served as the project evaluator for this \$43 million dollar effort. As is true in many funded projects, as soon as the money runs out, the sustainability of the effort diminishes.

The Alive Library Project and initiative approaches the idea of showcasing and storytelling differently by using technology to visit excellence without the need to travel. Thus, the reader can visit these professionals, get a taste of their expertise, and do their own analysis of what a world class library program is. Then they can draw their own conclusions in addition to those determined in this research.

Methodology

In order to discover the characteristics of world class school librarians, this qualitative study consisted of interviews done by the principal author on Zoom and is now available on YouTube. These interviews constitute a purposive sample of librarians who have been recognized by state school library associations, *School Library Journal*, or through personal knowledge of the researchers.

Invitations to prospective interviewees consisted of providing possible interview questions and convenient times for the interviews to happen. Zoom sessions were managed by one of the researchers who handled the technology in the background and then edited the final session to produce the published video.

The researchers then created a master Google Form to evaluate the content of each video. Then, each interview was evaluated by each of three researchers in order to achieve inter-rater reliability. The researchers then collected all the interviews and for each person, created one synthesis across the entire group by individual and then summarized as an entire group. Using a Google Sheet, small groups could be created such as elementary school librarians, middle school librarians, various diversity levels of the schools and any other characteristic of interest. The following section summarizes the findings by characteristics of interest.

Analysis of the data

The first probe analyzed the demographics of our sample to get a sense of the types of schools, location, socio economic level, and experience of each professional.

Years of Experience as a Librarian

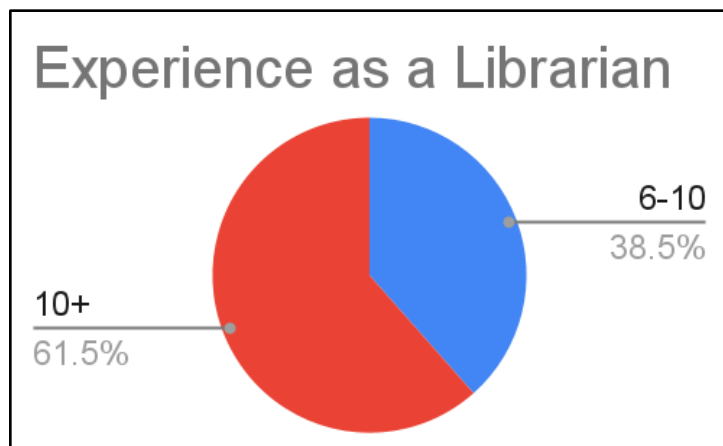


Figure 1

School librarians who are recognized by their peers as exemplary often have a substantial amount of experience, often built on years of successfully teaching in the classroom and then within libraries at various schools. One admitted to having failed retirement three times and kept coming back because of their caring for youngsters. It was calculated that about half of the group had library experience of six to ten years and the rest over ten years. A few were in their second decade.

Additional Experience beyond Librarianship

One very welcome reference from almost half of the interviewees was the mention of expertise beyond the foundation of librarianship which they have used over the years to excel. They mentioned credentials beyond the library credential including National Board Certification, special education, reading, social studies, and STEM. Advanced skill sets including technology, design thinking, Montessori philosophy, and project management signaled that these professionals keep learning across their working lives. This makes a difference in what they contribute to teaching and learning.

School Level

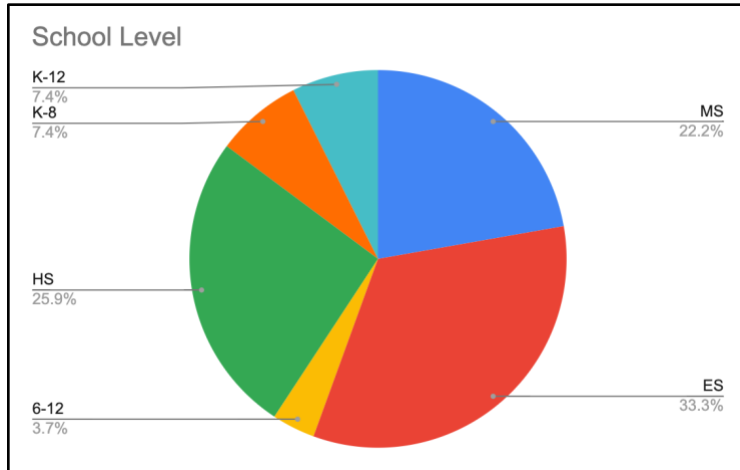


Figure 2

Currently, the interviewees come from a diverse range of grade levels. Some of the librarians have served at multiple levels across their entire career. For this sample, there was a nice mix.

