

teacher | librarian

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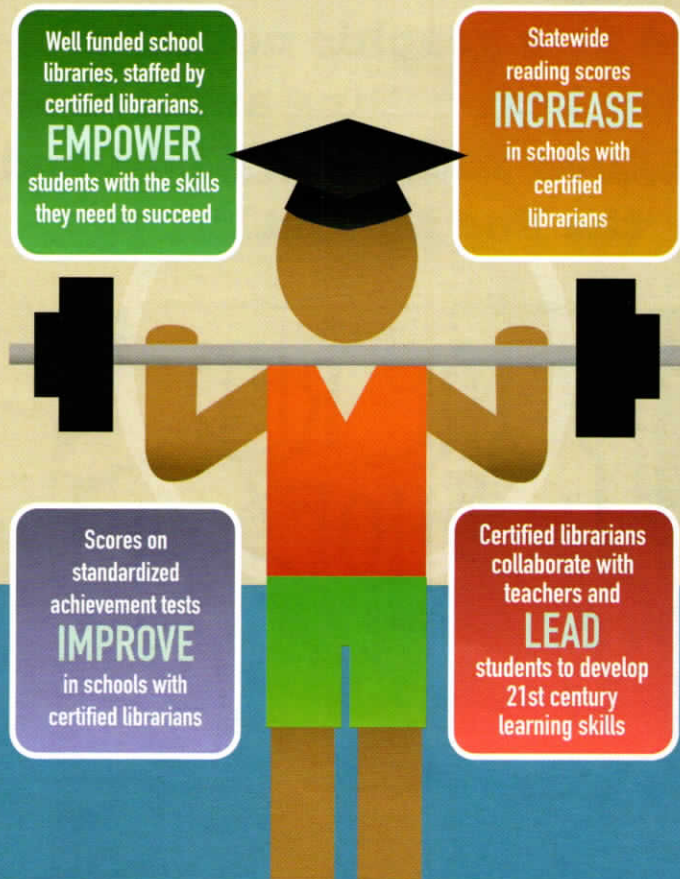
Debra Kachel

**School Library Impact
Learning Commons
Collaboration
Coteaching
Advocacy**

SOUTH CAROLINA SCHOOL LIBRARIANS

MAKE SCHOOLS STRONGER

The SC School Library Impact study conducted by RSL Research Group reveals that SC school librarians positively impact student performance in South Carolina schools



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EVERYBODY'S TEACHER: ADMINISTRATORS' AND TEACHERS' PERCEPTIONS OF SCHOOL LIBRARIANS FINDINGS FROM THE SOUTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIANS IMPACT STUDY

Karen Gavigan and Keith Curry Lance provide the findings of Phase Two of the 2014 study on the impact of school libraries and librarians in South Carolina. The article presents views of 273 administrators and 917 teachers who responded to surveys done as part of the study. Among other findings, the article describes administrators' and teachers' perceptions of the school librarian's role in collaborative teaching and leadership activities.

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FROM LIBRARY TO LEARNING COMMONS: OUR CRESCENT HEIGHTS HIGH SCHOOL EXPERIENCE

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WASHINGTON STATE SCHOOL LIBRARY IMPACT STUDY: THE BACKSTORY, HOW SCHOOL LIBRARY IMPACT STUDIES HAPPEN

Christie Kaaland and Craig Seasholes, two of the principals involved in the Washington State School Library Impact Study, present a fascinating look at the conception, planning, and execution of a state library impact study. Interspersed in the history of the study are interesting insights into advocacy and lobbying. The authors provide much information with many different uses.

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USING RESEARCH IN TALKING POINTS AND ELEVATOR SPEECHES

Debra Kachel provides a good lesson in informal advocacy, often the most effective. You never know when you will meet a school board member in the checkout lane of a grocery store or the PTA president at a soccer game. That may be your opportunity to share a compelling talking point or an elevator speech about why students need strong school library programs with certified staff. Kachel shows us how to do it.

