

## books you don't want to miss—plus, the *t*/best professional books of 2007

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### BOOKS OUTSIDE LIBRARIANSHIP AND EDUCATION THAT ARE WORTH YOUR ATTENTION

*In the past year, a number of important titles have been published looking at topics that make teacher-librarians question and reconsider what they have learned about the world of information. We recommend you read these titles because they force us to confront what we may consider as the basic premise of what we believe and how we think about our role in education. Here are a few:*

#### EVERYTHING IS MISCELLANEOUS: THE POWER OF THE NEW DIGITAL DISORDER

David Weinberger

You think you know how to catalog a book? Think again, as that book relies first on metadata to describe its contents or then goes digital where hundreds of tags may be assigned by readers who are trying to make sense of their information world. Our clients are cataloging now and they are not using Dewey, Sears, or LC. What does the Internet do to the organization of information? (Times Books, 2007. 278 pp. \$25.00. 978-0-8050-8043-8.)

Bottom line: Worth thinking deeply about.

#### THE CULT OF THE AMATEUR: HOW TODAY'S INTERNET IS KILLING OUR CULTURE

Andrew Keen

Keen recognizes that everyone who has access to the Internet can publish and produce on YouTube, Wikipedia, wikis, blogs, and a ton of other technologies. Thus, it is the age of the amateur as opposed to the expert, the edited work, the publishing house, and the producer. Keen is worried, like many librarians, about the idea of quality information and how to help a generation trust not just themselves but also recognize expertise when they encounter it. For example, they compare Citizendium with Wikipedia, where in the former contributors must register with credentials before being allowed to contribute content. (Doubleday, 2007. 288 pp. \$22.95. 978-0-385-52080-5.)

Bottom line: Librarians will cheer this one.

#### WE ARE SMARTER THAN ME: HOW TO UNLEASH THE POWER OF CROWDS IN YOUR BUSINESS

Barry Libert and Jon Spector

How does one capture the wisdom of many in shaping a business or organization? This book, written by thousands, is an example of how one takes into account, through social networking, the reaction of customers to our library services as we try to move into the center of teaching and learning. How many organizations really listen to their customers? Recently, a student in Dallas published a critical letter in the press about how out of touch the teacher-librarian was. The interesting thing was the teacher-librarian's perception was exactly the opposite of the customer. (Wharton School Publishing, 2008. 156 pp. \$21.99. 978-0-13-224479-4.)

Bottom line: Spector's book is a great reminder that we all must set in motion the appreciation or complaints of those we serve and use the ideas of the crowd to shape excellence.

#### SMART WORLD: BREAKTHROUGH CREATIVITY AND THE NEW SCIENCE OF IDEAS

Richard Ogle

How does creativity and innovation, qualities we think every child and teen should cultivate, come about? Is it a gift just a few people possess? Can it be cultivated? In the global world, how can we take advantage of the social networks and other technologies in order to rise above the ordinary? (Harvard Business School Press, 2007. 303 pp. \$29.95. 978-1-59139-417-4.)

Bottom line: This is the kind of book you read in shifts—read a bit and think a lot. Worth stretching your mind.

#### GROUP GENIUS: THE CREATIVE POWER OF COLLABORATION

Keith Sawyer

There are two things to think about when reading this book: How does a school's

faculty capitalize on group genius to transform mediocre education into world-class learning? And, how do we help children and teens learn to work in groups so they learn how to stand on one another's shoulders to solve the problems they are asked to solve? Yes, this author takes us into the world of music, business, and innovation, but we can use the seven principles of effective and innovative groups to design learning experiences, particularly with Web 2.0 tools to introduce learners to the power of creative collaboration. (Basic Books, 2007. \$26.95. 978-0-465-07192-0.)

Bottom line: Recommended.

### **WIKINOMICS: HOW MASS COLLABORATION CHANGES EVERYTHING**

Don Tapscott and Anthony D. Williams

The authors convincingly show how Web 2.0 collaborative tools can change the way we learn and the way we work. (Portfolio Books, 2007. 320 pp. \$25.95. 978-1-59184-138-8.)

Bottom line: Recommended.