Location

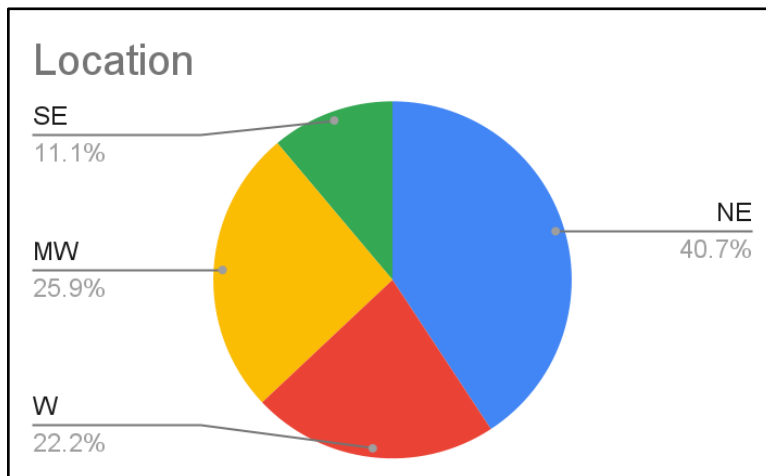


Figure 3

The interviewees come from a diverse range of locations across the United States and Canada.

Affluence

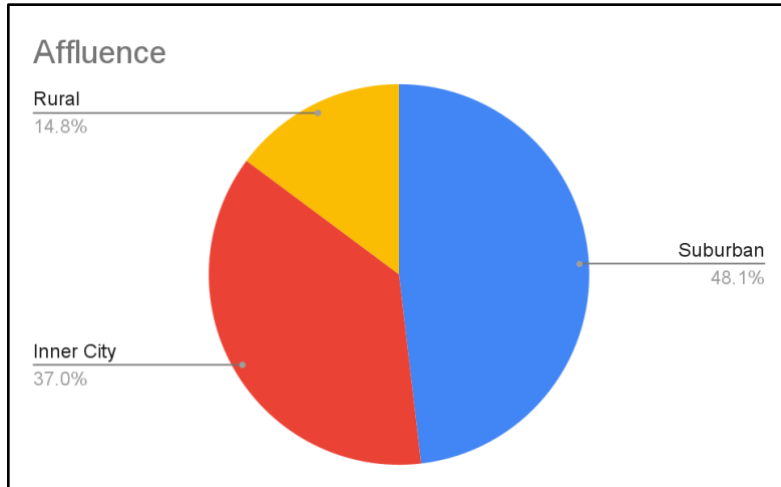


Figure 4

This chart shows the majority of interviewees coming from either inner cities or suburban areas with a sprinkling of a few rural communities in the sample.

Poverty Designation

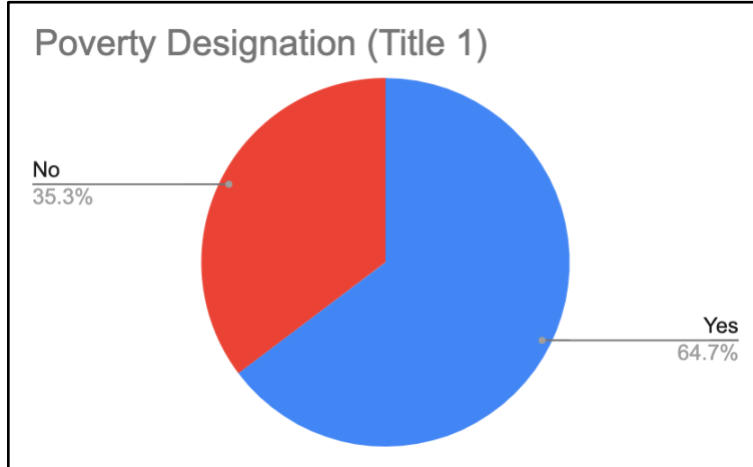


Figure 5

Title I status in the United States means that most of the children come from low-income communities. There is a mix of excellent professionals working across various poverty levels. Thus, it is not always the more affluent communities being able to support credential librarians in the sample. Rather These professionals see them working in very challenging economic areas as well as very affluent ones across the two countries.

Diversity

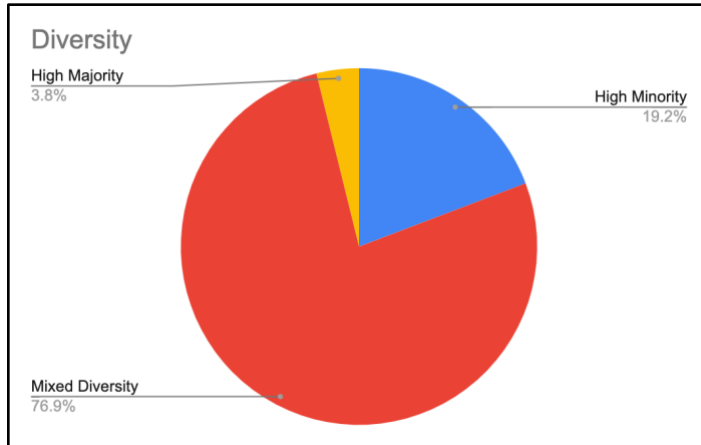


Figure 6

The data suggest that almost all of the schools in the project represent the current state of diversity across the two nations.

