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October 2006

The Journal for School Librarians

Skills for the
Knowledge Worker

Sustaining Statewide
Digital Libraries for a
Second Decade

They Might Be Gurus

Using Amazon.com to
Radically Extend Your
Library Catalog

Protecting Your
Home Computer:
An In-Service Workshop
With Teachers

- Best Web Sites for the
Technology Leader
- What You Need to Know
About Social Technologies
- Wikis and Literacy
Development



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Little Blisters Rubbing Stories Into Life: An Interview With Helen Hemphill



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THEY MIGHT BE GURUS

Joyce Kasman Valenza reviews the issues surrounding young adult Internet-searching capabilities and the differences between what educators think they know and what students really know.

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PROTECTING YOUR HOME COMPUTER: AN IN-SERVICE WORKSHOP WITH TEACHERS

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notebook by esther rosenfeld

Lucy at the chocolate factory

About 10 years ago, I attended a workshop on the "Big6" research skills program presented by Mike Eisenberg. To illustrate the concept of information overload, participants viewed a video clip from an episode of the old *Love Lucy* show. In the episode, Lucy and Ethel get a job on an assembly line at a chocolate factory and are trained to pick chocolates off the line and put them into boxes. Of course, the line starts moving faster and faster, and Lucy and Ethel hilariously try to cope with the ever-increasing deluge of chocolates. As a workshop participant, I laughed and thought that the video clip was a particularly apt choice to illustrate the concept of information overload. At the time, however, I did not internalize the concept, because I did not feel stressed about coping with the large volume of online information that I was encountering.



I must confess that I now feel more and more like the overwhelmed Lucy and Ethel as I try to cope with an avalanche of online information and rapid change. Over the past 10 years, as a teacher-librarian, school library consultant, and instructor in teacher-librarian training programs, I have enthusiastically adopted new technologies and adapted my thinking and professional practice to reflect technological innovations. I have recently learned as much as I can about Web 2.0 and Library 2.0 and their implications. I have tried to incorporate blogs, wikis, RSS feeds, Flickr, Skype, and Podcasting into my professional practice. And I will not even begin to list the types of files that I have loaded onto my iPod. But there are far too many blogs, wikis, and RSS feeds to read closely (much less respond to); too many Podcasts to listen to; and far too many new web-based tools to attempt to use. I assume, dear readers, that many of you find yourselves in a similar situation. Perhaps, as thoughtful practitioners, we all need to take a collective deep breath and ask some difficult questions about Web 2.0 and Library 2.0:

- If students are learning differently now, how should we change curriculum and instructional practice to incorporate these changes? As teacher-librarians, how do we change what we teach and how we teach?
- What does the 21st-century school library look like? What does the 21st-century school library have to do to be essential to students and teachers? What does the teacher-librarian have to do to be relevant and essential to students and teachers?
- If Web 2.0 is all about online communities, social networking, and collaborative learning, then what do teacher-librarians need to do to ensure that students acquire the critical-thinking skills needed to use information wisely and the social responsibility skills necessary in a social networking and collaborative environment? In the K-12 environment, how do we ensure that students have the basic literacy skills that they need to work in the Web 2.0 interface?

The answers to these questions form the subject of much online discussion, and just following the discussion on issues can be time-consuming and overwhelming. Because I admit to having the Lucy syndrome, I am now restricting the number of sites I access; but I have found that several blogs and wikis are well worth the time spent. David Warlick's wiki at http://davidwarlick.com/wiki-warlick/index.php?title=Main_Page provides much thoughtful discourse on the 21st-century school and includes many of his conference workshops and keynote addresses. Joyce Valenza's NeverEnding Search, at <http://joycevalenza.edublogs.org/>, is cogent and inspirational. Ditto for Doug Johnson's Blue Skunk Blog, at <http://doug-johnson.squarespace.com/blue-skunk-blog/>, and Alice Yucht's Alice in Infoland, at <http://aliceinfo.squarespace.com/blog/>. Chris Harris's School Library Blogs, at <http://libraryblogs.suprglu.com/>, is a useful collection of blogs

teacher-librarian as technology leader

MEANINGFUL LEARNING USING TECHNOLOGY: WHAT EDUCATORS NEED TO KNOW AND DO

Elizabeth A. Ashburn and Robert E. Floden, eds.