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NOTEBOOK



Treasure Mountain Streamed Live!

David V. Loertscher and Elizabeth "Betty" Marcoux

An upcoming event will stimulate much thought and discussion on how to change from the "traditional" mechanics of the school library to that of the forward-thinking Learning Commons concepts. It is David Loertscher's professional retreat, Treasure Mountain, to be held the day before the AASL (American Association of School Librarians) conference which runs November 5- 8 in Columbus, Ohio. The articles in this issue are some of the great ideas that will be heard at this conference. For the first time, Treasure Mountain will be streamed live and available for all who wish to attend virtually. The retreat will be streamed at <https://sites.google.com/site/treasuremtresearchretreat/>.

Don't miss this important event, even if you can't attend it in person. Many of the authors of various articles in this issue will be present and speaking as will authors of articles in previous issues and many leaders of the profession.

In order to legitimize much of what is said, the lead article in this issue is the Phase 2 findings provided by Gavigan and Lance. While the study was done in South Carolina, its findings resonate with all school libraries and schools. Consider what it shows us about the perceptions of the teacher librarian in schools. Mueller offers a first-hand account of how she transitioned a traditional school library to a Learning Commons in Canada. This article offers significant information about how to create both a physical and virtual Learning Commons. Murray, an elementary teacher, shows us in her article what the Learning Commons means to her, her classroom, her school, her students. She talks about the issue of collaboration between a classroom teacher and the teacher librarian. Wolfe and Reuling take this work even further with an article that follows about how the collaboration between a classroom teacher and the teacher librarian move their "traditional" school library to something relevant and exciting to learning.

The Kaaland/Seasholes article is another significant study—conducted in Washington State—about the value of the teacher librarian. This article presents information about its value, and how to use it with advocacy work as well as lobbying. Washington has taken this to heart – they take this information forward to establish how meaningful a school library and its professional can be in the learning life of a student. Kachel notes the importance

Resources for Teacher Librarians

David V. Loertscher & Elizabeth "Betty" Marcoux

Callison, Daniel. *The Evolution of Inquiry*. Libraries Unlimited, 2015. 180 p. \$45. ISBN: 9781610693868.

For those of you who do not recognize the name of Daniel Callison, he began a very successful career as a high school librarian in Bloomington, Indiana near the campus. Since that time, he directed the library school program in Indianapolis, Indiana. In this book, he gives us a tour of the history of inquiry from a theoretical perspective as it has bloomed over the past 35 years and has been supported not just in the library world but also in various curricular disciplines. This treatise is of use to doctoral students, those writing state and national standards, and others who are seriously interested in the understanding of the roots of this important topic. Of course, this volume will have to be studied in the context of a broader concept of information literacy including the use of technology, digital citizenship, creativity, and the softer skills that mark those who know how to learn, ready and capable of contributing to the growth of knowledge. We wish that other discipline experts would recognize the expertise that Daniel recounts in this book. Perhaps it will stand as evidence of our expertise alongside those outside our discipline who claim that area as their own. An important theoretical addition to the literature. *DVL*

Cano, Lesley M. *3D Printing: A Powerful New Curriculum Tool for Your School Library*. Libraries Unlimited, 2015. 187p. \$45. ISBN: 9781610699778.

This is the kind of book you use as a cheat sheet. Surround yourself with some teens who have been or are experimenting with 3D printing, read a chapter secretly, and then have a "casual" conversation with one or several to verify what you know with what they know. The guide has lots of pictures and examples of the various types of equipment out there, but this is a fast developing field and so what you knew just yesterday may not be current today. Yet, that is the fun and fascination of this technology that needs to be in every makerspace and available to students and teachers to play with, experiment, and sniff at careers that are likely to change the world. If you are just getting started, order this one immediately and read a chapter every night and get your brown bag lunch group talking – particularly if you have a 3D printer to work on at your fingertips. An excellent professional development short course in a book. *DVL*

Hopwood, Jennifer L. *Best STEM Resources for Nextgen Scientists: The Essential Selection and User's Guide*. Libraries Unlim-

ited, 2015. 279 p. \$65. ISBN: 9781610697217.