Languages Spoken

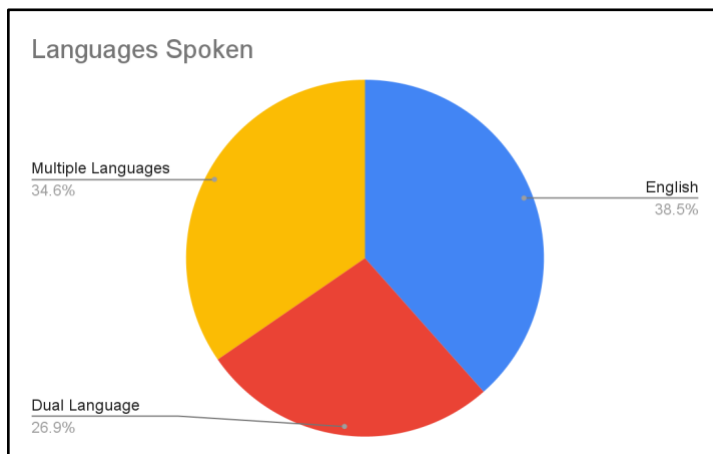


Figure 7

Librarians are more likely than not to serve a population of students with different languages. Many school student populations are considered dual language, where students primarily speak one of two languages. However, some schools serve a student population that speaks more than two languages. That presents a major communication challenge each day of their career. A few of the respondents spoke multiple languages themselves, making it much easier to serve their patrons' needs. More and more technology in translation is coming to the rescue of professionals who only know English.

Number of Major Audiences Addressed by the Initiatives

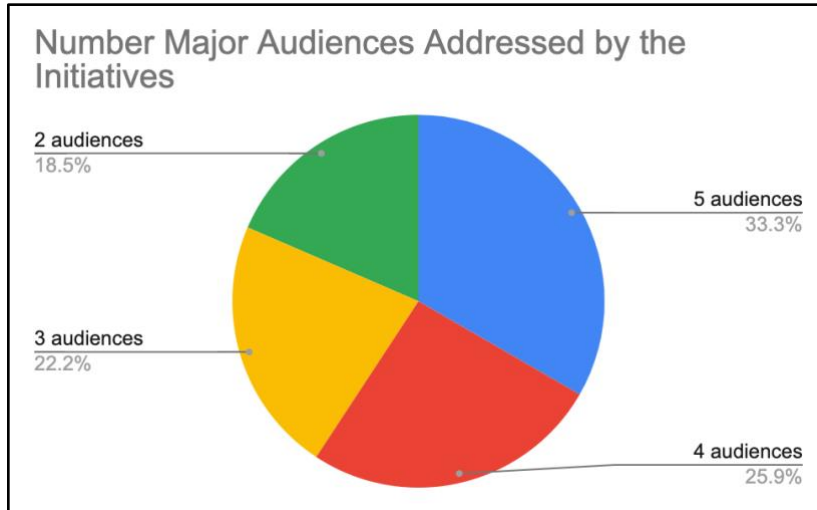


Figure 8

As our professionals approach a new school, they tend to reach out to all the major stakeholder groups in order to build their program that affects teaching and learning across the school. Major audiences addressed by the initiatives include: students, parents, community members, administration, and teachers.

Gender

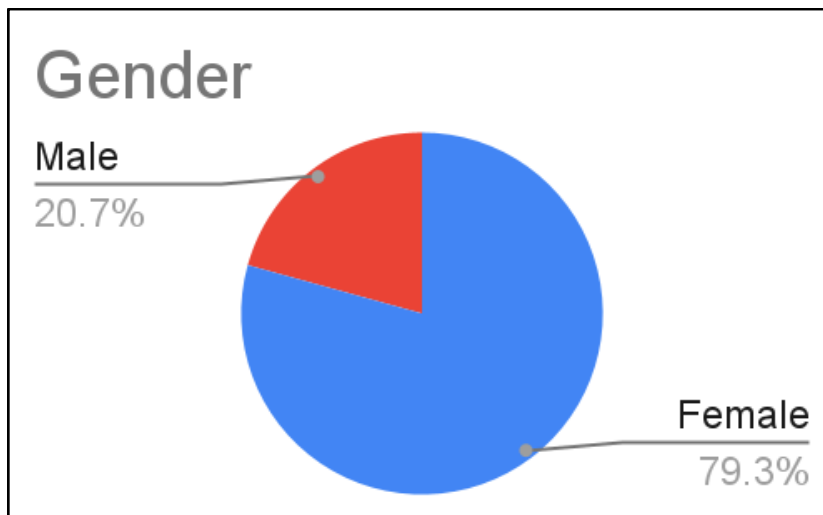


Figure 9

For many decades females have dominated the library profession, and it is no different today among our respondents.

Interim Summations

In this section of the report, each interview was analyzed by three persons followed by a summation of the actions taken by the interviewee. To provide a sense of depth for you the readers or researcher, we decided to link you to several actual interviews that describe the various challenges. See the Appendix for actual interviews. Not all of the interviews are linked here but the reader can find all of the interviews on the YouTube channel, @schoollibrarycentral (Loertscher, n.d.). The advantage to you, the reader, is that you can consider our findings and discover characteristics of these professionals that you admire.