If a parent asked you, "What difference does technology really make to learning?" what would you say? You might cite "technology as a tool" as a major benefit to learners, such as that from a word processor, which saves time and effort and allows for easy editing. But if your questioner presses you about technology's contribution to learning, what would you say?

This collection of articles is the result of a \$5.7 million challenge grant in 1999 where classroom teachers affected learning with whatever technology they had in the classroom. A model known as *meaningful learning using technology* was developed with six characteristics of how technology can affect learning:

1. Use clear goals as you design learning through technology.
2. Match the learning goals to learning tasks.
3. Design real/authentic tasks.
4. Use active inquiry to have students develop questions that lead to higher-level thinking.
5. Help learners to develop complex and accurate mental models of the content that they are studying.
6. Have students work in groups.

Now, you might say that these are excellent principles for any kind of learning, but what these editors and project planners are saying is that when technology employs this model, technology enhances learning. The chapters were contributed by those involved in the grant, and they present excellent examples of how these principles are to be used. The chapters are realistic, and they recognize major problems that confront teachers. For the teacher-librarian, this read is important because collaboration with content teachers allows the teacher-librarian to insert three major literacy program characteristics into a learning activity: the amount that students read, information literacy understanding, and the clever integration of technology that incorporates the meaningful learning using technology principles. The transformative power that a teacher-librarian has when collaborating with content teachers to build exciting learning experiences is a major key to success in affecting achievement. (Teachers College Press, 2006. 240 pp. \$44.95. 978-0-8077-4684-4.)

Bottom line: Highly recommended. This book is required reading to rediscover the major principles of effective teaching with technology.

INTERNET-BASED STUDENT RESEARCH: CREATING TO LEARN WITH A STEP-BY-STEP APPROACH, GRADES 5-12

Jacqueline Keane

Jacqueline Keane, who has a technology background, expresses concern about the lack of connection of technology to learning, and she describes her journey toward enhancing learning through technology. Like the National Educational Technology Standards from the International Society for Technology in Education, her system is one of integrating technology into major projects that students do—far beyond the quick and plagiaristic PowerPoint presentation so common today. Keane sets up a model that dove-

tails nicely with teaching kids an information-literacy model. Her system comprises four major steps that a student must do to build deep understanding, coupled with an infusion of technology that she names the *CIDE process*. First, the student builds a concept (a question); next comes the investigation stage (translated as the research process); then the student enters the design phase, where a product is formulated; and, finally, there is an execution stage, where the product is created and exhibited. Keane's model contains the steps of a normal information-literacy model, but it improves on what many teacher-librarians do not do well, and that is both the teaching of what constitutes design in a multimedia product and the teaching of technological skills. She covers photography, movies, printed brochures, how to add sound to PowerPoint presentations, and how to build a web site. Although she does not discuss plagiarism and the cut-and-paste habit, she has students so immersed in the design and production phase, with the rubrics covering their creative expression, that they are unlikely to fall into the usual trap. Keane presumes that the presentation is the culmination of the learning. I prefer a post-presentation learning activity to cement big-picture thinking, but I can see Keane's point and method as students develop deep understanding because they are designing a major product that requires such an understanding. For those who need students to pursue multimedia projects well, this book will be a boost in the right direction. Think of it as a guide to building understanding through the production of multimedia products. (Linworth, 2006. 178 pp. \$24.95. 1-58683-209-3.)

Bottom line: Recommended for teacher-librarians who are emphasizing their role as technology leader in the school.

NEW MEDIA (THE REFERENCE SHELF, VOLUME 78, NUMBER 2)

Albert Rolls, ed.

The Reference Shelf has been around a long time. For today's library patron, using it is like doing a topical search on library databases and coming up with the best articles from a variety of periodicals and books. Many libraries subscribe to this resource, but I wonder how many patrons actually



BETTY
WINSLOW

> JUNIOR FICTION

DREAMS AND JOURNEYS

Enna Burning. Shannon Hale. Bloomsbury, 2004. \$17.95. 1-58234-889-8. Grades 5-8. In this coming-of-age tale, Enna learns how to firespeak, even though she knows that it may destroy her. Can she use her skill to save her kingdom from its enemies? And if she does, what will she lose in the attempt?

The miraculous journey of Edward Tulane. Kate DiCamillo. Ill. Bagram Ibatoulline. Candlewick Press, 2006. \$18.99. 0-7636-2589-2. Grades 4-6. This classically beautiful story takes a china rabbit doll from owner to owner as he undergoes adventures, outgrows selfishness and self-centeredness, and finally finds the home of his dreams.

