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Librarians Connected to National Future Ready Initiative

Introducing Future Ready Librarians (FRL), as an expansion of the Future Ready school initiative

From Library Power to the Lilead Fellows Program

Creating a new generation of leaders among school district library administrators.

Meeting the Needs of LGBTQ Students

Including books that serve the Lesbian, Gay, Bisexual, Transsexual, or Questioning (LGBTQ) community





CONT

Volume 44
Number 1
October 2016

FEATURES

8

Librarians Connected to National Future Ready Initiative by Mark Ray and Sara Trettin

Leading superintendents, educational leaders, and school districts increasingly recognize strong librarians and vibrant libraries are essential to future ready schools. This article introduces Future Ready Librarians (FRL) as an expansion of the Future Ready school initiative led by the Alliance for Excellent Education in partnership with the U.S. Department of Education. Through FRL, librarians and libraries have become part of the national conversation about future ready schools.

12

From Library Power to the Lilead Fellows Program: Creating New Expectations for School Libraries and Librarian Leaders by Ann C. Weeks

Weeks presents historical context begun by Library Power in 1988 and designed to improve the nation's school library programs, as it relates to the current Lilead Fellows Program. Launched through the University of Maryland and funded by IMLS monies, Lilead is serving to create a new generation of leaders among school district library administrators.

16

A Delphi Study: Development of a Checklist for Joint-Use School/Public Libraries in Texas by Susan Waller Casstevens

This article summarizes the results of a Delphi study in which twenty-nine library experts served as panel members to propose a list of potential joint use library standards, which, in turn, was used to develop an assessment checklist for combined Texas school/public libraries. The development of such standards in other states or nationally would be a way to extend this Delphi Study.

20

Meeting the Needs of Lesbian, Gay, Bisexual, Transsexual, or Questioning Students through the School Library Collection by Lisa Horton

It is the goal of the teacher librarian to ensure a diverse collection of literature for students and the school community. This article addresses why it is critical to collection development to include books that serve the Lesbian, Gay, Bisexual, Transsexual, or Questioning (LGBTQ) community within the school as well as students who seek greater understanding of the LGBTQ community.

24

A Latino Anti-Racist Approach to Children's Librarianship by Sujei Lugo

Providing a definition of "Latino" and emphasizing the presence of racism in schools, Lugo offers six elements focusing on Latino identities which incorporate an anti-racist approach, with emphasis on library collections and activities for children, grades K-3.

28

Helping Educators Better Understand the Importance of Spatial-Skill Development by Linda Jacobs Swarlis

Historically, spatial skills were known by the term "spatial ability," but as researchers began to examine the components of "spatial ability," they realized that the widely held assumption that it was a fixed, innate ability was incorrect. That assumption has kept generations of students, particularly girls and women, from reaching their full potential in the STEM fields. This article helps raise awareness of the importance of spatial skill development.

ENTIS

BOOK & MEDIA REVIEWS

- 10 Junior Nonfiction**
Sara Catherine Howard
- 18 YA Fiction**
Kathleen Odean
- 25 YA Nonfiction**
Sara Catherine Howard
- 35 YA Fiction**
Kathleen Odean
- 36 Junior Fiction**
Betty Winslow
- 62 Junior Fiction**
Betty Winslow
-
- 34 Professional Reviews**
David V. Loertscher
Summer Reading Suggestions
- 38 Apps and Website Reviews**
Annette Lamb
More and More and More and...

COLUMNS

- 6 Notebook**
Deborah Levitov and Christie Kaaland
Make This a Signature Year
- 44 What Works**
David V. Loertscher
Deeper Learning, Inquiry, and the Teacher Librarian
- 46 Advocacy**
Debra Kachel
Collaboration in Advocacy: Advocacy Is Not a Solo Sport!
- 49 Library Makerspaces**
Kristin Fontichiaro
"Help! My Principal Says I Need to Start a Makerspace in My Elementary Library!"
- 52 InfoTech**
Annette Lamb
Crowdsourcing and the School Library Part 1: From Ancient History to Space Science
- 57 Personal Computing**
Reid Goldsborough
With the Internet, to Capitalize or Not?
- 58 Raise the Volume**
Fran Kompar
The Trending Librarian
- 63 Our Columnists**
- 63 Advertisers Index**

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Make This a Signature Year

Deborah Levitov and Christie Kaaland

As a new school year gets underway, we can't help but be reminded of the many tragic events and the unsettling political climate that has deeply affected our world over the past months. Librarians enter their schools this fall with a new sense of purpose related to

- Creating a safe haven for all students,
- Providing a library collection, which provides the broadest perspectives and diverse viewpoints
- Offering open spaces for difficult discussions,
- Respecting the needs of students to feel accepted and to be heard,
- And when needed, helping students find solace and reassurance.

