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Dispositions of Exemplary School Librarians

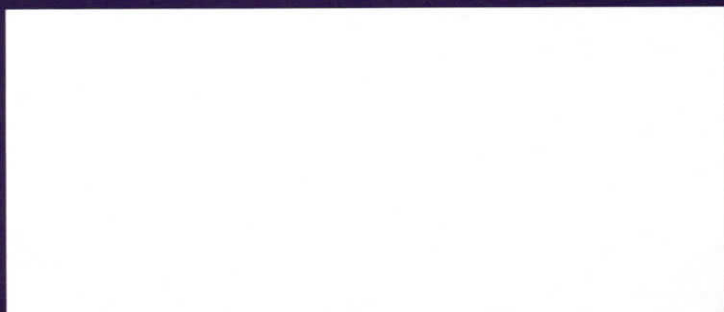
Masters of Library Science graduate students at East Carolina University, Greenville, NC, identified dispositions of exemplary school librarians

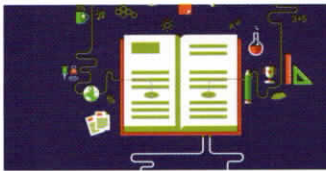
Scholarly Conversation About the Future of eReference

The advantages unique to digital, demand-driven-acquisition eReference collections

The School Librarian and Leadership

Exciting research, brilliant minds, and amazing practitioners surround school librarians





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Dispositions of Exemplary School Librarians as Identified by Graduate Students by Laura B. Long and Jami L. Jones

As part of their course work, Masters of Library Science graduate students at East Carolina University, Greenville, NC, identified dispositions of exemplary school librarians. These students ($n=223$) identified collaboration as the most essential dispositional quality for school librarians. Other dispositions identified as important were leadership, lifelong learning, compassion and caring, and flexibility. The authors present useful definitions of dispositions based on the writings of John Dewey, Donald Arnstine, Lillian Katz, and James Rath, and discuss challenges to understanding the concept.

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Scholarly Conversation About the Future of eReference by Lura Sanborn

Digital reference is an essential component of the scholarly conversation. The advantages unique to digital, demand-driven-acquisition eReference collections, include: vastness, efficiency, comprehensiveness, multiple lenses/viewpoints and economical grace. Sandborn posits that Wikipedia is not a replacement for eReference, rather, Wikipedia is best utilized alongside digital reference works. Looking to the future, Sanborn notes that the advantages of eReference could be best realized if made available to everyman, in an anticipatory design form. Research suggests greater access to information leads to greater efficiency and value of work product, including teaching and learning.

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The School Librarian and Leadership: What Can Be Learned? by Kathryn Roots Lewis

Exciting research, brilliant minds, and amazing practitioners surround school librarians. What can be learned from the research to elevate school library positions in order to ensure deep student learning while keeping school libraries at the forefront of teaching and learning? How can leadership be modeled and what should be the focus for best practices? These are the questions addressed by Lewis.

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A Collaborative Journey: The Learning Commons by Lauren Kolod and Barbara Ungar

In 2013, Barbara Ungar, teacher librarian, and Lauren Kolod, technology teacher at Central Elementary School in Wilmette, IL, began Phase 1 of a three-phase project to build a Learning Commons – an innovative learning space which is the evolution of the library and computer lab. With the support of their principal, district, parents and community, Barbara and Lauren embarked on a three-year process of not only changing the learning environment at the school, but also impacting the way students and staff viewed collaboration.

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With the goal of educating and advocating for the school library program, Chelsea Sims shares her successful approach to advocacy in the form of a monthly newsletter, sent digitally to all members of her school community. Sims delivers various ideas for creating a multimedia, student-learning-focused newsletter from which administrators and parents can discover powerful evidence of the import role of the school library in student learning.

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MOSAIC: Multicultural Literature Selection and Promotion by Chris Haeffner

Diverse books and diverse characters matter deeply in the lives of students. Students need to see themselves represented in books and other resources; they also need to be exposed to other cultures and ethnic groups in order to better understand the world around them. Haeffner describes how her district has answered a call to action to identify, purchase, and promote great books that reflect the diversity students experience in a global society.