Culture and Community

These librarians are familiar with their own community as well as external organizations, either nearby or virtual, that can provide learning experiences or support for the library program. Over time, they develop connections that are well-known by teachers, administrators, and the broader community. (See Figures 10-12)

Library Environment including Technology

Immediately after arriving at their job, these librarians transform the library into a student-centered environment: a safe, creative, and welcoming space, equipped with excellent technology and a flexible layout that adapts to the needs of teachers and students for a variety of personal and group projects and activities. (See Figures 13-16)

Collaboration

These librarians focus on integrating the library into teaching and learning across the school by forming partnerships with individual teachers, departments, and grade levels. The library is no longer an isolated entity with its own unique role and agenda. Instead, its goals align with those of the school, such as promoting equity, embracing diverse cultures, adding makerspaces, and incorporating technology to enhance learning. (See Figures 17-18)

Collection

Regardless of whether the librarian is new to a school or has been there for years, they realize that the composition of their learners has changed. New cultures, languages, and socioeconomic levels can evolve rapidly, so the existing collection may not reflect the needs of a changing curriculum or the cultural makeup of the users.

They respond by actively curating and managing their collections to support the specific needs of the curriculum and students. High-interest, student input, culturally diverse, dual language materials, diversity audits, and grant writing to diversify were all mentioned. (See Figures 19-21)

Library concept

This group of librarians is not tied to traditional stereotypes or practices. They reflect, reinvent, create, and rethink everything. They are also not reticent about taking on major changes or challenges. (See Figures 22-23)

Management

These librarians are expert and experienced managers. They could write a textbook on successful strategies that lead to high visibility and impact in everything they touch. Here are compiled samples of their strategies that they use to create change not only in the library itself but across the school:

Dealing with administrators and the community

- Experienced much trial and error, and also blending of theory and practices to match the local culture and value systems
- Provided end of the year/annual reports, communication with district personnel as well as principals
- Got support from Admin to create programs and change in the library where everything is on wheels, moveable, and accessible for all
- Developed a few measures to communicate to administrators and school boards for her school and for other elementary school libraries across the district that she supervises
- Gathered data to admin stakeholders
- Documented meaningful information to principals which could be as simple as an email or newsletter
- Provided a three-month plan with administrators followed by another one. Bit by bit moving and changing with the help of community, students, and teachers organizing the student media festival

The Physical Learning Space and Accessibility

- Extended the hours and accessible resources to support needs
- Provided individual and open hours by a full library staff of professionals and support persons.
- Transformed the physical space into a learning commons.

Collaborate with teachers

- Created a flexible schedule to support a variety of departments and students' needs
- Supported new teachers (New Teacher Liaison) to build trust and collaborate work with a variety of subject areas, offering resources/advice/co-teaching, ideas, and successes. New creativity that attracts partnerships with teachers and departments
- Implemented a flex schedule allowed for time to collaborate and co-teach with teachers
- Enlisting students in operations, activities, and creation of what happens in the space. (Student Involvement and Operations)
- Organized students to handle many library operations that would give her more time to work with both students and teachers.
- Involved student voice in the creation and operation of the learning commons.

Finding and managing the resources needed to make new initiatives happen and sustainable (Resource management and Sustainability)

- Increased student autonomy in accessing books independently
- Was resourceful, getting funding from various sources, including Donors Choose and engaging with the parents. Increased budget by word of mouth, principals, Donors Choose, parents, and other funding.
- Integrated resources across departments and providing them with valuable resources (See Figures 24-25)

Literacy

These librarians do not ignore the traditional role of promoting a love of reading and wide reading of both fiction and informational high-interest texts. They also adopt other literacies, such as information literacy, media literacy, digital literacy, and numeracy. (See Figures 26-27)

Expertise

These librarians are not content relying on what they first learned in their education. Faced with changing demographics, technology, and evolving curricula, they upgrade their own knowledge and skills regularly and over time. They also conduct professional development for both administrators and teachers as they develop their own skill sets. (See Figures 28-30)

Major Findings: The Eight Major Characteristics

The extensive data analysis of the thirty-one interviews resulted in the development of eight major characteristics exhibited by these world class librarians as they engage with teaching and learning across the school. The following summary represents the research findings.

1. **Culture and Community:** Successful librarians begin their experience in any school by developing a deep understanding of the demographics of the community, including parents, the needs and vision of administration and teachers, plus the culture of the students. They build the necessary connections and trust needed to enlarge the learning experiences for each learner.
2. **Library Concept:** Whether named the library, library learning commons, EdHub, or some other interesting variation, the physical and virtual space these librarians create concentrates both on the consumption of knowledge and the creation of knowledge. These librarians build an environment at the center of teaching and learning in the school. As a magnet, it goes viral.
3. **Expertise:** What these librarians know and are able to do surpasses what they learned in their credentialing, which is to fold in cutting edge practices, technologies, and any other skill that puts them in the position of influencer.
4. **Management:** While program elements of the various libraries are often quite unique, these librarians have management expertise in common. They turn failure into success as they pursue their passion in making a difference and pushing to the center of teaching and learning. What appears as skilled management to some is, to peers, a demonstration of powerful leadership.
5. **Library Environment including Technology:** The journey through the pandemic reinforced for these librarians that the library's role as a safe space, as well as place to experiment and create with technology, provided value and appreciation by learners and gratitude from teachers trying to reinvent learning.
6. **Literacy:** While the traditional role of spreading the love of reading is still alive and well, these librarians added a broader concept of literacy to embrace information literacy, media literacy, digital citizenship, and other basics happening in their schools.
7. **Collaboration:** In order to be both visible and indispensable, the librarians push every form of collaboration into real partnerships with the faculty. Such efforts go far beyond single shot lessons about databases, to full co-teaching experiences where both partners build goals, teach together, and assess together. These experiences are often documented and used as evidence of impact in monthly or annual reports.