This issue of *Teacher Librarian* offers ideas for enriching and extending school library programs supportive of these goals. For example, in her article, Lisa Horton shares considerations for elementary, middle, and high school libraries regarding the selection of LGBTQ literature, while Sujei Lugo proposes collection development strategies for an anti-racist approach to selecting Latino literature for the K-3 school library. Efforts such as these — increasing both LGBTQ and Latino literature — offer opportunities for informed discourse while supporting a respectful climate and celebration of diversity through

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Resources for Teacher Librarians and Other Educators

David V. Loertscher

Sykes, Judith A. **The Whole School Library Learning Commons: An Educator's Guide.** (Libraries Unlimited, 2016. 152 p., \$45. ISBN: 9781440844201)

Occasionally, I am asked to write the Foreword to a book. This volume by Judith Sykes contains my description and comments about the book and so I thought it quite appropriate to reprint here what I wrote:

The idea of the learning commons, not yet quite a decade old, was to transform the idea of a school library stocked with resources, a repository, into a vibrant and central component of teaching and learning in the school community. Thus, the name change to focus on “learning” and its participatory community idea centered in “commons.” For most schools, the stereotypical notion of a circulating book collection has been difficult to transform and continues to resist any other function even with the drastic change in the world of information and technology. Some have interpreted the idea of learning commons as a simple re-arrangement of furniture in an existing physical facility or just adding a few computers to the mix.

In her current book, Judith Sykes, who has worked a great deal on the concept, and contributed much to its success, advocates not just a single room or space in the school, but a transformation of the entire school both in the physical and the virtual sense. She recognizes the power of a vibrant learning community that takes advantage of information and technology in all its forms and recognizes that children and teens now live in a very different world from the previous generation and must be prepared to compete globally in what they know and are able to do.

This book is not for the beginner. Rather, it is for administrators, department heads, teachers, librarians, and parents who may have been introduced to the idea but may be struggling to expand the concept and its impact throughout the school. Readers of this work will be introduced to the idea

of the learning commons as the extension of each classroom, the cross-classroom connection, and the center of active learning that extends beyond the school.

Before reading this work, readers should digest the recent Canadian *Standards:Leading Learning: Standards of Practice for School Library Learning Commons in Canada, 2014* at: <http://clatoolbox.ca/casl/slic/llsop.html> coauthored by Judith and Carol Koechlin. Then as a group of leaders in the school, use this book with its very practical planning guides and recommendations to develop a vision for a whole school learning commons and carry it out. Such an effort transforms a static entity into an incredible active learning opportunity for everyone.

Teachers begin to feel that they are not alone in the isolated classroom pushing mastery enough to pass tests. Parents begin to realize that their children are not just filling assignments but are involved in real and challenging experiences that give them a much clearer vision of their potential in a changed world. Gradually, administrators are able to articulate and demonstrate what a whole school learning community looks like and feels like, and a whole that is much greater than the sum of a bunch of parts pieced together.

Judith has crossed international borders in her writing in a good way that suggests to the reader how differing systems and cultures can embrace the distinctive environment of a learning commons. We can explore differing perspectives as we create our own vision of a learning commons environment for a particular school. The best perspective here is that it takes many heads in the school, not just a single person, to think, experiment, and create an entirely different learning environment. This book sends the reader to a host of resources to use and strategies to build and create a fascinating and exemplary learning community. Congratulations, Judith!