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Teaching about Plagiarism with a Lyrical Approach by Amber Lovett

Lovett offers a truly unique and high-interest learning plan about the significant impact of plagiarism for middle school students, including the real life consequences. Her seventh grade students practiced paraphrasing skills by the rewriting lyrics to a Taylor Swift song that emphasized honoring the artist's original works. Lovett shares her accompanying website, "Responsible Research."

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NOTEBOOK



Editorial

Deborah Levitov and Christie Kaaland

In this issue of *Teacher Librarian* authors Long and Jones share reasoning of graduate students for their choice of five exemplary dispositions for teacher librarians.

Their list of five includes collaboration, leadership, lifelong learning, compassion/caring, and flexibility. These authors directly grapple with dispositions while other authors in this issue indirectly address dispositions and the importance of calling on them as needed, at the right time.

Dispositions are not innate, they are learned, cultivated behaviors which individuals can choose to develop and use. Teacher librarians are in a unique position within a school community allowing them to interact with varied groups (e.g., students, teachers, administrators, parents, community members, and others) at different levels, in different ways. To take advantage of this unique positioning requires teacher librarians to expand various dispositions and use them as necessary, which often means stretching beyond their comfort zones.

Years ago, as I (Deb Levitov) worked on a Library Power grant in my district we went through a rather extensive exercise with teacher librarians involving four characteristics, identifying their naturally strong tendencies, and then recognizing ways they could concentrate their efforts and stretch themselves to meet the requirements of the other three. The purpose was to help them realize they did not have to be limited to only what emerged as their natural strength. It was a very empowering exercise which helped participants see how they could expand and incorporate the other characteristics into interactions within their school community which allowed them to project a stronger professional image and develop more sophisticated relation-

Resources for Teacher Librarians and Other Educators

David V. Loertscher

Cavanaugh, Terence W. **eBooks for Elementary School.** (Libraries Unlimited, 2015, 208 p. \$45. ISBN: 9781610698498)

This book is an essential purchase for every elementary school! Cavanaugh knows this confusing landscape very well and provides excellent recommendations for starting an ebook collection, cataloging it, and using it with students. He has excellent sources for free ebooks so there just is no excuse for not including them in the collection. The challenge, of course, is to not only acquire and catalog the ebooks but also to provide them in the various formats needed for whatever technology to which your students have access. Cavanaugh gives excellent suggestions for this. We notice that many of the jobbers provide access to many of the free ebooks, but they charge for each title. Nice if you have the budget; still doable with a few volunteers that can help in the downloading and cataloging. There is just no excuse not to have a whole set of classical children's literature free and available so a whole class can be reading them all at once. Cavanaugh will help all of us provide equitable access to a whole new world alongside whatever paper editions we can purchase.

Donnelly, Andria C. **The Library Collaboration and Flexible Scheduling Toolkit : Everything You Need to Know to Get Started.** (Libraries Unlimited, 2015. 142 p. \$45. ISBN: 9781440836848)

Collaboration and flexible scheduling are defined in various ways despite efforts in the research community to center the definition of collaboration around the idea of coteaching. Reading Andria's book is somewhat like reading a journal diary of a second-year teacher librarian who, with administrative support, has launched her own flavor of collaboration in two different schools but one administrator. She turns her

experiences into a manual for others who would like to pursue a similar journey. And, she includes accounts of other teacher librarians who have succeeded at their own quest for this role. One of the major problems with efforts thus far with flexible scheduling is the either/or position taken by many teacher librarians. In the transformation of the library to library learning commons, both fixed and flex can co-exist so that a huge fight with teachers becomes irrelevant. For those who do collaborate, one technique that appears in the sample lessons of Donnelly's book is that when children come to the library for a collaborative lesson, the two adults split the class into two groups. Such a practice often precludes actual coteaching instantly so that isolated teaching diminishes the power of the collaboration.