It is surprising that annotated bibliographies in book form are still being published in the era of online databases and the possibility of crowd sourced resource collaborations. The author has put together a wide variety of print resources for children and teens for budding scientists who are getting more attention in the current public school curriculum. There are a few online resources included but this list only scratches the surface of possibilities out there on the web. For district teacher librarians who are pushing out collections, this would be a good list to check, but do it soon because, as with all print bibliographies, it is out of date the minute it hits your desk. Teacher librarians have not always supported the science curriculum very well since the emphasis has been only on language arts and math. It is about time for a revival and this guide will help if you can afford it.

Stephens, Claire Gatrell and Franklin, Patricia. *Library 101: A Handbook for the School Librarian*, 2nd ed. Libraries Unlimited, 2015. 233 p. \$45. ISBN: 9781610694513.

There are two problems with this book. The first is the subtitle. This should be a handbook for library technicians rather than the professionally credentialed teacher librarian. The second is that it was published in the wrong century; it should have been a guide published a couple of decades ago. The central idea here is the traditional library where stuff is acquired, cataloged and circulated with a smattering of audiovisual equipment thrown in (check out the overhead projectors you will need). The problem here is that anyone using this book gets a picture of "library" that is in major decline in the U.S. and is being replaced by Google. Perhaps there is a professional at the district level struggling to keep a few library repositories available, but few teachers and administrators pay attention to such revenue consuming entities within the school organization when everything is centered on raising test scores. These are harsh words, admittedly, but the data have been growing for the last decade that this type of library is no longer needed or appreciated and it does us little good to advocate for such places in the school. Pass this one up. *DVL*

Scheeren, William O. *Technology Handbook for School Librarians*. Libraries Unlimited, 2015. 266 p. \$55. ISBN: 9781440833960.

This guide is a densely written introduction for beginners about the basic systems that every school library should have such as networks, circulation systems, cloud computing, copyright, databases, websites, ebooks, and integrating technology into the curriculum. The treatment is theoretical with few examples. Little helps in the establishment of either a physical or virtual learning commons. A traditional website, for example, only informs patrons of opportunities rather than involving them. For the person who is afraid of technology or wants to get started, basic ideas are here, but you will need to go elsewhere for specifics, ideas, possibilities, and models of great teacher librarians who are tech experts and really know how to mesh both knowledge consumption with knowledge creation in a learning commons setting. These types



JUNIOR FICTION

PRINCESS PREDICAMENTS

Hale, Shannon. **Princess Academy: The Forgotten Sisters.** Bloomsbury, 2015. 324 p. \$17.99. ISBN: 9781619634855. Grades 4-7. Miri longs for home (and Peder) but the king commands her to a faraway swampland province, to prepare three royal cousins for a possible marriage alliance with another kingdom. Struggling with unwilling girls, she discovers a long-buried (and king-toppling) secret.

Hale, Shannon. **Princess Academy: Palace of Stone.** Bloomsbury, 2012. 321 p. \$16.99. ISBN:9781599908731. Grades 4-7. When the girls from Mount Eskel's princess academy travel to the capital to help Britta prepare for her wedding to Prince Steffan, they discover a brewing revolution. Will Miri, Britta's best friend, choose loyalty or new ideas? Peder or Timon?

Haskell, Marrie. **The Princess Curse.** Harper, 2011. 325 p. \$16.99. ISBN: 9780062008138. Grades 4-7. If Reveka can break the curse that causes the kingdom's princesses to dance through their shoes nightly, she can both free the princesses and achieve her dreams. But curses aren't easy to break, and things aren't always what they seem....