- 8. Collection:** Diversity, diversity, and diversity of print, multimedia, and digital resources is a focus in current collection and connection development. These librarians actively listen to their students and become key partners to teachers as curricular learning experiences are planned and taught.

Conclusions

This qualitative study consisted of analyzing the interviews of thirty-one world class school librarians nominated by their peers as being exceptional in the Alive Library Project by Professor David V. Loertscher in the School of Information at San Jose State University beginning in 2022 and continuing beyond this first major analysis. The interviewees do not represent a random sample of school librarians in the U.S. and Canada and a larger sample that is underway may uncover other characteristics that this study did not encounter.

Considering the initial research questions, eight major characteristics were identified that elevated this group of professionals into the world of excellence and that were recognized as outstanding by their peers. These eight included:

- **Culture and Community** focused
- **Library Concept** concentrates on both the consumption and creation of knowledge
- Using their **Expertise** to influence and inspire teaching and learning
- Program **Management** to turn failure into success
- Building a flexible **Library Environment**
- Embracing a broader concept of **Literacy**
- Cultivating **Collaborative** Partnerships
- Building diversity into the **Collection**

For researchers and practitioners, there are a number of actual interviews in this report as fascinating opportunities to share in the passionate words and examples by this group. As a reader, you may develop your own set of characteristics whether they agree or not with those that are offered here. Even after repeated listening, many continue to be impressed that this group practices the very best of the overall mission to push a reinvented library into the heart of the school. It soon becomes apparent that excellence in this profession demonstrates many unique ways to become indispensable rather than trying to fall in line with state or national guidelines for the role that a library should play in education. This idea of multiple avenues to excellence leads us to make a few recommendations about the future and future research.

The Future of School Libraries

New rethinking of traditional libraries is critical if this profession is to be continued. A collection of circulating books down the hall does not even begin to qualify a librarian as being required in every school. Librarians need to be at the forefront of major initiatives to boost teaching and learning. Our sample of professionals demonstrate their leadership in adopting the best technologies. However, our sample was interviewed just as the entrance of artificial intelligence was panicking the entire world of education. Given the nature of the sample, it is likely that, if interviewed again in another year, many would be found taking on leadership roles related to artificial intelligence within their schools.

Exceptional school librarians build theory based not only on their developing skill and expertise but on a number of state and national standards and guidelines created by such organizations as AASL, ISTE, CSL, ILA, ASCD, STEM as well as major research reports across education. These ideas are folded into their analyses of needs in the individual school where they work so that the outcome builds upon theory by embedding itself into effective practice.

Library educators should re-examine their credential programs to encourage multidimensional outcomes that prepare young people for career and college readiness. These programs should insist that newsies are capable of grasping at new trends in the field as possibilities for leadership in the schools. If this does not happen, other leaders in the school will pick up the ball and run for the touchdown, further isolating the library down the hall. While field work is generally required in every credential program, experts like those in this study should have a constant stream of interns in their sites and a traditional program should be a part of any intern's experience. Radical shifts in our effectiveness will not happen if mediocrity is allowed to train the next generation. Perhaps a major funded research initiative could be proposed to test out the efficacy of exemplary apprenticeships. And, initiatives such as the Alive Library Project should be expanded in order to have a massive system of showcase examples. Already, certifications such as a Google Certified teacher can be models on which to build.

In an effort to stimulate much more and better research connected to school libraries, the principal author will be launching a major new online peer review journal titled Learning Hub. Researchers of the field, as well as practitioners, will be encouraged to partner with this journal to investigate new strategies that contribute to the various roles that a library program can serve in the school. It will also reach out to researchers in the broader field of education and technology as contributors and discussion partners. Watch for the launch of the journal in early 2025. And if you would like to partner

somewhat in the development of this journal, do contact David Loertscher at reader.david@gmail.com

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Loertscher, D. V. (n.d.). Welcome & Touring ALiVE! Retrieved July 25, 2024, from <https://sites.google.com/view/alivesuperschoollibraries/welcome>

Sullivan, P. (Ed.). (1968). *Realization; the final report of the Knapp School Libraries Project*. American Library Association.

Zweizig, D., & Hopkins, D. M. (1999). *Findings from the Evaluation of the National Library Power Program. Executive Summary. An Initiative of the DeWitt Wallace-Reader's Digest Fund*.

