

TL

teacher | librarian

The Journal for School Library Professionals

JUNE 2016

VOLUME 43 | NUMBER 5

Intentional Inquiry: Vision, Persistence, and Relationships

Examples where educators have intentionally created a vision and a plan to support change in student learnings

Tracking Teacher Librarian Effectiveness Using Digital Portfolios

Guidelines for compiling digital portfolios

Data Literacy Strategies

Three high-leverage data literacy strategies that can help educators prepare students to interpret data





CONT

Volume 43
Number 5
June 2016

FEATURES

8

Intentional Inquiry: Vision, Persistence, and Relationships by Leslie Maniotes

On the national level educators have been tirelessly working to shift what is done in schools to match the needs of the post-industrial era learner. In order for change to take hold, intentionality must be central to what is done. This article provides examples where educators have intentionally created a vision and a plan to support change in student learning by providing professional development in inquiry-based learning as their core strategy.

13

Reading Promotion Events Recommended for Elementary Students by Nicole N. (Simon) Guldager, Karla Steege Krueger, and Joan Bessman Taylor

Students deprived of the opportunity to read for pleasure often become students who choose not to read once the required reward-based reading systems are removed (Pavonetti, Brimmer, & Cipelewski 2002). This article proposes low cost elementary reading promotion events designed to help teacher librarians create a sequence of inclusive and diverse whole-community events to promote pleasure reading throughout the school year. This vetted, collated list of monthly events is grounded in the research of intrinsic motivation and student choice for reading.

20

Tracking Teacher Librarian Effectiveness Using Digital Portfolios by Cynthia Keller

School professionals are being evaluated on educational effectiveness, and this article examines how the teaching role of school librarians can be evaluated with the use of digital portfolios. For school administrators to evaluate the total picture of teaching effectiveness of a teacher librarian, they need to evaluate instructional activities, artifacts, and quantitative and qualitative data over a period of time. This article provides guidelines for compiling these digital portfolios.

24

Data Literacy Strategies to Bolster Student Election Understanding by Kristin Fontichiaro

Many educators and their students struggle with data literacy – the ability to “read” and “write” effectively with data, particularly quantitative data. As the 2016 presidential campaign approaches, students need data comprehension skills more than ever to support their political decision-making. This article offers three high-leverage data literacy strategies that can help educators prepare students to interpret data.

28

The Compassionate Makerspace: Grief and Healing in a High School Library Makerspace by Gina Seymour

The author of this article discusses how a makerspace proved invaluable during a difficult time for students and staff when a student was killed in an accident. They found the makerspace and library could serve as a center for grieving, as students gathered to create a meaningful memorial for a former classmate, serving as a positive, healing action for students.

34

About Boys Reading “Girl” Books by Tina Hudak

Hudak shares insights obtained from an instructional lesson conducted with her sixth grade boys that examine complex issues associated with preferences in selection of reading material, especially around book covers designed to appeal to girls. After reading selected titles, students offered insights on their prior bias and positive response to content.

EVENTS

BOOK & MEDIA REVIEWS

- 10 Junior Nonfiction**
Sara Catherine Howard
- 19 YA Nonfiction**
Sara Catherine Howard
- 22 YA Fiction**
Kathleen Odean
- 30 Junior Fiction**
Betty Winslow
- 35 YA Fiction**
Kathleen Odean
- 54 Junior Fiction**
Betty Winslow
-
- 38 Professional Reviews**
David V. Loertscher
Summer Reading Suggestions
- 40 Apps and Website Reviews**
Annette Lamb
Tools for Educators, Students, and Families

COLUMNS

- 6 Notebook**
Deborah Levitov and Christie Kaaland
Ready for Summer
- 46 What Works**
David V. Loertscher
OERs, Collaboration, and the Library Learning Commons
- 50 Advocacy**
Debra Kachel
Marketing and Messaging
- 53 Library Makerspaces**
Kristin Fontichiaro
Junk Box Provocations
- 56 InfoTech**
Annette Lamb
Citizen Science Part 2: Adventure and Authentic Learning in the Library
- 62 Personal Computing**
Reid Goldsborough
Dealing with the Device-Addicted Generation
- 63 Our Columnists**
- 63 Advertiser's Index**