Zahler, Diane. **Princess of the Wild Swans.** Harper Collins, 2012. 212 p. \$16.99. ISBN: 9780062004925. Grades 3-7. Muriel's new stepmother, secretly a witch, wants her own son to rule someday, so she turns Muriel's five brothers into swans. Muriel finds a way to break the spell, but can she do it before the queen kills her?

Zahler, Diane. **Sleeping Beauty's Daughters.** Harper Collins, 2013. 216 p. \$16.99. ISBN: 9780062004963. Grades 3-7. When Sleeping Beauty marries, Aurora, her eldest daughter, inherits the family curse. Despite extreme care, she still pricks her finger. Can she and her sister stave off sleep long enough to find a way to break the curse?

of folks gobble up technologies Joyce Valenza style by just diving in and trying and testing. We prefer this latter approach than reading a theoretical treatise, but our style and those who are just trying to get started may well profit from getting the basic ideas down and then diving in. *DVL*

Schadlich, Megan E. **Cooking Up Library Programs Teens and "Tweens" Will Love: Recipes for Success.** Libraries Unlimited, 2015. 140 pp., \$45. ISBN: 9781610699617.

Part of the series Libraries Unlimited Professional Guides for Young Adult Librarians, this book offers some really interesting ideas about how to create environments and opportunities that engage students in learning. Mainly aimed at the public library setting, many of these ideas can be adopted and adapted easily for the school setting. Included are lists for ingredients (supplies), their setup, instructions for how to do this, and rationale for doing it. It also includes ages for which an event is appropriate, but these certainly could be made to be appropriate to other ages with a little tweaking. There are more than a dozen such plans, some being "centers" and some being full programs. They often reflect connections to STEM, and invite makerspace activities. Recommended. EM

Evans, G. Edward et al. **Library Programs and Services, 8th edition.** Libraries Unlimited, 2015. 440 pp. \$65. ISBN: 9781610696371.

Part of a series on library and information science, this text (and it is a text) centers on basic information about the library and touches specifically on types of libraries. There is significant discussion about the differences each type of library may encounter, and the issues of the changing world of the school library is noted. However, it is still quite traditional in its lens, and favors public libraries as well as academic libraries. E-resources and internet issues are considered. Perhaps one of the best discussions that could happen from this text would be the collaborative nature that some libraries have regarding inter-

acting with projects (real or projected) and posts with the library being the common source of comment and content creation. This text covers the basic issues about library management and services. EM

MacDonald, Margaret R., editor. **Storyteller's Sampler: Tales from Tellers around the World.** Libraries Unlimited, 2015. 175 p. \$45. ISBN: 9781440835278.

Eminent storyteller and author MacDonald spares no idea that will enlighten the storyteller when talking about diversity. The tips offered are for simple but meaningful storytelling. MacDonald represents at least 25 different cultures in this book and offers ideas for quality storytelling regardless of culture. The stories often encourage audience participation. Recommended. EM

Hysell, Shannon G., editor. **Recommended Reference Books for Small and Medium-Sized Libraries and Media-Centers, 2015 edition, vol 35.** Libraries Unlimited, 2015. 300 p. \$75. ISBN: 9781440837579.

Another edition of a well-vetted and meaningful book. Hysell carefully lists over 500 reviews of books that meet ARBA (American Reference Books Annual) criteria and are reviewed by professionals from Canada and the US. Potentially the most valuable acquisition tool for many libraries, there is an understanding in this book that budgets are limited and acquisition of materials needs to be carefully considered. Therefore this book only recommends books with positive reviews that are affordable and broadly appealing. Critical comments by the reviewers of the book will help in making relevant selection for your library. Recommended. EM

Hysell, Shannon G., editor. **American Reference Books Annual, 2015 edition, vol. 46.** Libraries Unlimited, 2015. 600 p. \$155. ISBN: 9781440837562.