Mom for mayor. Nancy Edwards. Ill. Michael Chesworth. Cricket Books, 2006. \$15.95. 0-8126-2743-1. Grades 4-6. Eric Clark talks his mom into running for city council and hopes that she can win the mayoral spot and stop the destruction of his favorite park. In the process, he learns a lot about how local government works.

Princess academy. Shannon Hale. Bloomsbury, 2005. \$16.95. 1-58234-993-2. Grades 5-8. When a prophecy predicts that Mount Eskel will provide the next Dunlander princess, the mountain girls are forced to learn royal ways. As the problems mount, only the always-overlooked, small-for-her-age Mira can figure out how the girls can succeed.

The seven professors of the Far North. John Fardell. Penguin, 2004. \$14.99. 0-399-24381-X. Grades 4-6. When Ben and Zara's great-uncle Alexander and his colleagues are kidnapped by an old enemy who plans to destroy humankind, no one believes the kids' story, and it is left to them (and their new friend Sam) to save the day.

know that it exists. This particular issue is one of interest to the teacher-librarian who wants to build background knowledge into blogs, wikis, Podcasts, the Internet, open source, and other new media. Articles give various points of view on the use and impact of media, but they are also valuable because they give details on the historical and current developments of a specific medium that are often hard to track down. So, for any teacher-librarian wanting to become knowledgeable about new technologies, this is an excellent and easy place to start. (H. W. Wilson, 2006. 200 pp. \$50.00. 0-8242-1060-3.)

Bottom line: Highly recommended.

MULTIMEDIA PROJECTS IN EDUCATION: DESIGNING, PRODUCING, AND ASSESSING, 3RD ED.

Karen S. Ivers and Ann E. Barron
You know that you have been involved in multimedia a long, long time if you remember the rubber-cement lift—the first technique to take a picture from *Life* magazine and make it into a transparency that could be shown on the screen. That process was popular in the 1970s.

These expert authors published their first edition when microcomputers were just becoming popular, and, remembering back to that edition, one can exclaim how far multimedia production for young people has progressed. Today, it seems that teens are doing their own recordings, videos, and digital photography regardless of whether the school has the equipment. These students come to teacher-librarians with advanced skills, such as cutting their own records and popping their videos up on YouTube.com. Ivers and Barron have always recognized that multimedia projects capture the attention of students who refuse to do the research paper or printed report. Instead, the authors walk the reader through a variety of possibilities to entice the learner into building a well-researched multimedia project as an alternative to a printed research project. And these authors do it right. They expect learners to do major research on a question, go through a thorough design phase, and provide guidance for the various technologies that the teacher-librarian offers. At each step, the

authors provide assessment rubrics to ensure that process and content learning are going on. No “cut, paste, and present” here; rather, the reader finds deep understanding followed by well-developed presentations in a variety of formations that cover the full spectrum of video, audio, web, and digital photography. The strategies are provided to implement a program of solid multimedia presentations that support and expand learning. Even if you own the previous editions, it is time to update because the technology has advanced since their publication. (Libraries Unlimited, 2006. 232 pp. \$35.00. 1-59158-249-0.)

Bottom line: Highly recommended, particularly for upper-elementary through high school teacher-librarians.

WIRELESS NETWORKING: A HOW-TO-DO-IT MANUAL FOR LIBRARIANS

Louise E. Alcorn and Maryellen Mott Allen
There are many strong reasons for going wireless in the school library. Yes, the technology staff might be against it, but the argument needs to be made for a ubiquitous connection. Many school libraries have rows of computers that invade the central space and cut down on the flexibility of the facilities. As we move to one-on-one computing, wireless networking is essential. Alcorn and Allen provide the teacher-librarian with the essential knowledge about how wi-fi systems are constructed and how to manage them once in place. Although I shrink from suggesting that the teacher-librarian should become the network administrator with all the attendant problems and time commitment, teacher-librarians must be knowledgeable about networks so that they can “talk the talk” on the technology committee and resolve problems of access.

How are you going to learn about this technology? Get this book and bone up. Visit schools where successful networks are in place and are supporting teaching and learning. Find these places by asking questions of the folks who use them: Do they work? Are they available throughout the school library? What is the level of security? What is the speed of access and downloading? What hardware is needed? How much



**JOHN
PETERS**

PICTURE BOOKS <

WORDS IN PLAY

Beyond Old MacDonald: Funny poems from down on the farm.