—*Esther Rosenfeld*

### **PROFESSIONAL LEARNING COMMUNITIES**

*We have reviewed in this column a number of professional learning community books with the hope that teacher-librarians would take note of this organization within many schools that concentrate on improving education across departments or grade levels. Notable has been the work of Richard and Becky DuFour and their books from Solution Tree. It would seem that in order to move into the center of teaching and learning, each teacher-librarian should get themselves placed in whatever major educational initiatives happening within the school.*

*Two new titles have appeared recently that we recommend teacher-librarians read before passing them on to the leadership teams at their school:*

### **SUSTAINING PROFESSIONAL LEARNING COMMUNITIES**

Ed. by Alan M. Blankstein, Paul D. Houston, and Robert W. Cole

The editors have gathered a number of essays from prominent educators who

have had a leadership role in establishing and leading professional learning communities. A number of the essays concentrate on the sustainability of the PLC as it functions after the initial enthusiasm. Their focus is on achieving the ends the PLCs were designed to address. (Corwin Press, 2008. 203 pp. \$66.00. 978-1-4129-4937-8.)

Bottom line: Recommended.

### **LEADING PROFESSIONAL LEARNING COMMUNITIES: VOICES FROM RESEARCH AND PRACTICE**

Shirley M. Hord and William A Sommers

The authors describe professional learning communities for the novice reader: their why, how to set them up, function, how they operate over the year, and what they should accomplish. (Corwin Press, 2008. 103 pp. \$68.00. 978-1-4129-4476-2.)

Bottom line: For schools establishing or redesigning faltering PLCs, this would be a good basic work.

### **EVEN MORE BOOKS WRITTEN FOR THE TEACHER-LIBRARIAN**

### **THE SCHOOL AS A HOME FOR THE MIND: CREATING MINDFUL CURRICULUM, INSTRUCTION, AND DIALOGUE**

Arthur L. Costa

The new AASL Learning Standards 2007 asks teacher-librarians to guide student research beyond just a step-by-step process of what to do. They ask us to cultivate responsibility, attitude toward learning, and self-assessment. These are areas we notice in the students we teach and probably address without thinking, but as we look toward creating world-class learners, we need to think more deeply and take consistent action. Costa pushes us into the world of habits of the mind and metacognition to examine what we, and our students, are doing and how the entire school can become a true community of learners. We think about the many books on the market that describe first-year teachers who meet their classrooms full of hope at the beginning of the year but fall prey to total disruption and have little support from either administrators or colleagues who are

struggling themselves. We think of teacher-librarians who know they are supposed to be collaborating but find barriers so high that they are blocked from what they were taught was their role. Costa covers a number of topics about promoting a whole-school learning community. There are many checklists, rubrics, recommendations, and examples from real schools. This is not a book to read in one sitting. Rather, read and think about one chapter at a time and its implications. Perhaps use selected chapters as the basis of a serious discussion in a professional learning community meeting. For teacher-librarians, we are going to need a different kind of professional literature if we are going to go beyond the teaching of research skills alone. (Corwin Press, 2007. 260 pp. \$75.95. 978-1-4129-5073-2.)

Bottom line: Highly recommended.

### **LITERACY MATTERS: STRATEGIES EVERY TEACHER CAN USE, 2ND ED.**

Robin J. Fogarty

As a teacher-librarian, are you a member of the literacy leadership team for your school? If not, get involved, and if there is no leadership team, urge administrators to form one. In such a professional learning community, the main topic of discussion will no doubt be reading skill and how to improve it. But, there should also be many discussions about reading widely and for pleasure. If you as a teacher-librarian are unfamiliar with the various strategies that help readers build skill, and if others, such as high school teachers, do not consider themselves reading teachers, then the Fogarty book is a slim and easy way to learn useful strategies that are simple and effective. We like this volume because it is brief, provides common tactics for building skill, and can be understood by non-reading specialists. For example, every time the professional learning community meets, one or several strategies from this book could be studied and applied in classes before the next meeting when a discussion and assessment could take place. The strategies mentioned and taught here can be used by the science teacher, the coach, the teacher-librarian, and anyone else interested in integrating the ideas into

normal classroom activities without disrupting those activities. It's worth a try. (Corwin Press, 2007. 91 pp. \$51.95. 978-1-4129-3890-7.)

