

# teacher | librarian

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Keith Curry Lance and Debra Kachel report some of the findings in Phase 2 of the recent Pennsylvania study on the impact of school libraries, specifically the relationships between administrator perceptions of school library programs and student test scores. The findings are interesting and encouraging, and a valuable tool for the advocacy of school libraries.

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### **ANOTHER "C" FOR LEARNING**

Deborah Owen posits that a fifth "C" – connections – should be added to the four Cs in *Framework for 21st-Century Learning*. Connections can help us look at the bigger picture, not unlike Daniel Pink's concept of symphony. Owen offers approaches to teaching this skill through modeling, visualizing, storytelling, technology, and reflection. A thought provoking and illuminating article.

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**Susan D. Ballard**  
Simmons College, GSLIS, Boston, MA  
[susan.ballard@simmons.edu](mailto:susan.ballard@simmons.edu)

**Gail Bush**  
National-Louis University, Chicago, IL  
[gail.bush@nl.edu](mailto:gail.bush@nl.edu)

**Connie Champlin**  
Library Consultant  
[cchamp@iquest.net](mailto:cchamp@iquest.net)

**Rosemary Chance**  
Sam Houston State University, Huntsville, TX  
[rx001@shsu.edu](mailto:rx001@shsu.edu)

**Bill Derry**  
Assistant Director, Westport Library  
[bderry@westportlibrary.org](mailto:bderry@westportlibrary.org)

**Ray Doiron**  
University of Prince Edward Island, PEI  
[raydoiron@upe.ca](mailto:raydoiron@upe.ca)

**Jean Donham**  
University of Northern Iowa  
[jean.donham@uni.edu](mailto:jean.donham@uni.edu)

**Rose Dotten**  
University of Toronto Schools, Toronto, ON

**Michele Farquharson**  
Kerrisdale Elementary School, Vancouver, BC  
[mfarquhars@vsb.bc.ca](mailto:mfarquhars@vsb.bc.ca)

**Carrie Gardner**  
Kutztown University, PA  
[carrie.gardner@gmail.com](mailto:carrie.gardner@gmail.com)

**Sara Kelly Johns**  
Lake Placid Middle/Senior High School, NY  
[johns@northnet.org](mailto:johns@northnet.org)

**Doug Johnson**  
Mankato Area Public Schools, MN  
[djohns1@isd77.k12.mn.us](mailto:djohns1@isd77.k12.mn.us)

**Liz Kerr**  
Ontario Library Association, Toronto, CA  
[lkerr@accessola.com](mailto:lkerr@accessola.com)

**Erlene Bishop Killeen**  
Stoughton Area School District, WI  
[erlene.killeen@stoughton.k12.wi.us](mailto:erlene.killeen@stoughton.k12.wi.us)

**Marcia Mardis**  
Florida State University, FL  
[mmardis@fsu.edu](mailto:mmardis@fsu.edu)

**Joy McGregor**  
Charles Sturt University, Australia  
[joymal@bigpond.net.au](mailto:joymal@bigpond.net.au)

**Jo Ellen Misakian**  
Fresno Pacific University, CA  
[jmisakian@fresno.edu](mailto:jmisakian@fresno.edu)

**Betty Morris**  
Jacksonville State University, AL  
[bmorris@jsu.edu](mailto:bmorris@jsu.edu)

**Barbara Weathers**  
Duchesne Academy, Houston, TX  
[Barbara.Weathers@duchesne.org](mailto:Barbara.Weathers@duchesne.org)

**Ann Carlson Weeks**  
University of Maryland  
[acweeks@umd.edu](mailto:acweeks@umd.edu)

**Nancy Zimmerman**  
University of South Carolina, Columbia, SC  
[npz@gwm.sc.edu](mailto:npz@gwm.sc.edu)

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**Founder** Ken Haycock  
**Publisher** Edward Kurdyla  
**Coeditor** David Loertscher  
**Coeditor** Elizabeth "Betty" Marcoux  
editor@teacherlibrarian.com

#### COLUMNISTS

Rachelle Lasky Bilz, Reid Goldsborough, Suzanne Myers Harold, Sara Catherine Howard, Larry Johnson, Erlene Killeen, Annette Lamb, David Loertscher, Elizabeth "Betty" Marcoux, Kathleen Odean, John Peters, Mark Ray, Joe Sutliff Sanders, Joanne Troutner, Betty Winslow

#### EDITORIAL OFFICES TEACHER LIBRARIAN The Journal for School Library Professionals Box 958

**Bowie, MD 20718-0958**  
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**Fax:** 301-805-2192  
**E-mail:** editor@teacherlibrarian.com  
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## NOTEBOOK



# Summer Reading

David V. Loertscher and Elizabeth "Betty" Marcoux

**S**ummer is here (or almost). Most of us know this isn't a "break" for us; instead, we view it as a chance to restart our engines, hone our skills, and look toward the coming school year with enthusiasm and new knowledge that will help us do our work even better!