Charley Hoce. Ill. Eugenie Fernandes. Boyds Mills, 2005. \$16.95. 1-59078-312-3. Grades 2-3. In this laugh-inducing read-aloud, a sheep goes on the lam; a cow dons a muumuu to make her calves look smaller; and an array of livestock searches for other sheep thrills in 30 short poems from Hoce that demonstrate idioms, puns, homophones, and other types of wordplay.

Runny babbit: A billy sook. Shel Silverstein. HarperCollins, 2005. \$17.89. 0-06-025653-2. Grades 1-3. Forty-two unpublished verses from the late, great Silverstein, featuring Runny Babbit, Toe Jurtle, Ploppy Sig, and other filly solk. Young listeners will laugh—but good luck reading these aloud!

Zany zoo. William Wise. Ill. Lynn Munsinger. Houghton Mifflin, 2006. \$16.00. 0-618-18891-6. Grades 2-3. In truly “pun-gent” verse, Wise introduces a menagerie, from four garlic-loving rabbits fleeing Mr. Fox in a “hares’ breath escape” to a watermelon-loving “melon collie.” Young audiences will love every minute of “panda-monium,” “otter confusion,” and “fowl play” here—and go on to concoct some wordplay of their own.

Zoo’s who. Douglas Florian. Harcourt, 2005. \$17.00. 0-15-204639-9. Grades 1-3. More “pun-ishing” animal verse from a master of verbal hijinks, with equally droll illustrations created from paint and found objects. Read these aloud; after all, one good “tern” deserves another.

time and expertise are needed to keep it operational? If you want to learn on your own, this book is a good choice, with its clear chapters and helpful diagrams. (Neal-Schuman, 2006. 201 pp. \$65.00. 1-55570-478-6.)

Bottom line: Recommended.

CREATING LITERACY-RICH SCHOOLS FOR ADOLESCENTS

Gay Ivey and Douglas Fisher

It is time to celebrate! Here are two authors discussing literacy in the secondary school, and they see the value of large book collections and teacher-librarians. They get it! Ivey and Fisher present a model of what a literacy-centered middle school and high school look like—not just from the perspective of the language arts teacher but as the focal point of every classroom teacher in the building, working together on a common set of literacy principles. Yes, they use two sample schools that have highly diverse student populations, large libraries, and outstanding teacher-librarians and encourage every student to read widely. However, I called the teacher-librarians at the featured schools—Herbert Hoover High School in San Diego, CA, and Thomas Harrison Middle School in Harrisonburg, VA—and I inquired about their roles in literacy. I learned that they are both on the leadership literacy teams; they both have amassed large book collections; and they both support teachers and students in the provision of thousands of books at many reading levels. Thomas Harrison Middle School has a main library and a literacy library (multiple copies of topical titles that are part of the library collection but in a separate storage area), and it also has rotating classroom collections. In San Diego, hundreds of thousands of dollars have been spent on classroom collections and on a superlarge library collection. Reading levels in both collections begin at grade 2 so that every child has many choices on a variety of topics and at the appropriate reading level.

The central focus of this book demonstrates—in a chatty style—the major concerns that need to be addressed for literacy to flourish in a secondary school. Chapter titles help to define the authors’ concerns: “Reading and Writing in the English Classes” (discusses wide reading as opposed

to every child studying the same book); “Transportable and Transparent Strategies for Content Literacy Instruction” (how all teachers immerse their students in reading); “Time Spent ‘Just Reading’: A Nonnegotiable” (yes, yes: sustained silent reading); “Interventions and Support for Struggling Adolescents”; and “Leadership and Schoolwide Support for Literacy” (actually discusses large budgets for books). So, if your school is looking for an easy-to-read literacy title for a professional learning community topic, this is a great candidate, and the teacher-librarians can rejoice in the fact that they are seen as an integral part of a schoolwide initiative. (Association for Supervision and Curriculum Development, 2006. 160 pp. \$23.95. 978-1-4166-0321-4.)

Bottom line: A must-read for every teacher-librarian.