(We would recommend that anyone interested in collaboration and coteaching and the flexible schedule also read Coteaching and Collaboration: How and Why Two Heads are Better Than One edited by Loertscher and Koechlin (published by Teacher Librarian Press) that contains many helpful articles collected from Teacher Librarian magazine across the past five years.)

Pollette, Nancy J. **The Picture Book Almanac : Picture Books and Activities to Celebrate 365 Familiar and Unusual Holidays.** (Libraries Unlimited, 2016. 186 p. \$40. ISBN: 9781440842764)

From a very prolific author comes this crazy list of picture books to use with kids and perhaps middle grades that "celebrate" donut day or farm animals day or teddy bear day along with celebrations of picture book author's birthdays. Titles are not the most recent so they may already be in your collection, but the list is useful for parent volunteers or support personnel who are reading aloud to groups and want to feature something that might tickle the imagination and capture a reader or just plain entertain. It's a list to browse through month by month and day by day to do a bit of advance planning of titles, events, and just fun. Recommended as a novelty item.

Fichtelberg, Susan. **Encountering Enchantment: A Guide to Speculative Fiction for Teens, 2nd Edition.** (Libraries Unlimited, 2016. 393 p. \$55. ISBN: 9781610691130)

Here is a second compilation of a huge annotated bibliography of a very popular genre of teens and adult readers. Included are lists of wizard fantasy, epic fantasy, myths and legends, fairy tale fantasy, alternate and parallel worlds, the faerie realm, creatures and beasts, travelscience fantasy, ste-

ampunk, science fiction, and the dark side. This list, of course, is for district libraries or public libraries to own and pass around to teacher librarians for collection development. It is a great list to use with teens and include them in the selection of titles when you may not be a fan of the genre. We have said this before, but a printed bibliography really needs to go away in favor of a regularly updated bibliography of the best of the best of any topic. Some day...

Cordell, Diane M. **Using Images to Teach Critical Thinking Skills: Visual Literacy and Digital Photography.** (Libraries Unlimited, 2016. 124 p. \$45. ISBN: 9781440835155)

We all recognize the power of photos such as the U.S. Marines planting the flag on Iwo Jima and others from *Time* and *Life* magazines that stirred our emotions one way or another. Cordell recognizes this power and because so many young people are taking millions of images daily, she takes this interest and pushes the idea of critical thinking as one more part of information literacy. Thus, we are bending one skill over into another; one very popular skill and pulling from it so much learning. Cordell offers quite a variety of examples, suggestions, and projects that can turn kids and teens into creators and investigators at the same time. Best of all, in our multi-language cultures, so many more learners can bloom using this international language. This book is highly recommended as a start into the world of thinking and photography. Once that journey is underway, challenge the learners to come up with their own ideas of how to push deep learning through visuals.

Houston, Cynthia. **Organizing Information in School Libraries: Basic Principles and New Rules** (Libraries Unlimited, 2016. 186 p. \$55. ISBN: 1440836868)

In cataloging materials for the library learning commons, the Houston resource is much more of a workbook of examples with answer keys at the end. This book might be used not only in basic cataloging classes but in local workshops. The best part of the workbook is the inclusion of cataloging of electronic resources that can be accessed by teachers and students whether those are "owned" in the traditional sense or are accessible on the Internet. In comparison with the Kaplan book also reviewed in this column, this is a step forward, but in neither book does there emerge a vision of an entire information system that responds to particular curricular topics in the school. No teacher librarian has the time to catalog all of the resources that connect learners to the best resources on all curricular topics covered in the school, but much more could be done to work with consortia or in school systems to build access to the more popular curricular topics. For example, since every fourth grader in California studies California Missions, a consortium of volunteers could not only assemble a bibliography of the best of the best materials, but also build the interface that would slide into the OPAC across the consortium. It is a challenge that needs to be examined if we are to remain relevant to STEM education and other curricular initiatives that have the potential for wide usage across many school library learning commons.