**Bottom line:** Highly recommended.

### **THINKING STRATEGIES FOR STUDENT ACHIEVEMENT: IMPROVING LEARNING ACROSS THE CURRICULUM, K-12, 2ND ED.**

Denise D. Nessel and Joyce M. Graham

So, you are designing an activity for students to interact with lots of information they have gathered from a variety of sources, and you need some form of activity that causes them to work with, use, and think about what they have collected? Here are Nessel and Graham to the rescue. They have collected a wide variety of techniques and strategies they describe and demonstrate briefly in just enough detail to use the ideas with classes to keep them learning rather than cutting and pasting. Here is the list of familiar and not so familiar strategies they cover: analogies, anticipation guide, carousel brainstorming, close procedure, cubing, directed reading-thinking activity, facts and inferences, Frayer model of concept development, freewriting, frames for thinking, graphic organizers, I-search reporting, jigsaw, journals and learning logs, keyword notes, key work prediction, list group label, notetaking, paraphrasing, possible sentences, read-and-think math, read-talk-write, readers' theater, reciprocal teaching, saturation reporting, think-pair-share, and writing frames. If half of these techniques are unfamiliar to you, then this is a book worth purchasing for its ideas to experiment with. (Corwin Press, 2006. 248 pp. \$71.95. 978-1-4129-3880-8.)

**Bottom line:** Recommended for both the teacher-librarian and the classroom teacher.

### **MORE INCLUSION STRATEGIES THAT WORK! ALIGNING STUDENT STRENGTHS WITH STANDARDS**

Toby J. Karten

What kind of education is going to push our students into a world-class position? Karten is convinced that a very tightly

controlled direct-teaching style with some attention paid to differentiation and advanced learning is the answer. The lecture and the textbook with a few resources assembled by the teacher from "somewhere" is the central focus. Our question is: With very tightly controlled strategies at work, what kind of student in what settings will succeed beyond the basics? The author has the bulk of her experience in the special education classroom, thus the focus on small incremental and directed work. No branching out into the library or the community or the Internet here. No cultivation of student native interests. It is all business in learning an exact and prescribed curriculum. Much too narrow for our tastes—this style of teaching tends to encourage the locking of the classroom door to all specialists, including teacher-librarians. (Corwin Press, 2007. 318 pp. \$79.95. 978-1-4129-4115-0.)

**Bottom line:** Not recommended.

### **REACHING EVERY READER: INSTRUCTIONAL STRATEGIES IN THE LIBRARY FOR GRADES K-5, 2ND ED.**

Pat Miller

This book is troubling for a variety of reasons. Full of creative ideas for quickie uses of literature to entertain children during their "library time," it continues the stereotype that teacher-librarians are babysitters, even though the author sees the activities as ones that can be integrated into full collaborative learning activities. For our taste, this is the type of book that library paraprofessionals or parents volunteering could conduct in the library. The concentration is on an activity itself for itself. And, while it could be tied to something being taught in the classroom on that same topic, we do not find enough substance in critical thinking, reading strategies, or curricular integration to warrant use of the ideas by the professional teacher-librarian trying to move into the center of the curriculum. However, support staff could be using these activities to engage children who are not participating in collaborative units being done in other parts of the library at the same time. (Linworth, 2007. 148 pp. \$39.95. 978-1-58683-284-1.)

**Bottom line:** Not recommended for the teacher-librarian.

### **FOLKTALES FROM THE JAPANESE COUNTRYSIDE**

Hiroko Fujita. Ed. by Fran Stalling and others

The World Folklore series from Libraries Unlimited is a collection of volumes created by expert folklorists and storytellers, and over the years, they have included many cultures from around the world. This volume, really a collaboration of four experts, contains an excellent collection of authentic tales, color photos, interesting drawings, and background information. Along with its companions, this volume is an excellent source for "tellable" tales when authentic cultural perspectives are needed. (Libraries Unlimited, 2008. 196 pp. \$40.00. 978-1-59158-488-9.)

**Bottom line:** Highly recommended for both elementary and secondary library collections.

### **THE BEST OF HISTORY WEB SITES**

Thomas Daccord

If you Google *best of history web sites*, you will find, as many high school and college teachers and librarians already know, a huge annotated list of web sites across world and U.S. history. For the user, there is a brief description of the various sites online. Now comes the printed version including hundreds of web sites drawing from the online version but including more descriptive notes and grade level recommendations. One can't help wonder why the "better" version is not online. Disadvantages to the printed version are currency and correct URLs. Since the cost of this list is substantial, the librarian must decide whether it is worth the price for superior information (but not always). Heavy use in a social studies department and with lots of student researchers may tip the balance in favor of the printed version as a supplement to the online site. (Neal-Schuman, 2007. 465 pp. \$89.95. 978-1-55570-611-1.)

