

# Nicole Mashock

Winneconne Community School District  
Winneconne, WI



I am Nicole Mashock - I live in a wonderful, small town in WI. For over 13 years, I was a middle and high school classroom teacher (Business Education), and a Technology Integration Specialist and in 2013, I co-founded a STEM project-based learning charter school. During my tenure, I taught grades 6-11, in all subjects, with a heavy focus on literacy across all content areas. Additionally, I was in charge of purchasing books for my classroom and the school. In 2019, I accepted a position as a 6-12 Instructional Coach in the Winneconne Community School District. Outside of school hours, I am a voracious reader, often enjoying quiet morning hours with a mug of coffee, in between the pages of a book. I apply my love of literacy and professional knowledge as a member of the Wisconsin State Reading Association's Children's Literature Committee. We

read widely and through a critical lens to select and recommend the most valuable books for children and educators to read every year.

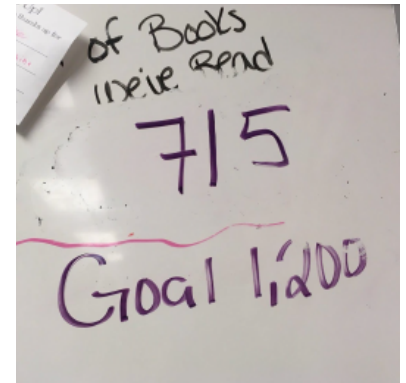
My classroom reading community was vastly changed after winning the Book Love Foundation library in 2017. My school did not have a library and these books afforded more opportunities for our students to find a wide range of books that met their interests and abilities. With the books from Book Love, I focused on creating an inclusive and diverse library where all of my students could see themselves and learn about others (windows)

in the texts that they were reading by including more texts with diverse experiences, such as LGBTQIA, Native, people of color, gender diversity, people with disabilities (physical, mental illness, sensory, cognitive and developmental), and ethnic, cultural and religious minorities. Having the immediate access to a wide range of physical books allowed students to remove barriers in their reading lives.



*"Mrs. Mashock's classroom library helped me a lot with finding books that represented me. I've read so many books about people that didn't look like me, and in her library I was able to find and see myself in the books she had." – Ashley*

Students had a sense of ownership over our classroom library - they



organized, constantly browsed, recommended books to others, and found quiet spaces in the room to read in their free time. My classroom became a hub for all students to check out books that appealed to them, provided them opportunities to develop agency and know themselves as readers. My colleagues also utilized my classroom library, pulling titles to book talk with students, putting together book clubs, and for their own reading access and enjoyment. Students set class reading goals and held each other accountable by encouraging each other to read more than they had read in the past.

*“As her classroom library expanded so did my reading styles, it expanded my thoughts on the world and the way I approach different things in my life.”*  
- Kennedy

In my role as an Instructional Coach, I bring in my Book Love books and other classroom library books to book talk, to loan to teachers for book clubs, and to share with students within the district. I’m beyond ecstatic to continue sharing my collection with students so that they are able to find themselves and others in those mirror and windows stories (Dr. Rudine Sims Bishop) and to support my current staff as they build their classroom libraries to empower students to choose books that will challenge and change them and foster their love of reading.

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