The June issue of *Teacher Librarian* is perfect for summer reading, offering some great advice you can use next year, and some interesting ideas to think about and investigate over the next couple of months. Take this publication with you places, and spend time reading as well as thinking about how you can use much of the information with your program. Don't forget, you can get the full issue (and back issues) in the digital edition using your mobile and not-so-mobile devices.

One famous and respected researcher has collaborated with another expert in our field to present findings from research they conducted recently in Pennsylvania. Keith Lance and Deb Kachel discuss the relationship between school administrators' views of school library programs and student test scores. While there is a lot of interesting information in the findings, the bottom line reinforces the significant effects of school libraries on student achievement. It is interesting to read this alongside Donna Shannon's "Perceptions of School Library Programs and School Libraries: Perspectives of Supportive School Administrators" in the February 2012 issue of *TL*.

Carol Doll and Kasey Garrison discuss how to select and evaluate literature from cultures other than your own. They provide reference to the five guiding principles that Ann Nolan Clark stresses as important when looking to any literature, and how these five principles help us guide young readers toward worthy literature.

Susan Faust and Jenny Howland provide us with an understanding of their journey toward design thinking and collaboration with other professionals in their school. They offer great models and concepts about design thinking that will work in many situations.

Shannon Robinson takes us on a journey of how she transformed her school library into a learning commons for the 21st Century. While the physical transformation has been extraordinary, equally impressive are the creation of a virtual learning commons and the adoption of a new philosophy.

# Resources for the Teacher Librarian

David V. Loertscher & Elizabeth "Betty" Marcoux

Adams, Helen R. *Protecting Intellectual Freedom and Privacy in Your School Library*. Libraries Unlimited, 2013. 263p. \$55 Trade pb. 978-1-61069-138-3.

There is no question that the author of this book is a guru in the field of intellectual freedom as it applies to school libraries. Perhaps the two most important chapters of this book (part of the *School Library Media Topics* series) are the last two, for they cover the topics of advocacy and the future of this topic. Confidentiality of the student is examined, but with digital access some of this becomes even more imperative. Clearly there are lots of thought-provoking considerations in this book and they are handled well with the various examples and exercises given. However, electronic IF is an important part of intellectual freedom and will become even more important as time goes on. This book will benefit from examining this issue more, and also adding it to the concerns most often violated by a casual information user. As law and issues change a history of IF and where it is going is very much needed. While there has been much updating of terms in this volume from the original use of the information in various columns in professional journals, the topic of legal electronic information needs and uses need to be emphasized much more.

Copeland, Brenda, and Patricia Messner. *School Library Storytime: Just the Basics* (Just the Basics). Libraries Unlimited, 2013. 195p. \$30 Trade pb. 978-1-61069-202-1.

The title says it all. This is a good resource for beginners at storytime (and can be a refresher for the more seasoned). While it contains basic information about HOW to do storytimes, the WHY do storytime is often masked by the techniques it offers. A rationale for why one chooses to do this instead of another reading activity needs expanding. There are many lessons tied to events that happen throughout the school year, but caution must be taken to be sure what is being heralded throughout the year is something

that is school-associated. Storytimes involving the lessons of the classroom should be more emphasized, and thus help create a more collaborative and connected opportunity.

Hysell, Shannon Graff. *American Reference Books Annual: 2013 Edition, Volume 44*. Libraries Unlimited, 2013. 628p. \$149. 978-1-61069-367-7.

Another year of great ideas for collection development. While this tome covers both publications done in 2012 as well as 2013, reviews about its content are written by professionals that will use these works for their clients. A resource for collection development, it has four main parts: General Works, Social Sciences, Humanities, Science & Technology. This review source isn't only for positive comments, there are any number of not-so-positive comments made that give one pause to consider whether the positive attributes outweigh the negative. Expensive, and worthy of a district library collection, not in singular schools. More can be said about how technology is impacting reading and reference in the introduction. Well indexed.

Hysell, Shannon Graff, ed. *Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers*. Libraries Unlimited, 2013. 309p. \$75. 978-1-61069-368-4.