**Bottom line:** Recommended with reservation.

### **CATCH A FALLING READER, 2ND ED.**

Connie R. Hebert

As a literacy team in the elementary school, the challenge of helping struggling readers



**JOHN  
PETERS**

## PICTURE BOOKS

### PIRATES: SWASHBUCKLERS AND SCURVY KNAVES

**Backbeard and the birthday suit.**

Matthew McElligott. Walker, 2006. \$16.95. 978-0-8027-8065-2. Grades K-2.

Blackbeard may be rougher and tougher than anybody, but he's also so ragged and smelly that even his parrots quit in disgust. So what's he to do?

**Captain Abdul's little treasure.**

Colin McNaughton. Candlewick, 2006. \$14.99. 978-0-7636-3045-4. Grades 2-3.

With the pirate wives off to do a bit of pillaging, it's left to the outraged captain and crew of the pirate ship *Golden Behind* to care for the captain's infant child. Jolly cartoon tales illustrate this hilarious tale of gender role reversal.

**The pirate meets the queen.**

Matt Faulkner. Philomel, 2005. \$15.99. 978-0-399-24038-6. Grades 2-3. As women in occupations usually reserved for men, fiery Irish buccaneer Granuaile (Grania) O'Malley and equally fiery Queen Elizabeth I find they have a lot in common. A much-embroidered but fact-based tale.

**Pirate treasure.**

Loretta Krupinski. Dutton, 2006. \$15.99. 978-0-525-47579-8. Grades 1-3. A pirate captain and a hostile town learn that "friends are the best treasure" after a storm and a flood lead to a dramatic rescue. Younger audiences especially will be drawn to Krupinski's cast of cute, shiny-eyed mice.

**Pirates don't change diapers.**

Melinda Long. Ill. by David Shannon. Harcourt, 2007. \$16.00. 978-0-15-205353-6. Grades 1-3. Until, that is, they come to Jeremy Jacobs's house to fetch some buried treasure and wake up his baby sister. Hilarious illustrations by Shannon.

**Pirate's eye.**

Robert Priest. Houghton Mifflin, 2005. \$16.00. 978-0-618-43990-4. Grades 2-3. Illustrated with deceptive simplicity, this thought-provoking tale features a rough pirate with a violent past, a gentle landlubber, and a lost glass eye that records whatever it sees.

is constantly a topic of discussion. What can we do? What can we do? Herbert, a well-known speaker, provides a volume of 40 recommended ideas in 3 categories: motivating readers, strategies to build skills, and ideas for adults reflecting on what is happening. If I were a librarian meeting with the literacy team, I would purchase two copies of this book, cut it apart into the 40-idea 3-4-page ideas, and distribute 1 or several to the team. Then, we would have a short read-pair-share activity to see if we could discover ideas that we have tried but could refine, ideas we need to test, and strategies we need to employ as we reflect on our work. (Corwin Press, 2008. 143 pp. \$55.95. 978-1-4129-5605-5.)

**Bottom line:** We recommend such books because they contain brief pithy ideas that can be implemented immediately. It's like going to a professional conference presentation but doing it at home.

### SENIOR HIGH CORE COLLECTION: A SELECTION GUIDE, 17TH ED.

Ed. by Raymond W. Barber

Ray Barber, an expert collection developer, has edited this standard collection tool. Over the years we have come to expect that this basic collection would cover books. In this edition there is a list of basic periodicals and recommended electronic resources. For establishing new collections and checking the basic sources, this is still a great list. Hopefully, you can access this one through your jobber's selection list, and this one could be shared across a number of schools. Each book is annotated and contains enough cataloging information to both order and catalog the included titles. (H. W. Wilson, 2007. 1,234 pp. \$245.00. 978-0-8242-1086-1.)

**Bottom line:** Recommended both for establishing new collections but also for re-evaluating collections in the high school.