Got money for collection development? If you are unlike most school libraries and have monies to develop your collection, this may be something you will find help-

ful. There are professional reviews that help all kinds of libraries when building their reference sections. This tome includes print and electronic resources as well as database analyses. It does include free reference websites, and you are encouraged to decide what materials and types work best in your library. The reviews are by practitioners, and well done, but are often higher level material than that which best serves K-12 audiences. Buy if you need it and have the money. EM

Jesseman, Deborah J. **The Common Core in Action: Ready to Use Lesson Plans for K-6 Librarians.** Libraries Unlimited, 2015. 168 pp. \$45. ISBN: 9781610697170.

The magic of having the words "Common Core" in the title isn't enough. The book needs to bring new ideas about learning USING the Common Core. These lessons offer the chance to do just that. A basis for Common Core is that learning goals will be considered for everything done in a school. Wasn't this already happening? If not, it should have been. So taking the lessons this book offers and considering them based on the Common Core AND the student isn't a hard task for more teacher librarians, but sometimes creativity for those lessons can be. This book offers the teacher librarian a chance to collaborate and lead students to learning, implementable lessons that can be adapted developmentally, and thoughts about how to support Common Core in collection development. Content areas are explored and additional suggestions are given for all areas. EM

Hagler, Kaye and Jensen, Judy Elgin. **Take 5! for Science: 150 Prompts That Build Writing and Critical-Thinking Skills.** Capstone, 2015. 216 p. \$23.95. ISBN: 9781496602930.

Interesting idea, but in the 5 minutes after the class has started? Perhaps in the 5 minutes after a lesson has started.....The three main divisions (earth, life, physical) of the book help delineate topics well, but some overlap with each other. The correlations between these prompts and the Com-

mon Core and the NGSS (Next Generation Science Standards) are well done - each prompt is set up such that there is instant connection to a goal/learning outcome. Fun way to increase chances for students to think and write. The prompts can be done technologically or not, the choice would be the teacher's. A better index is needed. EM

Policastro, Margaret M., McTague, Becky, and Mazeski, Diane. **Formative Assessment in the New Balanced Literacy Classroom.** Capstone, 2015. 168 p. \$24.95. ISBN: 9781496602961.

Great thoughts on how to balance assessment with learning! Formative assessment is evaluating as one goes, using the findings to define what happens next. Policastro and company seem to understand that issue quite well, and show how it can be used in the balancing of literacies effectively. They link what they are suggesting to differentiated learning. They put the K-8 student first and show with their checklists and principles how to effectively be a formative assessor and how to make findings count toward future learning. Great tips, examples, forms included. Recommended. EM

Beckstrom, Matthew. **Protecting Patron Privacy: Safe Practices for Public Computers.** Libraries Unlimited, 2015. 140 p. \$50. ISBN: 9781610699969.

Ever-changing and significant issues for any type of library, especially schools. This book offers instruction on how to create a secure environment for students in a library. It shows how minimal changes to policies, procedures and settings can help create a more secure and private—as well as safe—area for research when using the Internet. History and current law regarding privacy issues are discussed. While the basics of how to work with the Internet and its companions (like servers, databases, websites, operating systems, etc.) are discussed, there needs to be an even clearer understanding of the future ramifications of this technology as it relates to students. EM

Watson-Lakamp, Paula. **Marketing Moxie for Librarians: Fresh Ideas, Proven Techniques, and Innovative Approaches.** Libraries Unlimited, 2015. 120 p. \$50. ISBN: 9781610698931.

Let's face it - librarians can use all the help they can get with marketing. This book is full of innovative ideas that can be used to further the agenda of a library. When a marketing campaign is needed, this book helps put one together effectively and strategically. Not forgetting traditional strategies and venues, this book will push further into defining what plans and timelines are needed to be effective. Full of communication suggestions and innovative actions, this book helps put the library back into the playing field. EM