Egbert, Megan. **Creating Makers: How to Start a Learning Revolution at Your Library.** (Libraries Unlimited, 2016. 107 p. \$45. ISBN: 9781440843860)

We regularly recommend makerspaces in the school library primarily because they encourage the creation of knowledge as well as the consumption of it. This short volume is packed full of ideas of the why and the how of makerspaces in K-12 and is worth reading by both beginners and those who have begun but realize that the makerspace as a part of a physical facility is always changing and adapting. The emphasis in this volume is on liberating the creativity in the child/teen and treats a range of dispositions to be developed rather



YA FICTION

MANY VOICES

Whaley, John Corey. **Highly Illogical Behavior**. Dial, 2016. 256p. \$17.99. ISBN: 9780525428183. Lisa, "a pragmatic know-it-all," plans to befriend Solomon, a former classmate with severe agoraphobia, cure him, and use her success to win a college scholarship. But she unexpectedly becomes Solomon's friend, as does her boyfriend. Third-person narratives switch between Lisa and Solomon, tracking complications in this thoughtful, often funny, novel.

Perkins, Stephanie, ed. **Summer Days and Summer Nights**. St. Martin's, 2016. 400p. \$19.99. ISBN: 9781250079121. Twelve short stories set in summer explore a range of romances. Some, like Brandy Colbert's "Good Luck and Farewell," mix sadness with hope for new love. Others venture into the fantastic, like Libba Bray's humorous take on a horror movie. Gay, straight, lighthearted, serious, tender, steamy—these romances from Veronica Roth, Tim Federle, Lev Grossman, and others offer many pleasures.

Spotswood, Jessica, ed. **A Tyranny of Petticoats**. Candlewick, 2016. 368p. \$17.99. ISBN: 9780763678487. A school teacher who joins forces with Annie Oakley. A bank robber whose sweetheart never suspects. A farm girl who meets the Black Panthers. Set from 1710 to 1968, appealing, varied stories feature girls breaking barriers, testing their courage, or learning something new. A fine introduction to other times and a way for readers to find new authors.

LaCour, Nina and Levithan, David. **You Know Me Well**. St. Martin's, 2016. 256p. \$18.99. ISBN: 9781250098641. Mark's in love with his best friend, who falls for a different guy. Classmate Kate is in love with a girl she hasn't met and, in a panic, avoids meeting. Alternating first-person chapters tell how Mark and Kate commiserate and become friends at a gay pride celebration. Witty dialogue and realistic emotions recount the eventful week that follows.

than just thinking about fun and time-consuming experiences. The volume contains the uTEC Maker Model—created by Bill Derry, Leslie Preddy, and this reviewer—as a foundational idea of a pathway each child/teen can take from consumer to creator. In addition to the ideas in this book, readers of this review might consult the Virtual Makerspace as a Symbaloo webmix of tools that can be used by various grade levels that encourage making 24/7 from various digital devices at: <http://www.symbaloo.com/mix/virtualmakerspace>

This book is well worth the price; an easy read, and an idea center. Highly recommended

Keding, Dan and Kathleen A. Brinkman. **The Gift of the Unicorn and Other Animal Helper Tales for Storytellers, Educators, and Librarians**. (Libraries Unlimited, 2016. 243 p. \$40. ISBN: 9781440840524)

Need a fresh collection of folklore and fairytales from around the world? The authors have collected and retold briefly many tales involving animals of the sky, the sea, and other parts of the world. Each tale has a few questions to ask of children and several suggested activities in an appendix. The tales can be found by country and topic. There are no illustrations, but lots of suggestions that would involve the listeners in creating their own tales and thinking about their themes. Recommended as a quick handy source for reading or telling stories.

Young, Chase and Timothy V. Rainski. **Tiered Fluency Instruction: Supporting Diverse Learners in Grades 2-5**. (Capstone Press, 2017. 128 p. \$24.95. ISBN: 9781496608031)

As a teacher librarian, are you coteaching at times alongside a reading spe-

cialist in the elementary grades? If so, one of the concerns with so many budding readers and, in particular, English learners, is reading fluency. Short chapters of this book treat topics such as whole group reading fluency instruction, one-on-one fluency instruction, and integrating technology into fluency instruction. Just like other skills, our own position is that if such skills were embedded like library skills into content learning experiences, perhaps some of the ideas here would work. They would work if the subject matter like animals was the center of concern and fluency is just a piece of the puzzle that helps all of us on our road to deep understanding. For teacher librarians, we have focused for years on the Steven Krashen idea that children who read a lot will also easily incorporate fluency as they consume large amounts of good literature and non-fictional texts that grab the attention. We would not recommend this text as any kind of scope and sequence, but perhaps, in concert with a reading specialist, it would provide a few ideas for embedding skill into exciting investigations. A tenuous recommendation at best.