Additional Resources

- School Library Central Youtube Channel
<https://www.youtube.com/@SchoolLibraryCentral>
- David Loertscher Library
davidloertscherlibrary.org
- School Library Central
schoollibrarycentral.info
- Create by Design
https://docs.google.com/presentation/d/1UzSgTrUCVUM0dqFA1mgb4J6HX-bwadKaOEVbbj_xNco/edit#slide=id.gf116636957_1_1
- Trust Librarians
<https://sites.google.com/view/trustlibrariansinfo/home>
- Fixed/Flex Schedules in the Elementary School Library: The Solution
<https://read.bookcreator.com/ynKAZqWPLuUm0EUFY8ZOqJckt7o2/nrFUzFH-QEW44P9PgjR-dA>
- Reading and Writing Flood
read.bookcreator.com/sO3atI3ZdBRHoXZUFM6jVmes0K32/jtPmppmlSiuJxBEewhjiOA
- Leap into the Future eBook

read.bookcreator.com/ynKAZqWPLuUm0EUFY8ZOqJckt7o2/st5_cyX9Q4iVP0R0nTNB8w

- Media Literacy in CA Schools

read.bookcreator.com/ynKAZqWPLuUm0EUFY8ZOqJckt7o2/j1VjNJGXSeS

Appendix

Figure 10

Librarian Spotlight: Rosanna Guilsano



Note: In this video interview, Rosanna Guilsano shares how she has transformed her community through innovative librarianship, addressing not only literacy but also the essential needs of families facing poverty and instability.

<https://youtu.be/N2yG7uW1QX8?feature=shared>

Figure 11

Librarian Spotlight: Dr Melaney Sanchez



Note: In this video interview, Dr. Sanchez shares how she collaborates with a variety of civic organizations to create engaging projects, visits, and interactive experiences. Through events like Hamilton Night and Washington Night, she brings history to life by inviting experts and showcasing artifacts from community exhibits, offering students a unique opportunity to connect with the past. <https://youtu.be/raDoyTFLhyk?feature=shared>

Figure 12

Librarian Spotlight: Joseph Jeffery



Note: Joseph Jeffery discusses his role and the transformation of his library from a traditional resource center to a learning commons after a contract dispute. Jeffery emphasizes the importance of local Indigenous communities in educational resources and the creation of educational kits based on community values and teaching models. He also shares his experiences in implementing a Learning Commons in schools, the challenges of translating local dialects, and his background in science education. Throughout the interview, Jeffery stresses the significance of responsibility, accountability, and collaboration in education, using hands-on learning experiences and problem-solving activities to prepare students for real-world situations.

<https://youtu.be/JBE1t5XBjyY?feature=shared>

Figure 13

Librarian Spotlight: Marc Crompton



Note: High school teacher-librarian Marc Crompton, interviewed by Dr. Loertscher, discusses his makerspace and the use of technology in the library. Mr. Crompton shares how their library evolved from having no technology to becoming a space equipped with 3D printers, laser cutters, and a variety of maker tools to support the school's STEM program.

<https://youtu.be/sim7vqkbZvq?feature=shared>

Figure 14

Librarian Spotlight: EdHub Library Staff, Jen Gilberts and Kendra Waddell



Note: The EdHub is a state-of-the-art, 21st-century learning commons that serves as the heart of both the K-12 school and the entire community of Eminence, Kentucky.

<https://youtu.be/-X-mDYLfdlI?feature=shared>

Figure 15

Administrator Spotlight: EdHub Superintendent, Buddy Barry



Note: Here is the superintendent, Buddy Barry of the EdHub, demonstrating the administrative support required to create the new generation of the library concept:

<https://youtu.be/cFyaZtW2iAY?feature=shared>

Figure 16

Librarian Spotlight: KC Boyd



Note: KC Boyd supports her reluctant readers by providing a safe and open library environment with a diverse collection of books. She advocates for school librarians and explains the importance of having teacher librarians who can teach across the curriculum and serve all students' academic interests. <https://youtu.be/0RyvNBK6kqk>

Figure 17

Librarian Spotlight: Dr. Christi Harp



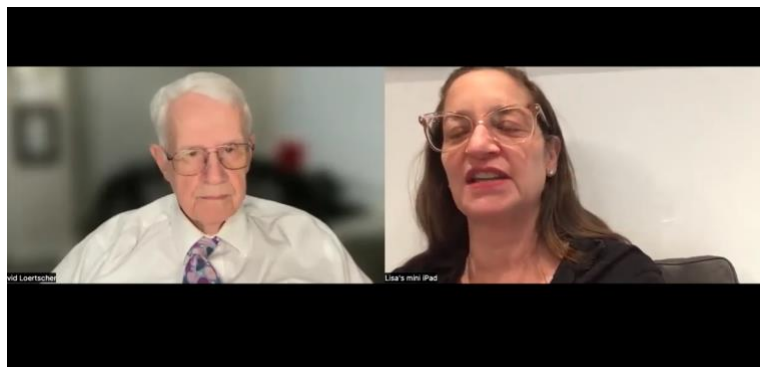
Note: Christy Harp focuses on innovative approaches to integrating creativity and technology in education, like projects such as the Student Media Festival and book trailers. Learn how she fosters a sense of ownership and creativity among students, from independent media projects to interactive learning activities. Discover the impact of her efforts on both struggling and gifted students, highlighting the importance of adaptable and inclusive educational practices. <https://youtu.be/5valbxxuqV8>