Well done, if this is still a needed item. With the onslaught of digital technology, there is more and more information available electronically. While this set of titles and reviews will assist in evaluating and selecting information regarding a database, caution must be called for when looking at much of it from a developmentally appropriate perspective. This tome provides good guidance if needed, but is potentially outdated the moment it is published. The categories are well laid out. One might wish for more indices; perhaps one that shows the contributors' contributions, and one would wish that the indices in print would be totally accurate. Perhaps a library district with funds to purchase this tome will share its value with others.

Johnson, Doug. *The Indispensable Librarian: Surviving and Thriving in School Libraries in the Information Age, Second Edition*. Libraries Unlimited/Linworth, 2013. 208 p. \$40. 978-1-61069-239-7.

There isn't a more relevant book out on what is happening and can be happening in school libraries today. An update to Johnson's 1997 edition, this second edition embraces technology and clearly states that transformation isn't an option for school library programs today. It has practical strategies and solutions for many concerns teacher librarians have today in their programs, and it stealthily encourages teacher librarian professionals to not only be on the "bandwagon" of change, but also to lead it. Johnson explores a range of school library issues, from planning success, embracing and influencing curriculum, to sheer survival of the

program. Not to be missed. Highly recommended.

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Orr, Cynthia, and Diana Tixier Herald, eds. **Genreflecting: A Guide to Popular Reading Interests**, 7th ed. (Genreflecting Advisory). Libraries Unlimited, 2013. 622p. \$75. 978-1-59884-840-3. \$65 Trade pb. 978-1-59884-841-0.

In both paper and hard copy, this guide is for readers' advisory work. The seventh edition expands on what has been done in previous editions, staying abreast of current culture and popularity of subjects. With Common Core requirements regarding non fiction, one wishes this section was more expansive. Also, with the expanding e-book audience, digital connections to much of the information in this guide would be helpful. The indices, as always, are quite helpful. Use of this for collection development as well as readers' advisory is recommended, but look at how to digitally collect much of what is referenced in this guide.

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Peters, Thomas, and Lori Bell. **The Handheld Library: Mobile Technology and the Librarian**. Libraries Unlimited, 2013, 220p. \$65 Trade pb. 978-1-61069-300-4.

If you need help with mobile technology and effective uses for it, this is a great place to read all about it! There is rationale for why technology, as well as reviews of types of technology, as well as information about what is in use today. However, there needs to be more information about the "future" of technology in a school library incorporated into its findings and predictions. If you don't understand certain technologies, this read is one that will help you with better understandings, including potential uses and technical prowess of the tool. Hopefully, there isn't a librarian out there that hasn't thought about or used different types of technologies explored in this book, but the ideas and information it contains are quite useful, either as an exploration of what can happen with technology in the school or for reinforcement about why use

technology with students today. Give this a try.

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Poe, Elizabeth A. **From Children's Literature to Readers Theatre**. ALA, 2013. 208p. \$45 Trade pb. 978-0-8389-1049-8.

Reader's theatre has been around a long time and it is still a great idea, particularly in Common Core learning experiences where complex texts are being studied. This author presents her method of creating a reader's theatre from a literary piece, gives examples that can be used with children and teens, provides a chapter on how to prepare children to present a theatre, and provides a bibliography of one hundred books that would be good candidates. Our point is that since the Common Core stresses reading, writing, speaking, and listening; reader's theatre fits the bill perfectly if the children and teens are *writing* the scripts, not just reading one that someone else wrote. They can write from fictional works and informational books. They can take a complex text and translate it into a reader's theatre. They can make a video of their performance for use by other children and teens. When you have to write a script, you have to know and understand the original; creatively transform the work; and perform. Don't publish your performances or scripts on the web without permission if the work is still under copyright. But for local use, study, transformations, get to it!

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Polette, Nancy. **Gateway to Reading: 250+ Author Games and Booktalks to Motivate Middle Readers**. Libraries Unlimited, 2013. 259p. \$45. Trade pb. 978-1-61069-423-0.

This is a fun read, and has some very helpful tips. As a retired teacher and now a sub, there are elements of interest in this book for use with particularly wiggly/antsy middle school kids. It is set up to involve significant authors of YA materials with understanding about where they came from and why they do what they do. However, it would be stronger if more emphasis was given to connecting with the school library in terms of reading materials and not as-

suming this is an element. One wishes for more direction about how to involve the educator in the process of learning, as well as how to access digitally the authors of the titles from the library or from careful research about the author. Worth spending time with to gather thoughts about techniques and authors that may engage middle school age students in reading.