ADVISORYBOARD

Susan Ballard
sdballard@comcast.net
Granite State College/University System of NH, Concord, NH

Jennifer Boudrye
Jennifer.boudrye@dc.gov
District of Columbia Public Schools, Washington, DC

Anita Brooks
anitabk@bythebrooks.ca
University of Toronto, Ontario, BC

Michele Farquharson
mfarquhars@vsb.bc.ca
Kerrisdale Elementary, Vancouver, BC

Kristin Fontichiaro
font@umich.edu
University of Michigan, Ann Arbor, MI

Lyn Hay
lyn_hay@live.com
Syba Academy, Charles Sturt University, Canberra, AUS

Tara Jones
jonesta@bsd405.org
International School, Bellevue WA

Sara Kelly Johns
skjohns@gmail.com
Consultant, Presenter, Saranac Lake, NY

Doug Johnson
doug0077@gmail.com
Burnsville-Eagan-Savage Public Schools, Burnsville, MN

Debra Kachel
dkachel69@comcast.net
Schoollibraryadvocacy.org, Wales, PA

Keith Curry Lance
keithlance@comcast.net
RSL Research Group, Louisville, CO

Marcia Mardis
mmardis@fsu.edu
Florida State University, Tallahassee, FL

Jo Ellen Priest Misakian
jmisakian@fresno.edu
Fresno Pacific University, Fresno, CA

Mark Ray
mark.ray.vps@gmail.com
Vancouver Public Schools, Vancouver, WA

Ann Carlson Weeks
acweeks@umd.edu
University of Maryland, MD

Feature articles are blind refereed by members of the Advisory Board.

Guidelines for authors available online at: www.teacherlibrarian.com



Ready for Summer

Deborah Levitov and Christie Kaaland

“Summer afternoon—summer afternoon; to me those have always been the two most beautiful words in the English language.” Henry James

Ah, summer, when you have the luxury of time to reflect, refresh, and renew before the school year begins once again. Summer offers a chance for self pampering, perhaps to indulge in reading whatever you want. It is also a time to step back and reflect in order to prioritize what needs to be accomplished in the coming school year. In this way you can return in the fall renewed, with vigor to incorporate the professional trends, research, and ideas that you encountered over the summer.

This issue of *Teacher Librarian* offers some well-informed ideas for professional reading and contemplation over the summer, which are befitting for a fall list. As Leslie Maniotes asserts in her article, you too can become “change savvy” in your school library program, which can then extend to your school, district, and/or community. Are you ready to work with teachers on implementing the inquiry process for teaching and learning? Consider how you can involve others in moving this forward.

Do you have a professional digital portfolio underway? Summer is a great time to cull through the professional accomplishments of the past year and either begin a portfolio or add material to an existing one as evidence of your teaching effectiveness. As Keller establishes in her article, a digital portfolio is an effective way to present your teaching role and the importance of the school library program to student learning.

How about launching literature events for the next year that promote intrinsically motivated reading for your students? The research-

teacher | librarian

is committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, regular review columns, and critical analyses of management and programming issues.

Publisher Edward Kurdyla
Editor Deborah Levitov
Associate Editor Christie Kaaland

COLUMNISTS

Reid Goldsborough, Sara Catherine Howard,
Debra Kachel, Fran Kompar, Annette Lamb,
David Loertscher, Kathleen Odean, Betty Winslow

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

Bowie, MD 20718-0958

Phone: 301-805-2191

Fax: 301-805-2192

E-mail: editor@teacherlibrarian.com

Web site: www.teacherlibrarian.com

ADVERTISING REPRESENTATIVE

The YGS Group,
3650 West Market Street • York, PA 17404
717-505-9701
E-mail: info@theygsgroup.com

DESIGN AND LAYOUT

Enterline Design Services, LLC
www.enterlinedesign.com

PERMISSIONS

Requests to reproduce items beyond a single copy require permission from the publisher. Send requests to: publisher@teacherlibrarian.com.