Figure 18*Librarian Spotlight: Dr Brian Johnson*

Note: Dr. Johnson discusses his passion for inquiry, co-teaching, and technology, and how he incorporates these interests into his lessons to support creativity and innovation. One example is his cross-curricular invention literacy project, where students research past inventions and recreate them using current technology. This project promotes project-based learning and self-directed learning. <https://youtu.be/9UYIPT5uEmA?feature=shared>

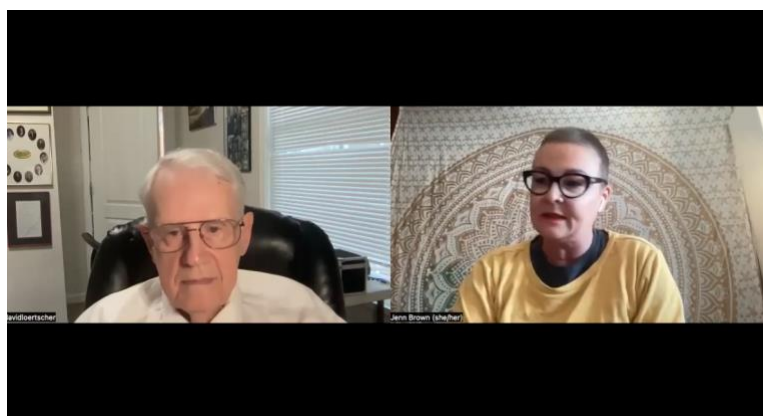
Figure 19*Librarian Spotlight: Ann Jones*

Note: Anne shares an important concept that she teaches her students each year, Soldier vs. Scout, to help them develop the critical life skill of finding and using credible information. <https://youtu.be/hzR8jVbMrtA?feature=shared>

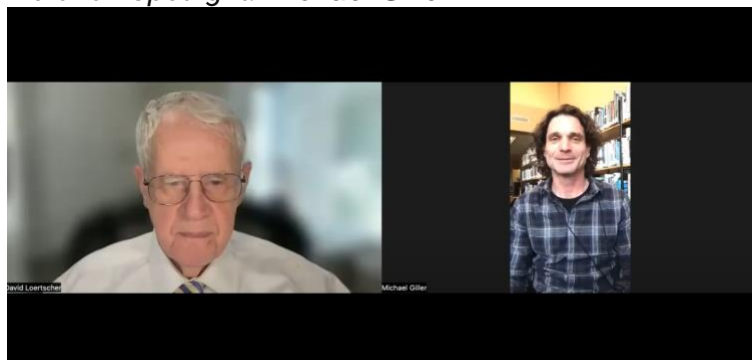
Figure 20*Librarian Spotlight: Lisa Lewis*

Note: Lisa Lewis believes that diverse books, which are increasingly being published, are important for fostering gratitude, connections, and a sense of belonging. She also emphasizes the role of the library as a hub and the positive effects of parents reading these books. Overall, Lewis encourages schools to adopt this approach and start with just one book to create a more inclusive and equitable environment.

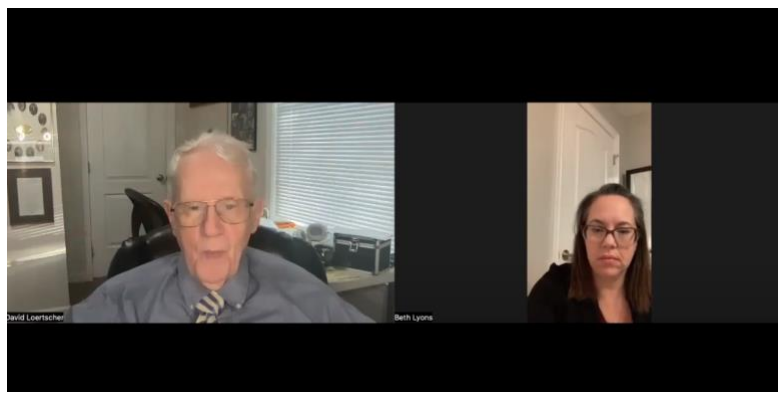
<https://youtu.be/mOpdLYRA4xQ?feature=shared>

Figure 21*Librarian Spotlight: Jennifer Brown*

Note: Jennifer Brown puts her students first and is experienced in transforming a traditional space into a learning commons where all students feel seen and welcome. She has brought her space to life with books and play materials, allowing students to use books to create things in specifically designated library zones. Jen has combined her dual roles as counselor and librarian to design a library space that meets the needs of students and teachers alike. <https://youtu.be/ur6DqMyQyR0?feature=shared>

Figure 22*Librarian Spotlight: Michael Giller*

Note: In this video interview, Michael keeps the arts alive through the library with a focus on the development of arts collection for young artists. The collections rival some small universities' arts collections. <https://youtu.be/DTRFU0qpOs4>

Figure 23*Librarian Spotlight: Beth Lyons*

Note: In this video interview, librarian Beth Lyons was able to increase access to library resources and programming opportunities by creating a learning commons and deviating from a fixed schedule to a flexed schedule. Her library serves as a model illustrating learning commons benefits. She uses data to demonstrate the success of her programming and evolution of book collections based on dollars spent.