### JOAN BAUER

Alleen Pace Nilsen

If you are a fan of Joan Bauer's teen books focusing on teen problems with a touch of humor and a dose of reality, then you will be interested in Nilsen's in-depth study of

this author and her books. Designed for the librarian and teacher who wants to concentrate on YA authors in the classroom, at least some of the time, the book gives the teacher and librarian background enough along with normal Internet sources on this author to be able to do a great job including her works in classroom and library programs. You will find not only the normal biographical information and an interview with the author, but also essays describing and commenting on each of Bauer's principal works. Bauer has won a number of awards for her work, and so if you are a fan or you have teens who are, this is a good addition to your library. (Greenwood Press, 2007. 160 pp. \$45.00. 978-0-313-33550-1.)

**Bottom line:** Recommended.

### RECOMMENDED REFERENCE BOOKS FOR SMALL AND MEDIUM-SIZED LIBRARIES AND MEDIA CENTERS, 2007 ED.

Ed. by Sharon Graff Hysell

Is the printed reference book dead? If not, it is certainly in transition to digital—certainly toward a much more available resource than chained to a reference shelf for the hours the library is open. Yet with all the digital resources available, there are hundreds of reference titles published every year. Libraries Unlimited has the most extensive review and listing of this literature with its publication of the *American Reference Books Annual (ARBA)*. Each year, the editor chooses from the larger tool a select reviewed list of titles more appropriate for smaller public libraries and larger school library collections; each of the books included has been reviewed by a library professional for value and quality. This volume is a valuable selection list and can be used to fill in areas where digital resources have yet to make an impact. Because of its cost, we recommend that a school district might buy a single copy and circulate it to the various high schools and perhaps the junior high schools as a selection tool. (Libraries Unlimited, 2007. 380 pp. \$70.00. 978-1-59158-526-8.)

**Bottom line:** Recommended to those who are still purchasing print reference books.

# BOOKMARKIT



SARA  
CATHERINE  
HOWARD

## > YA NONFICTION

### YOU'VE GOT QUESTIONS? WE'VE GOT ANSWERS!

**101 questions your brain has asked about itself but couldn't answer . . . until now, rev. ed.** (101 Questions). Faith Hickman Brynie. Twenty-First Century, 2008. \$22.95. 978-0-8225-6795-0. Grades 7-12. From question number 1, "What is the brain made of?" to question number 101, "What's the difference between brain and mind?" the author answers real questions. Includes an in-depth glossary, bibliography, further reading, web sites, agency names, source notes, and index.

**Fingerprints and impressions** (Forensic Evidence). Brian Innes. Sharpe Focus, 2007. \$35.95. 978-0-7656-8114-0. Grades 6-12. M. E. Sharpe introduces its high-interest non-fiction imprint, Sharpe Focus, providing colorfully illustrated titles including the Forensic Evidence series. Emphasis in school and curiosity from TV has generated questions in this category. Glossary, web sites, sources, and index included.

**Patients' rights** (Open for Debate). Corinne J. Naden. Marshall Cavendish, 2008. \$27.95. 978-0-7614-2576-2. Grades 8-12. Young adults with concerns regarding their health care will be interested in the chapter "The Rights of Parents and Their Children." The statutes allowing minors to consent to treatment varies from state to state, depending on circumstances such as marriage, mental health, or STDs. Index, notes, caregiver organizations, and annotated web sites are listed.

**Self-advocacy: The ultimate teen guide** (It Happened to Me, no.19). Cheryl G. Tuttle and JoAnn A. Silva. Scarecrow Press, 2007. \$34.90. 978-0-8108-5646-2. Grades 8-12. This helpful title covers a wide range of topics for teens: personal rights, school issues, disabilities, sexuality, legal issues, and foster care. Important URLs are found in the bibliography.

### THE GIGANTIC BOOK OF TEACHERS' WISDOM

Ed. by Erin Gruwell

Famous, pithy, and interesting quotes from the famous and not so famous have been collected here and arranged by topic. These topics include: the teacher, the philosophy behind good teaching, words from the wise, those we teach and those who raise them, the philosophy of learning, classroom perspective, life lessons, civilized thoughts, between the lines, nuts and bolts, fundamental elements, extremes of intelligence, the funny side of teaching, and finding inspiration. So, when looking for an inspirational or provocative quote for a web site, newsletter, or speech, this is a good collection. Our only quarrel is that there are only about four quotes per page, thus the heftiness of the book. However, it is one book you can easily spot on the shelf, and one could use it instead of a barbell. (Skyhorse, 2007. 788 pp. \$24.95. 978-1-60239-177-2.)