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Sampson, Victor, and Sharon Schleigh. **Scientific Argumentation in Biology: 30 Classroom Activities**. NSTA, 2013. 417p. \$39.95 Trade pb. 978-1-936137-27-5.

This book is a gem and is valuable far beyond what the authors may have intended. Building and defending arguments is one of the central themes of Common Core in language arts and in other disciplines. These authors have created an excellent model that both teachers and students can use, not only in Biology, but in a lot of different disciplines. If I were a teacher librarian, I would convince a biology teacher to have lunch with me; show the model and perhaps one example; and, then get that teacher's opinion about the topic of argumentation and how it can be applied in a learning experience. Testing it collaboratively would be the next step and then, perhaps a demonstration before the faculty would be in order to show the model and solicit ideas for how the model might be used in other disciplines. We have not seen a better and more understandable strategy, so recommend this one as required reading. You can also find an article by this team at: Sampson, V., and Blanchard, M. (2012). "Science Teachers and Scientific Argumentation: Trends in Views and Practice." *Journal of Research in Science Teaching*.

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Schall, Lucy. **Teen Talkback with Interactive Booktalks!** Libraries Unlimited, 2013. 305p. \$45. Trade pb. 978-1-61069-289-2.

Nicely put together, this book offers suggestions for a variety of booktalks that can be used to discuss various teen issues. While aimed at the teen audience, there is information in this book to suggest that it

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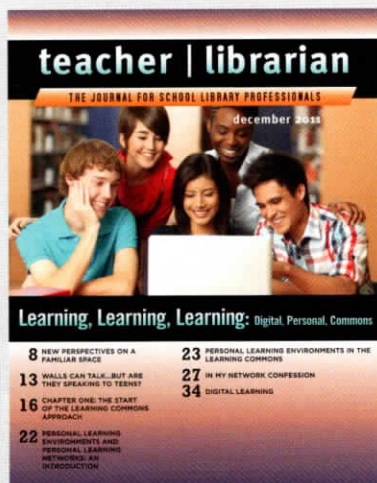
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isn't just for teens. Preteen issues are especially well represented. From historical issues to contemporary concerns, from heritage to conflict and multicultural concerns, this book offers many excellent ideas. Well-organized with interesting comments on the issues of each book, it also tells information about where to find more information regarding the author, a review, or a book trailer. Know the subject well and its tangential issues! For public and school programs. Now if only book interaction were so simple with teens. . . .

Snow, Sharon, and Yvonne Reed. *Teens Have Style: Fashion Programs for Young Adults at the Library*. Libraries Unlimited, 2013. 160p. \$40 Trade pb. 978-1-59884-892-2.

First of all, this topic isn't just for girls. Guys often connect well with style, and should be totally included in this kind of tome. The history of style isn't well developed in this book either, leaving the teen to mainly concentrate on their present, and not look at the cyclical nature of fashion as an element of history. Lots of programming, both passive and active, abound here, but delve into the why these and not others. The concept of the collaboration between a school librarian and the art curriculum has potential in terms of a curriculum item, but needs to be connected in more ways than just art. Is such a narrow topic needed? I think connecting it to the digital world would improve its concept and delivery. Connecting it to various media that focus significantly on fashion would help it be even more relevant.

Sykes, Judith. *Conducting Action Research to Evaluate Your School Library*. Libraries Unlimited, 2013. 118p. \$40. Trade pb. 978-1-61069-077-5.

In a time when teacher librarians and the library staffing is often under the axe, this book offers some ideas for how to make the strong argument that the library program matters to student achievement. It causes one to reflect on their practice and their work, and offers suggestions for how

to measure and calculate impact on learning. Well-researched and well-cited, the teacher librarian is offered opportunity to show the impact of the important work they do. Experts in the field are tapped for reinforcement of many concepts in this book. Now the question is who is listening? Recommended.

Thomsett-Scott, Beth C., ed., *Implementing Virtual Reference Services: A LITA Guide*. ALA, 2013. 168 p. \$70 Trade pb. 978-1-55570-899-3.

We have one question: Where are your teacher and students getting virtual reference services 24/7/365 over and above what they think Google does for them? The public library? A consortium? The state library? A national source? If the answer is not known or is under discussion, this book provides a number of ideas written by different authors to help. We also advocate that teacher librarians use Google Sites, or some other web or wiki tool where classroom teachers and teacher librarians are in the same virtual room with learners and everyone in that room shares and helps everyone else. And, of course, you are there as the resident information and technology advisor. The closer virtual reference is to the actual student or teacher and integrated into a real learning experience, the more effective it will be.