<https://youtu.be/EVeOJme9kqY?feature=shared>

Figure 24

Librarian Spotlight: Lisa Bishop

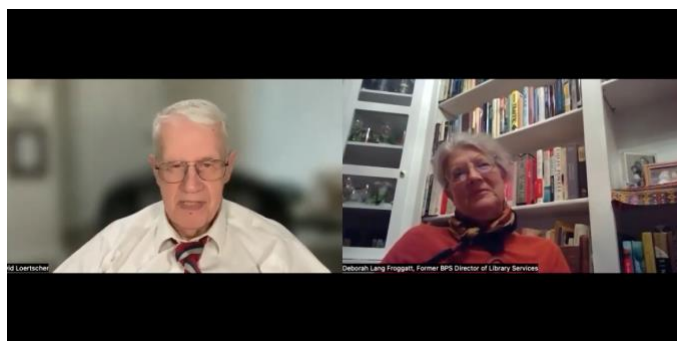


Note: In this video interview, teacher librarian Lisa Bishop provides expansive opportunities for both teachers and students. She is dedicated to providing extensive resources for both teachers and students and partners with all. Lisa is not only concerned with making her own library special, but also a leader in the field in the state of California. Lisa speaks three languages, Spanish, Swedish, and English. She works to remove stereotypes about the library through her student programming. She uses the flipped library to increase student engagement and success while also making the library relevant and welcoming.

<https://youtu.be/Q2fXfSINbnc>

Figure 25

Librarian Spotlight: Dr Deborah Froggatt

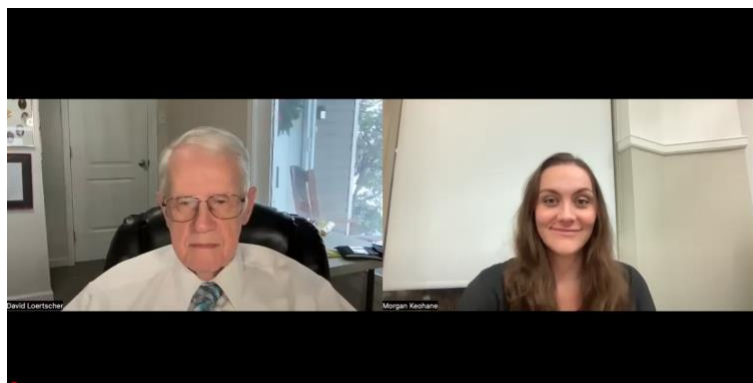


Note: In this video interview, retired teacher librarian Dr. Deborah Froggatt, interviewed by Dr. Loertscher, discusses efforts to promote equitable access to libraries for all students. She emphasizes the importance of district-wide strategic planning, evidence-based research, and advocacy to ensure that every school has a librarian, a responsive schedule, and a budget for library programs. <https://youtu.be/fnct6uSh-Ko?feature=shared>

Figure 26*Librarian Spotlight: Dr. Rosalyn Washington*

Note: In this video interview, Dr. Washington discusses how to use free tools like Google Looker Studio and Microsoft Power BI to create compelling visual narratives from data, making it easier to identify trends, set goals, and enhance student engagement—an essential equity issue. Discover how to craft and share impactful data stories that support educators and students, ensuring that no one's engagement is overlooked.

<https://youtu.be/ZqjeqY-lO7I?feature=shared>

Figure 27*Librarian Spotlight: Morgan Keohane*

Note: In this video interview, Morgan Keohane, a librarian with a holistic vision for students' experiences, collaborates with staff to support students from other countries in the U.S. school system. She encourages students to share their reading preferences, educates them on the importance of school libraries, and teaches advocacy for education and literacy. Morgan also studies the success rates of students transitioning to high school, highlighting

how reading choices correlate with higher literacy rates and a better school experience.

<https://youtu.be/EaMKst9DhKo?feature=shared>

Figure 28

Librarian Spotlight: Jesse Storrs



Note: In this video interview, Jesse Storrs is an advocate for juvenile justice and ensures students who are incarcerated get access to books and enrichment in financial and other types of literacies. She provides essential services to students who are at risk.

<https://youtu.be/-dFfmiQ5z8?si=KQCZSeZ5A9yFZvJ1>

Figure 29

Librarian Spotlight: Janet Wiles



Note: In this video interview, Janet Wile, Supervisor of Library Services for Fresno's Central Unified School District, along with middle school teacher librarians Tommy Martinez and Megan Turner, share their innovative practices for transforming their libraries into central hubs of their schools. They discuss the significant impact their roles have had on the success of their students, faculty, and community.

<https://youtu.be/i5kv4MygNbk?si=z7Od8IFXr9B9bsZG>

Figure 30*Librarian Spotlight: Tricina Strong-Beebe*

Note: In this video interview, Teacher Librarian Tricina Strong-Beebe (MSLS, K-12 Makers Ed Certified) speaks about Project-Based Learning, Design Thinking, and STEM. Librarians have expertise in research and implementation, they play a crucial role in education. Tricina is motivated by seeing how project-based design thinking in libraries transforms learning. She works with nine grade levels in a library featuring maker spaces, video game editing, robotics, and collaborative problem-solving activities. Her work displays how ideas come to life through innovation and discovery. <https://youtu.be/0lhCSINguEo?feature=shared>