**Bottom line:** You need several good quote books available at your fingertips. This one is a good choice.

### CRASH COURSE IN LIBRARY SUPERVISION: MEETING THE KEY PLAYERS

Dennis C. Tucker and Shelley Elizabeth Mosley

Written for almost any librarian with a new job, this book is filled with practical advice for those starting that new position, even if you are moving from one job to another. How do you meet people? Establish relationships? Understand the organization? Get your program underway? While they may have addressed some of these skills in library school, this book is a good refresher to get started on the right foot. (Libraries Unlimited, 2007. 152 pp. \$30.00. 978-1-59158-564-0.)

**Bottom line:** Recommended for the newbie.

### THE FLYING DUTCHMAN AND OTHER FOLKTALES FROM THE NETHERLANDS

Theo Meder

A collection of Dutch culture and tales, this book can be a wonderful addition to the multicultural collection from a country that has historical ties to the founding of North America. (Libraries Unlimited, 2008. 260 pp. \$40.00. 978-1-59158-490-2.)

**Bottom line:** Look over your current collection, whether elementary or secondary, and see if you need representations from the Dutch culture. If so, this is an excellent collection.

### PODCAST REVIEW

#### EDUCATOR'S PODCAST GUIDE

Bard Williams

Are you puzzled about podcasts and the potential for their use in teaching and learning? Williams begins his book with helpful suggestions for finding and producing podcasts and then turns his attention to the use of podcasts in teaching and learning. But the bulk of his book is a lengthy annotated list of podcast sources across the curriculum, including science, social studies, literature, and podcasts for educators and even higher education. If you have been struggling for ideas to use with this media and need to get started with some basics, this is a good purchase. Of course, it gets out of date quickly, but you can grab what you can here and get started. (ISTE, 2007. 279 pp. \$31.95. 978-1-56484-231-2.)

**Bottom line:** It is amazing how many podcasts are actually quite well done, are free, and are from authoritative sources. This is certainly a media to consider adding to your digital library.

#### THE TL BEST PROFESSIONAL BOOKS 2007

by David Loertscher and Esther Rosenfeld

#### ASSESSING STUDENT LEARNING IN THE SCHOOL LIBRARY MEDIA CENTER

Ed. by Anna L. Vance and Robbie Nickel (AASL, 2007. 62 pp. \$22.95. 978-0-8389-8446-8.)

**Bottom line:** Papers of an AASL Fall Forum on assessment. Excellent authors and thoughtful papers.

#### BEYOND BIRD UNITS: 18 MODELS FOR TEACHING AND LEARNING IN INFORMATION- RICH AND TECHNOLOGY-RICH ENVIRONMENTS

David V. Loertscher, Carol Koechlin, and Sandi Zwaan

(Hi Willow Research and Publishing, 2007. 243 pp. \$35.00. 978-1-933170-37-9.)

Bottom line: Use the "think" models to help you work with classroom teachers to get rid of "bird units" and to develop the kind of rich, relevant assignments your students deserve and will thrive on.

#### COLLABORATION

Patricia Montiel-Overall and Donald C. Adcock

(AASL, 2007. 65 pp. \$22.95. 0-978-8389-8447-5.)

Bottom line: A collection of excellent articles on the topic by some of the best authors in the field of school libraries.

#### COLLABORATIVE STRATEGIES FOR TEACHING READING COMPREHENSION: MAXIMIZING YOUR IMPACT

Judi Moreillon

(American Library Association, 2007. 170 pp. \$38.00. 978-0-8389-0929-4.)

Bottom line: Moreillon believes that teacher-librarians can be a vital element of the literacy program in a school by taking a more activist role in the teaching of reading. She provides a blueprint for effective collaboration between classroom teachers and teacher-librarians in teaching reading comprehension. Bravo to the author for emphasizing the teacher part of teacher-librarian.

#### THE CULT OF THE AMATEUR: HOW TODAY'S INTERNET IS KILLING OUR CULTURE

Andrew Keen

(Doubleday, 2007. 288 pp. \$22.95. 978-0-385-52080-5.)