WHAT SUCCESSFUL TEACHERS DO IN DIVERSE CLASSROOMS: 71 RESEARCH-BASED CLASSROOM STRATEGIES FOR NEW AND VETERAN TEACHERS

Neil A. Glasgow, Sarah J. McNary, and Cathy D. Hicks

Glasgow, McNary, and Hicks have assembled a practical and plain guide to rethinking our work with diverse backgrounds. More than 90% of teachers in the United States are White, but their classrooms become more diverse each year. Have they adjusted? Do they know how to adjust? The 71 recommendations—each based on a major study—are grouped into eight chapters. The following are some of the recommendations offered:

- Move beyond color-blind teaching and take the time to know students in localized cultural contexts.
- Recognize that diverse communities view disabilities differently.
- Open the dialogue with students regarding gender equity issues.
- Teach group skills to help low-income students establish a positive and encouraging support network to increase their likelihood of succeeding and completing higher education.
- Be wary of low expectations for language minority students.



**KATE
HOUSTON
MITCHOFF**

• Develop strategies to help parents help their children to succeed academically.

Each suggestion has enough detail to offer a clear recommendation for practice. Such nuggets make wonderful 5-minute discussions for faculty meetings. (Corwin Press, 2006. 192 pp. \$29.95. 1-4129-1617-8.)

Bottom line: Highly recommended for any faculty facing the challenges of teaching diverse cultures.

EFFECTIVE INSTRUCTION: A HANDBOOK OF EVIDENCE-BASED STRATEGIES

Myles I. Friedman, Diane H. Harwell, and Katherine C. Schnepel

For a major review of research on instructional strategies, Friedman, Harwell, and Schnepel have assembled a hefty volume of teaching practices that have at least 50 favorable research studies supporting their effectiveness but not necessarily their efficiency. This collection brings to mind the books by Robert J. Marzano known as the What Works series (www.ascd.org) that have been so popular. Although this volume is not as teacher-friendly as Marzano's series, it is worthy of analysis. This book lists 21 foundational strategies, several promising ones, and a few practices to avoid. The problem is that the strategies are not clearly stated; rather, each is embedded in a chapter that requires some study to understand. If stated more succinctly—and in an overview at the beginning—a classroom teacher could get the big ideas quickly and then delve into the meat of the idea as needed. Here is sampling of the translated principles:

1. Use graphic organizers.
2. Use repetition as you teach content ideas, and have students practice the skills taught.
3. Teach learners to understand the task fully and to find ways to complete the assignments.
4. Help learners transfer learning from what they now know to new tasks that they encounter.
5. Provide ample time to learn.
6. Reteach as needed when students fail to achieve.
7. Keep pupil-teacher ratios to no higher than 21-to-1.

This work is most useful as a book for

those who do professional development, rather than as a book that a teacher frequently consults—that is, they can incorporate ideas from this book as they design workshops and personal consultations. Teacher-librarians can integrate the suggestions into instructional improvement initiatives. (Institute for Evidence-Based Decision-Making in Education, 2006. 840 pp. \$145.00. 0-9666588-4-1.)

Bottom line: Purchase for larger professional collections and district collections.

BOOKS KIDS WILL SIT STILL FOR 3: A READ-ALOUD GUIDE

Judy Freeman

Judy Freeman reads 3,000 books for children every year, and she has picked some of the best for this third volume that is an addition to, but not a replacement for, her previous two volumes. Reading her numerous chapters about various genres is like taking a class in children's literature, knowing that you have the advice of an expert. Freeman covers many, many genres, and she lists and annotates hundreds of titles that readers can be certain are the cream of the crop. Every school library must have a copy of this book, and every teacher needs to know about it to freshen his or her own use of literature in the classroom. There has never been a time in education when better children's literature—fiction and nonfiction—existed, and this book will lead you to the best blooms in the garden of print. (Libraries Unlimited, 2006. 936 pp. \$70.00. 1-59158-163-X.)

Bottom line: Essential as a book selection tool and as a source of books to feature, booktalk, read aloud, and tantalize elementary school children.

RUNNING BOOK DISCUSSION GROUPS

Lauren Zina John

I bring this book to the attention of teacher-librarians, not because it discusses book discussion groups with children or teens but because teacher-librarians might participate in or direct book discussion groups with adults, either in the school or in the community. Therefore, this book provides many ideas for such groups, in-depth descriptions of sample books, lists of books, discussion helps, and Internet

> WEB SITES

**THE GREAT GATSBY/
F. SCOTT FITZGERALD**

F. Scott Fitzgerald and *The Great Gatsby*

www.americanwriters.org/classroom/resources/tr_fitzgerald.asp

This complementary site to C-Span's *American Writers* series gives teachers additional lesson plans and activities to expand their curricula. Of particular interest are the lesson plans, which are presented as video clips and can be used with students; teachers can then use the included questions as follow-up. The site expands beyond the book and includes similar video clips and discussions on the author and the era.