Thomas, Rebecca L. **A to Zoo. Supplement to the Ninth Edition**. (Libraries Unlimited, 2016. 160 p. \$55. ISBN: 9781610698191)

This long-standing selection tool for picture books is a key source of subject analysis of the current crop of publishing for children. In recent years, book jobbers have created online ordering systems that gather reviews and search terms that are used in collection development. This standard tool still has value and is probably most appropriate at the district level where it can be shared by a number of teacher li-



JUNIOR FICTION

MAN'S BEST FRIEND

DeFelice, Cynthia. **Wild Life.** Farrar Straus Giroux, 2011. 192 p. \$17.99. ISBN: 9780374380014. Grades 3-7. Erik, who's been waiting his whole life to be old enough to go hunting, finally passes his hunter safety course and gets his license, only to be devastated by unexpected news: both his Army reserve parents are being deployed to Iraq and he has to go to North Dakota to stay with Oma and Big Darrell, his mom's estranged parents. His Uncle Dan's death in Vietnam made Big Darrell hard and no one wants to be around him anymore. But Erik has no choice.

Or does he? After rescuing a young hunting dog and naming him Quill, only to be told he can't keep him, Erik discovers all of his uncles things, preserved for posterity, including his hunting and camping equipment! So, if Erik can't go hunting with his buddy, he'll take Quill, Dan's equipment, and his hard-won hunting education and go by himself. He can make it on his own. No one will even care that he's gone! He's in for a few surprises....

Myers, Laurie. **Escape by Night: A Civil War Adventure.** Henry Holt Books for Young Readers, 2011. 120 p. \$14.99. ISBN: 9780805088250. Grades 3-7. Tommy and his sister, Annie, live catty-corner across the street from the church their father pastors, and they're fascinated by the cartloads of wounded Confederate soldiers who are being cared for there. When one of them drops his commonplace book [a blank book in which you write bits and pieces you want to remember], Tommy sends his dog, Samson, to fetch it, so it can be returned to the soldier.

But when Tommy meets Red, there's something odd about him. His Confederate jacket is far too large for him, his accent sounds strange, he treats slaves like regular men, and when he reads some of his book to Tommy, the sentiments sound unfamiliar. Red's really a Union soldier! If he's discovered, it might mean his death. Should Tommy turn him in or help him (and a slave he's befriended) escape to the north? Includes author's notes about true-life inspiring events.

Paley, Jane. **Hooper Finds a Home: A Hurricane Katrina Dog's Survival Tale.** HarperCollins, 2011. 144 p. \$16.99. ISBN: 9780062011039. Grades 3-7. Hooper, in first person POV, tells of how he's separated from his family by Hurricane Katrina, fighting fearsome floodwaters, other animals (both friendly and unfriendly), and his own fears and weaknesses to survive the storm. When he's rescued and taken to a shelter where volunteers are rehoming lost or orphaned animals, he misses George and Mamma, but the shelter seems okay, despite a resident bully he has to face down. However, when he has to go with a family from New York City, he's sad. He's never been out of Louisiana before!

But his new owners seem okay, even if the dad (still mourning their previous dog) doesn't like him much, the neighborhood dog park is ruled by bullies (a dog and a squirrel), and he misses his family. However, NYC has so many good smells, his new boy loves him, and there's this gorgeous female bearded collie who seems to like him. Maybe life isn't so bad....

Winget, Dianna Dorisi. **A Million Ways Home.** Scholastic Press, 2014. 272 p. \$16.99. ISBN: 9780545667067. Poppy Parker doesn't remember ever not living with her Grandma Beth. Her parents were killed overseas in a bombing attack when she was a baby and Grandma's all she's ever known. When she has a stroke, Poppy ends up in a children's center. She hates it and just wants things to be like they were. She has to figure out a way to get herself and Grandma home again!