Bottom line: Keen recognizes that everyone who has access to the Internet can publish and produce on YouTube, Wikipedia, wikis, blogs, and a ton of other technologies. Thus, it is the age of the amateur as opposed to the expert, the edited work, the publishing house, and the producer. Keen is worried like many librarians about the idea of quality information and how to help a generation trust not just themselves but also recognize expertise when they encounter it. Librarians will cheer this one.

#### DIGITAL STORYTELLING IN THE CLASSROOM: NEW MEDIA PATHWAYS TO LITERACY, LEARNING, AND CREATIVITY

Jason Ohler

(Corwin Press, 2007. 228 pp. \$32.95. 978-1-4129-3850-1.)

Bottom line: Pushing storytelling into the world of Web 2.0 and other technologies holds exciting possibilities particularly for students who do not do well with traditional methods. Give literacy a major boost with the ideas here.

#### ENHANCING PROFESSIONAL PRACTICE: A FRAMEWORK FOR TEACHING, 2ND ED.

Charlotte Danielson

(ASCD, 2007. 200 pp. \$27.95. 978-1-4166-0517-1.)

Bottom line: Much of professional development around the country is based on constructivist principles stated in the frameworks for the PRAXIS. Danielson helped build those frameworks and understands the role of specialists, including teacher-librarians, in creating excellence in teaching and learning.

#### EVERYTHING IS MISCELLANEOUS: THE POWER OF THE NEW DIGITAL DISORDER

David Weinberger

(Times Books, 2007. 288 pp. \$25.00. 978-0-8050-8043-8.)

Bottom line: The author contends that today's deluge of digital information means we must rethink how we have traditionally classified information and relinquish control over how we organize pretty much everything.

#### FACILITY PLANNING FOR SCHOOL LIBRARY AND TECHNOLOGY CENTERS, 2ND ED.

Steven M. Baule

(Linworth, 2007. 134 pp. \$39.95. 978-1-58683-294-0.)

Bottom line: Highly recommended if you are planning a new library or renewing an older facility.

## BOOKMARKIT



JOE SUTLIFF SANDERS

## GRAPHIC NOVELS <

### BRAVERY

**Flink.** Doug TenNapel. Image Comics, 2007. \$13.99. 978-1-58240-891-0. Grades 4-9. A father and son are separated during a bigfoot hunt, and the only way the boy can survive is by becoming friends with one of the hairy men himself. But this bigfoot has lost his own son, and his new friendship may cost him the rest of his family. TenNapel's trademark blend of the bizarre and the heart warming lends the story credibility, making this tale of fathers and sons surprisingly moving.

**Owly: A time to be brave.** Andy Runton. Top Shelf, 2007. \$10.00. 978-1-891830-89-1. All ages. Touching and sincere as always, the fourth volume of the Owly series explores the bravery necessary for new friendships. When Owly's best friend confuses a story about a dragon with the arrival of a friendless 'possum, it's up to the smallest to be the bravest.

**Robin: Teenage wasteland.** Adam Beechen, Freddie Williams II, and Frazer Irving. DC Comics, 2007. \$17.99. 978-1-40121-480-7. Grades 9-12. The temptation with marquee, brand-name characters is to use familiar plots and a stock supporting cast to keep from alienating the fan base. Beechen's Robin will have none of that. In this book, Robin experiences life-changing plot twists, including warming relationships with his guardian and a girl at school, but in the meantime he has to crack the case of a new performance-enhancing drug that is being tested on street gangs. As if that weren't enough, there is a dangerously brave new teen hero in town, a hero Robin may be helping to destroy.

**GUIDED INQUIRY: LEARNING IN THE 21ST CENTURY**

Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari  
(Libraries Unlimited, 2007. 168 pp. \$40.00. 978-1-59158-435-3.)

Bottom line: An essential read in the area of collaboration with teachers, teacher-librarians, and other specialists in the school. A gem from the great Kuhlthau and colleagues.

**IT'S ELEMENTARY!  
INTEGRATING TECHNOLOGY  
IN THE PRIMARY GRADES**

Boni Hamilton  
(ISTE, 2007. 186 pp. \$37.95. 978-1-56484-228-2.)

Bottom line: Based on an experiment during Library Power in the 1990s, this book describes the integration of technology into the learning program of the school. Their model can be used to integrate all the specialists of the school, including the teacher-librarian, to pursue excellence.