**F. Scott Fitzgerald Centenary
www.sc.edu/fitzgerald/index.html**

From the University of South Carolina, this site was created to celebrate Fitzgerald's 100th birthday. It includes a critical look at how Fitzgerald has been portrayed over the years, essays and articles about him and his works, a biographical timeline, facts about his life, and famous Fitzgerald quotes. It also includes a great list of additional web resources to further explore the author's life and works.

***The Great Gatsby*
www.homework-online.com/tgg/index.asp**

This site is a great resource for those studying the book. It explains and poses questions about the plot, the characters, the book's themes, and its symbolism, and it includes a reader's forum where people can converse about the book and ask questions. The site also includes a list of quotes that play an important role in the book's theme.



KATE
HOUSTON
MITCHOFF

WEB SITES <

MAGNETS

Exploratorium Science Snacks: Snacks About Magnetism
www.exploratorium.edu/snacks/iconmagnetism.html

What a great way to learn science facts about magnets! This site presents small chunks, or "snacks," of information about magnets while explaining how to create simple experiments. Students can make a magnetic field that is stronger than the earth's, learn how a doorbell works, or create a simple motor, all with common and inexpensive materials.

Forces: Magnetism Activity
www.bbc.co.uk/schools/revise/science/physical/12_act.shtml

The BBC explains how magnets work, what the different types of magnets are, what polarity is, and how strong magnets are. The site uses amusing animated videos and fun music to illustrate presented facts. At any time, students may click on the fact sheet, which further explains the animated video clip. They can also complete an online quiz or print and complete a fun worksheet on the subject.

How Compasses Work
www.howstuffworks.com/compass.htm

This site explains that polarity and magnetism make a compass function the way that it does. The site takes a complicated subject and explains it in simple text. It also uses images to further illustrate the text. The page ends by explaining how the reader can create a personal magnet from household items. To learn more, students can explore how a Magna Doodle or global positioning system (GPS) works. This is a great introduction for inquisitive students.

resources. (Neal-Schuman, 2006. 200 pp. \$55.00. 1-55570-542-1.)

Bottom line: A good handbook for the discussion leader. Recommended.

CATALOG IT! A GUIDE TO CATALOGING SCHOOL LIBRARY MATERIALS, 2ND ED.

Allison G. Kaplan and

Ann Marlow Riedling

The amount of cataloging in the school library has decreased over the years and become easier in the era of automated systems. The authors provide a basic introduction that might be used as a text for school library cataloging classes. It covers description, classification, and subject heading, among other topics, and it helps to introduce the MARC record. Paired with another favorite, *Cataloging Correctly for Kids: An Introduction to the Tools* (Itner, Fountain, & Gilchrist, 2005), *Catalog It!* can be used to brush up on the latest cataloging rules, or it can serve as a personalized short course by those who are no longer required to take a cataloging course as a part of a credential. (Linworth Books, 2006. 224 pp. \$44.95. 1-58683-197-6.)

Bottom line: Recommended for the novice.

THE ONLY GRANT-WRITING BOOK YOU'LL EVER NEED, REVISED ED.

Ellen Karsh and Arlen Sue Fox

Normally, I would not review a book that is a year old, but this excellent volume crossed my desk, and I think that teacher-librarians will benefit from it. Even if you are not applying for a grant at the moment, Karsh and Fox provide 18 highly readable lessons in how to write a grant and what to do once you get one. The authors have a great deal of experience not only in education but also in communities, and that is the book's strength. Readers learn the wider perspective of grant making, and they will find the education and tips to the point and practical. Read one chapter a day to get an overview; then, when you are ready to actually write a grant, reread the appropriate chapter as you go through the process. (Carroll and Graf, 2005. 416 pp. \$18.95. 0-7867-1754-8.)

Bottom line: A fine and easy-to-use self-tutorial.

THE NEXTGEN LIBRARIAN'S SURVIVAL GUIDE

Rachel Singer Gordon

With hints of *What Color Is Your Parachute?* (Bolles, 2006), Gordon speaks mainly to the under-40 crowd about getting into the field, surviving the first job, and beginning to change the field as the older guard retires. For the upwardly mobile as well as the teacher-librarian who is considering a job change out of the school library field, this book is a good read. (Information Today, 2006. 248 pp. \$29.50. 1-57387-256-3.)