In the process of trying to figure out how to do it, she witnesses a robbery/shooting, and suddenly she's in danger. Strapped for funds, the police department stashes her with a detective's mother while they hunt for the killer. Marti introduces Poppy to the animal shelter where she works, and Poppy falls in love with a German shepherd whose days are numbered. Now she has to rescue Gunner, too! But what if things can never go back to how they were?

brarians. For this reviewer, the major purpose of subject access is to develop collections using collection mapping, where emphasis collections are built to support common curricular topics in each school. It is not just about the holiday collection or a collection of award winners. It is about topics such as community helpers, seasons, animal studies, environment studies, and other topics where a plethora of materials would support a child's investigation and curiosity as encouraged by learning activities cotaught in the library learning commons. Another use of this resource is for those doing gentrification of the collection in order to serve student interest and the curriculum in ways that just an alphabetical by author collection cannot support. You probably already know if this resource is of value in your school or district. Perhaps it is time to dust it off and make it work harder in building useable collections that serve every child's needs and interests.

Eisenberg, Michael B., Janet Murray, and Colet Bartow. **The Big6 Curriculum: Comprehensive Information and Communication Technology (ICT) Literacy for All Students.** (Libraries Unlimited, 2016. 178p. \$45. ISBN: 9781440844799)

Are you a fan of the Big 6? If so, this collection provides a month by month curriculum to be delivered as a stand alone skill-based program to all students. It is best used by those teacher librarians on fixed schedules who want to demonstrate value via a set curricular topic that is delivered consistently. It is designed for the single focus library program and evaluated the way that a reading or math skills-based curriculum would be. There are

major detractors from this approach to information literacy and probably not suitable for those pursuing the library learning commons concept, but for those interested, this volume gathers in one place a manual that sets forth a teaching program. Recommended for the faithful followers.

Policastro, Margaret Mary. **Living Literacy at Home : A Parent's Guide.** Capstone Press, 2017. 120 p. \$11.95. ISBN: 9781496606563)

The hope and dream of every elementary teacher librarian is to have every parent read to their children from birth until the time they enter school and beyond. If my 28 grandchildren could be any representative sample, this one simple practice has made a huge difference in my clan. The problem, often, has been for teachers who have few clues what to do with kindergartners who are already voracious readers! Policastro goes beyond this one solution to provide ways that parents can understand the literacy program of the school and then work alongside it. She loves libraries, so that is helpful to teacher librarians who are involved in literacy initiatives. So, this slim volume is an idea collage that just might give you some ideas to pursue. Recommended for parent education and outreach. P.S. we had to chuckle at the final paragraph in the book. Policastro's college-age son proposed to his girlfriend in their college library just as the book went to the printer. How's that for credentials?

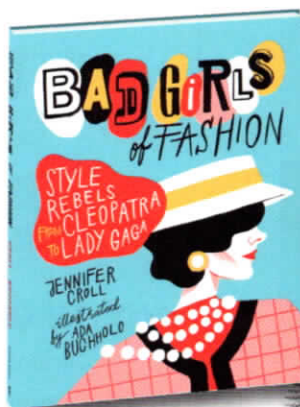
Ormes, Dorothy. **Free Government E-Resources for Youth : Inform, Inspire, and Activate.** (Libraries Unlimited, 2016. 147 p. \$59. ISBN: 9781440841316)

With new interest in Open Educa-

tional Resources (OERs), this book comes at the right time. If we are going to supplement our collections with a wide variety of free resources and in some cases eliminate textbooks, the U.S. Government is one huge source for materials for education at all levels. This resource covers general government information, information for the sciences, the humanities, money, statistics, and the various government

agencies. Even if you think you know these resources, this is a great checklist of information that you might not have tapped. As such, this volume is worth its price several times over and is highly recommended for all teacher librarians who recognize that curation is the connection development of collection development.

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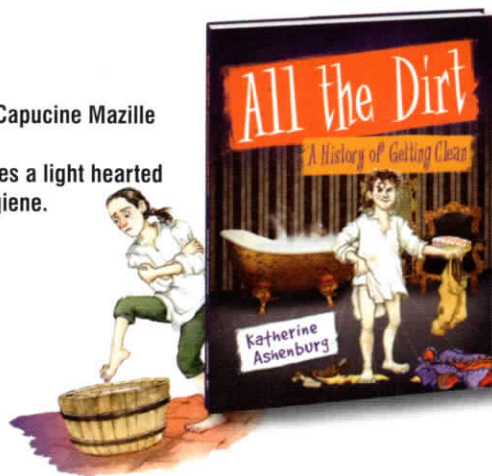
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