**IN COMMAND: KIDS AND  
TEENS BUILD THEIR OWN  
INFORMATION SPACES AND  
LEARN TO MANAGE  
THEMSELVES IN THOSE  
SPACES**

Robin T. Williams and David V Loertscher  
(Hi Willow Research and Publishing, 2007. 90 pp. \$25.00. 1-978-933170-36-0.)

Bottom line: An innovative strategy to place teacher-librarians ahead of the line, ahead of Google, when kids and teens need information.

**LITERACY MATTERS:  
STRATEGIES EVERY TEACHER  
CAN USE, 2ND ED.**

Robin Fogarty  
(Corwin Press, 2007. 91 pp. \$51.95. 978-1-4129-3890-7.)

Bottom line: This slim volume provides excellent strategies for improving reading skills not only for elementary but for secondary schools as well. For teacher-librarians who are a part of the school's literacy team, this is a great study volume and can be used to add our own agenda of wide reading and a lifetime reading habit.

**THE LITERACY PRINCIPAL,  
2ND ED.**

David Booth and Jennifer Roswell  
(Pembroke, 2007. 159 pp. \$19.50. 978-1-55138-216-6.)

Bottom line: This book contains a practical blueprint for building an effective literacy program, providing both a solid research foundation and practical and tested strategies. The authors have a truly schoolwide approach to literacy, which includes an important role for the school library and the teacher-librarian. Although it is written for principals, it should be read and discussed by the entire school learning community for implementation of its strategies and ideas.

**NEW ON THE JOB: A SCHOOL  
LIBRARY MEDIA SPECIALIST'S  
GUIDE TO SUCCESS**

Ruth Toor and Hilda K. Weisburg  
(American Library Association, 2007. 224 pp. \$38.00. 978-0-8389-0924-9.)

Bottom line: An excellent resource for rookie teacher-librarians.

**RESOURCES FOR STUDENTS  
ASSESSMENT: NATIONAL  
EDUCATIONAL TECHNOLOGY  
STANDARDS FOR STUDENTS**

M. G. Kelly  
(ISTE, 2007. 284 pp. \$39.95. 978-1-56484-220-6.)

Bottom line: To accompany the new NETS standards for students, this companion volume presents assessment tools not just to test student skills but also their learning. An important new piece in 21st-century learning.

**SCHOOL REFORM AND THE  
SCHOOL LIBRARY MEDIA  
SPECIALIST**

Ed. by Sandra Hughes-Hassell and Violet H. Harada  
(Libraries Unlimited, 2007. 204 pp. \$40.00. 978-1-59158-427-8.)

Bottom line: I consider this collection of essays about moving school libraries into the 21st century the most important school library book of 2007. It is important to read and talk about this book and take action.

**SSR WITH INTERVENTION: A  
SCHOOL LIBRARY ACTION  
RESEARCH PROJECT**

Leslie B. Preddy  
(Libraries Unlimited, 2007. 168 pp. \$35.00. 978-1-59158-460-5.)

Bottom line: A wonderful example of an effective action research project that shows that the intervention of a teacher-librarian really does have a positive impact on student achievement.

**TEACHER TEAMS THAT GET  
RESULTS: 61 STRATEGIES FOR  
SUSTAINING AND RENEWING  
PROFESSIONAL LEARNING  
COMMUNITIES**

Gayle H. Gregory and Lin Kuzmich  
(Corwin Press, 2007. 280 pp. \$39.95. 978-1-4129-2613-3.)

Bottom line: A useful, comprehensive guide to building a collaborative school culture.

**TOWARD A 21ST-CENTURY  
SCHOOL LIBRARY MEDIA  
PROGRAM**

Ed. by Esther Rosenfeld and David V. Loertscher  
(Scarecrow Press, 2007. 442 pp. \$40.00. 978-0-8108-6031-5.)

Bottom line: The best of the best articles from *Teacher Librarian* over the last 5 years. Includes articles from the best writers in the field, and teacher-librarians will find much to think and talk about from this collection.

**WIKINOMICS: HOW MASS  
COLLABORATION CHANGES  
EVERYTHING**

Don Tapscott and Anthony D. Williams  
(Portfolio Books, 2007. 320 pp. \$25.95. 978-1-59184-138.)

Bottom line: The authors convincingly show how Web 2.0 collaborative tools can change the way we learn and the way we work.