Bottom line: An easy and tip-filled read.

MOTHER GOOSE ON THE LOOSE: A HANDBOOK AND CD-ROM KIT WITH SCRIPTS, RHYMES, SONGS, FLANNEL-BOARD PATTERNS, AND ACTIVITIES FOR PROMOTING EARLY CHILDHOOD DEVELOPMENT

Betty Diamant-Cohen

If you have a preschool in your school or district, this resource is a must-purchase. Based on brain research and the psychology of children aged 3 and under, the author has developed—over many years of experience at the Enoch Pratt Free Library in Baltimore, MD—a plethora of fun and developmental activities with rhyme, dance, song, and programming. The first section discusses the psychology of these tots and then presents full directions, rhymes, music on the CD-ROM, graphics, and patterns. Excellent ideas for building and assessing a learning-readiness program are offered herein. (Neal-Schumann, 2006. 440 pp. Looseleaf binder and CD-ROM. \$85.00. 1-55570-536-7.)

Bottom line: A must-purchase for the preschool program.

CREATING DATABASE-BACKED LIBRARY WEB PAGES USING OPEN-SOURCE TOOLS

Stephen R. Westman

Do you have a database that was created at your school library? Bibliographies, indexes to local newspapers and magazines, or indexes to local history or school history collections that you do not want in the online catalog? If so and if you do not

mind learning SQL (structured query language), then Westman will teach you how to link your index or database into the library web page so that it is available to your patrons. I do not know how many brave teacher-librarians there are who want or need to know how to create databases from scratch, but using the techniques in this book is less expensive than buying a commercial database software—although you will probably spend much time learning the programming language. The advantage is that you will have a transferable skill that is valued in schools, businesses, and industries. There are many instructions, examples, and an add-on web site that even a novice at programming can learn. (American Library Association, 2006. 288 pp. \$48.00. 0-8389-0910-8.)

Bottom line: You already know from this description whether you need this book.

THE SCHOOL LIBRARY MEDIA FACILITIES PLANNER

Thomas L. Hart

Are you building or remodeling the school library? Then you must have this book. Thomas Hart has, over the years, specialized in school library design, both in the United States and abroad. So whether you believe that you are an expert or know just a little, Hart's points are worth considering. The accompanying CD-ROM provides numerous floor plans and visual tours of library facilities. Like all good designers, the author helps the reader develop a vision for the library; he describes the planning process; he goes through the nitty-gritty of plan implementation; and he gives hundreds of examples—of both good and bad designs. This book will more than pay for itself with the prevention of even one design flaw or with the creative solution to a facility problem. (Neal-Schuman, 2006. 300 pp. \$95.00. 1-55570-303-0.)

Bottom line: An excellent investment.

EDUCATIONAL MEDIA AND TECHNOLOGY YEARBOOK 2006, VOLUME 31

Michael Orey, V. J. McClendon, and Robert Maribe Branch, eds.

Over the years, this essential reference volume has provided a forum to update the field, explore current issues, and provide

reference information, and the current editors have maintained that function by updating educational technology in the K–12 arena, in higher education, and in business and industry. The Trends and Issues section begins with a summary of events in educational technology for the year. In the K–12 arena, the major use of technology to measure testing and achievement is addressed, and the editors note that technology budgets are still recovering from the previous recession. This article is followed by a number of articles about various technologies and their uses. There is also a section of articles about the school library program, including articles by Gail Bush and Lesley S. J. Farmer. The reference section includes an annotated list of organizations and associations related to the technology field, a list of graduate programs where masters and doctorates in instructional technology can be earned, and an excellent bibliography of publications. The function of any annual is to keep us up to date, and this one does the job well. It belongs in larger collections at the district level but needs to be more than just a shelf sitter. Therefore, rotate it among the teacher-librarians in your building. (Libraries Unlimited, 2006. 440 pp. \$80.00. 1-59158-362-4.)

Bottom line: Recommended—belongs in larger collections at the district level but needs to be more than just a shelf sitter.