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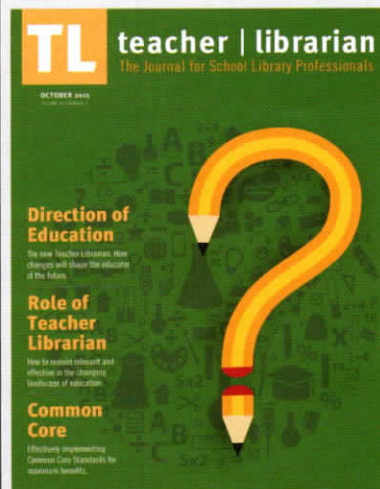
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Kaplan, Allison G. **Catalog It!: A Guide to Cataloging School Library Materials, 3rd Edition** (Libraries Unlimited, 2016. 230 p. \$60. ISBN: 1440835802)

In this 3rd edition, Kaplan provides the basics of what teacher librarians need to know about cataloging the various materials owned by the school library learning commons. There are examples and exercises of this work which is designed as a basic text for cataloging classes. Kaplan recognizes the OPACs need to respond much more broadly to queries by students than just author, title, or major subject heading. Rather, the system should respond to a search for dog books at a certain reading level or other characteristics that are desired. This book is fine for the traditional cataloging class that presumes that "owned" resources is the central foundation of a library collection. However, the concept of collection development and cataloging or information retrieval now seems to be at the heart of what students are looking for when searching for information. They prefer Google. They want instant retrieval of just the information they need. They don't want to have to go down the hall to plow through the Dewey Decimal System to retrieve what they want. Yes, they appreciate browsing still. However, collection development now needs to include connection development and the idea that the library learning commons not only provides access to what is owned, but also access to the best of what is out there across the globe. Otherwise, the school library catalog as currently conceived condemns the library collection into oblivion and irrelevancy. What can teacher librarians do about the multiple places to search: the OPAC, the

databases, the Internet, and the enormous availability of great resources such as the Library of Congress, museums and galleries across the world, newscasts, etc. Perhaps there should be a conference of library educators, theorists, students, and educators that concentrates on the idea of connection development and retrieval systems for children and young adults. Will we ever emerge from our traditional cataloging systems into the real 21st century information world?

Rog, Lori Jamison. **Marvelous Mini-lessons for Teaching Nonfiction Writing, K-3.** (Pembroke Press, 2015. 112 p. \$24.95. ISBN: 978155133033)

Rog is convinced that children can learn how to write nonfiction pieces in addition to writing stories of their own. She presents simplified ways of teaching writing in the real world, but misses the whole point of transliteracy. This book needs a companion book that helps children use their early knowledge of picture taking and video using their iPads or cell phones to build their knowledge of the real world and transcribe that into a variety of expressions or formats. They need to learn the whole world of information and technology that is unfolding to them at earlier and earlier ages. They can learn to script nonfiction narrative about their pets or their travel or their family alongside learning to write new books from the nonfiction picture books in our collections. And, transliteracy at a young age is a very engaging and fun activity as we ease the child into the formal world of writing well and understanding they can not only learn how to read a book, but they can write one, make a video, caption pictures, and tell stories about their experiences

in the real world as well as the world of make believe. This book is half the story...perhaps you could write the second part.

Messner, Patricia A. and Copeland, Brenda S. **Using Picture Books for Standards-Based Instruction, Grades K-2.** (Libraries Unlimited, 2016. 110 p. \$40. ISBN: 9781440841330)

This book, designed for the novice helper in the library, takes a group of picture books and provides very explicit instructions for what to say and what to do with an activity to promote learning. It is not about storytelling, but teaching. Parent helpers and library support personnel can use such a book, but after reading and doing several, the adult catches on to the technique and can use the picture books available in the library rather than order the ones in a book list such as this. As the teacher librarian is coteaching alongside the classroom teacher, the idea for inserting literacy and background knowledge into a thematic unit does make some sense, but fun storytelling, and encouraging the children to use their background knowledge to create their own stories is a direction this type of activity should take.