USING POP CULTURE TO TEACH INFORMATION LITERACY: METHODS TO ENGAGE A NEW GENERATION

Linda D. Behen

You view information literacy as a course of instruction that begins with the freshman and ends with the senior. To reach every student, you concentrate on teaching freshmen in their world history classes, sophomores in health classes, juniors through a required major research paper, and seniors through individual classes. You have goals for each grade level and a structured curriculum so that you know what will be covered and mastered at each grade level. You also know that students will be extremely bored when you teach information literacy as a course. But you are creative, fun-loving, and knowledgeable about

popular culture. So, you use what kids are interested in and bridge them from one world to another.

Clever. Not my cup of tea as one who has a totally different philosophy, but this method has some adherents in the field. If your program is a curriculum, then this book provides some lively ideas for conducting a library school for teens. Otherwise, one would best capture students' attention by starting with what they value—then move them into territory where they will learn what you need them to learn. (Libraries Unlimited, 2006. 128 pp. \$35.00. 1-59158-301-2.)

Bottom line: Pass this one by.

CRITICAL TECHNOLOGY ISSUES FOR SCHOOL LEADERS

Susan Brooks-Young

Imagine my surprise when opening a book from an educational publisher about technology and finding three chapters about the school library. Brooks-Young provides a volume that introduces the major concepts and problems of a variety of technologies in the school—and she has done her homework. She introduces information literacy in one chapter and the modern school library in a second chapter; then she deals with school library staffing issues in a third, followed by chapters on the technology infrastructure, the technology coordinator, and a number of technologies that are contributing to learning—but back to the three chapters on the school library. This author understands information literacy and has spent time interacting with a group of teacher-librarians who explained the dilemmas that they face, including outmoded library concepts, scheduled library classes, and lack of time to collaborate with teachers. I did not, however, approve of her suggestion to staff the school library in times of low budgets by hiring one teacher-librarian for multiple schools or just one at the district level who could provide training for the library clerks staffing the various school libraries. It is an all-too-popular solution when expectations for the school library consist mainly of warehousing materials. But the author does discuss collaboration in the building of learning experiences and the teaching of information literacy.

This is good news. The book is designed for school leaders, including administrators who really need a basic introduction to technology issues. If your district has administrators who lack the basics, then have them read this book before having a major discussion about technology issues. It is a third voice that might lend credence to your own message. (Corwin Press, 2006. 184 pp. \$30.95. 1-4129-2729-3.)

Bottom line: Recommended as a basic introduction.

I FOUND IT ON THE INTERNET

Frances Jacobson Harris

Frances Jacobson Harris is a super teacher-librarian—super because she reflects deeply about what goes on in her school library and because she constantly tests her practices against national theory and practice. She is an effective teacher who understands the teens who frequent her library. In this volume, Harris reflects on the age of the Internet and its impact on the behavior of teens in information space. She makes a great case for teacher-librarians who are competing with Google, demonstrating the why and the how. Particularly interested in searching with all its implications to identifying quality information, Harris grapples with the issues facing both the teen and the teacher-librarian, and she offers great reminders to keep in front of teens. This is a thoughtful book. (American Library Association, 2005. 160 pp. \$35.00. 0-8389-0898-5.)

Bottom line: Highly recommended for every high school teacher-librarian.

HOW TO TEACH BALANCED READING AND WRITING, 2ND ED.

Bonnie Burns

If teacher-librarians are to be literacy leaders in the school, then they must have an extensive knowledge of various methods of teaching reading. Burns provides a good review of the history of reading instruction and then pursues her definition of balanced reading to advocate for a whole-part, whole-direct teaching system. This means that you give the learner a strong reason for learning to read; provide direct instruction on various skills; and, finally, help the reader put it all together, resulting

in fluency. Burns likes a balance between teaching skills directly and then using literature. To her, each classroom needs 500 books, half of which are fiction and half informational. These books are easily found, perhaps in the school library, if that collection has been updated since 1974. Thus, the word *library* is used once in the book, and the term *librarian* is never used—nor are any of its cousin terms. But *reading specialist* is not mentioned either. Burns concentrates solely on direct instruction done by the classroom teacher but mentions no other resources upon which the teacher can draw. Tragic. The strength of

this book is its easy-to-understand explanation of the balanced approach to reading. But I am looking for a book that links the school library into the reading program. This is not the one. Perhaps you as a review reader will write one. Put that on your to-do list today. In the meantime, you can skip reading this one. (Corwin Press, 2006. 288 pp. \$39.95. 1-4129-3742-6.) **Bottom line:** The strength of this book is its easy-to-understand explanation of the balanced approach to reading, but teacher-librarians are looking for a book that links the reading program to the school library. This is not the one.

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