SUBSCRIPTIONS

\$60 per year. Bulk rates to one address available.
Subscriptions, Teacher Librarian
Box 958 • Bowie, MD 20718-0958
Phone: 301.805.2191 • Fax: 301.805.2192
Subscription inquiries e-mail:
subscriptions@teacherlibrarian.com
Or subscribe online at: www.teacherlibrarian.com

Teacher Librarian is owned by
E L Kurdyla Publishing LLC.

U.S. POSTMASTER: Teacher Librarian (ISSN 1481-1782 USPS #9-407) (Publications Mail Registration Number 40028609) is published bimonthly except July/August for \$60.00 per year by E L Kurdyla Publishing LLC, Box 958, Bowie, MD 20718-0958. Periodicals postage paid at Bowie, MD, and at additional mailing offices.

ADDRESS CORRECTIONS: Send address corrections (covers only) to Subscriptions, Teacher Librarian, Box 958, Bowie, MD 20718-0958.

All rights reserved. No part of this journal may be reproduced without written permission.
Not responsible for unsolicited editorial material.
Copyright © 2016 by E L Kurdyla Publishing, LLC.

Summer Reading Suggestions

David V. Loertscher

Dean, Nancy and Natalie Danaher. **Finding Voice: Introductory Lessons to Teach Reading and Writing of Complex Text.** (Capstone Press, 2017. 200 p. \$24.95. ISBN: 9781496606075)

By coincidence, the same day I received this book for review, I read a current blog post by a popular children's book author who stated that the way he learned to write was by reading. In other words, by reading widely, he picked up on how to write and managed to create his own voice in his journey through literature. Here are two authors who propose and provide a step-by-step process for a student to create voice during writing, as if it were a skill to be developed. It is exactly the opposite approach that is so common in education. Do we learn to read through all the detailed reading instruction or by just reading. Stephen Krashen certainly has ideas about this, saying that it is much better to read widely as the way to develop reading skill. Whatever your bent or the preference of your teachers, if you like the skill based approach, then, this is a book to consider. It is essentially a plethora of one-page handouts in sequence that can be reproduced for the student who then does sheet one, two, three...etc. Lesson topics include: Wonderful Words, Dazzling Detail, Irritable Imagery, Fabulous Figurative Language, Tricky Tone, etc. Secretly, I think a bit of both strategies depending on the needs of individual learners is probably the best practice. Is variety the spice of learning? So, here is a recommended title if you appreciate skill-based learning.

Policastro, Margaret Mary, Becky McTague, and Diane Mazeski. **Formative Assessment in the New Balanced Literacy Classroom.** (Capstone Press, 2016. 168 p. \$24.95. ISBN: 9781496602954)

For teacher librarians who are coteaching alongside the classroom teacher in units connected to reading and writing,

this trio of authors introduces 26 different strategies to help the adults encourage fluency as they teach and as the students are consuming the printed text. While you as a TL might be stressing the love and enjoyment of reading and writing, the classroom teacher will be thinking skills, skills, skills. So, if you find yourself as a coteacher, then you need to share the blessings of the formative assessment of the skill, and the teacher needs to stress, alongside you, the wonders of reading a wide variety of great books. This book is for the early readers in elementary school. It might provide some strategies that you can use as a team to address the individual needs of each developing reader and writer. Recommended for that purpose.

Spisak, Jen. **Multimedia Learning Stations: Facilitating Instruction, Strengthening the Research Process, Building Collaborative Partnerships.** (Libraries Unlimited, 2015. 223 p. \$45. ISBN: 9781440835179)

Multimedia stations fall into the category of blended learning, meaning that some parts of a longer unit are done on the computer and other activities in the classroom with the teacher. Spisak is a master at finding OERs and using various Web 2.0 tools joining these in a topical investigation that the teacher has been consulted and perhaps planned, and then the librarian's information literacy lessons are integrated into small class period time blocks. Each of the various stations form a whole and are pre-assessed and post assessed. From reading the explanations and soaking up the various sample modules, it appears that the teacher and the teacher librarian are not coteaching; rather, the teacher is sending students to the library for a segment of the larger unit. The librarian seems to be monitoring the group to see that they are making progress. Because the stations have a wide variety of media and software to use, they are popular with students when compared to a lecture or direct instruction experience back in the classroom. Some of the stations are for individualized use; others are for group work. In a 1:1 school, it would seem that such stations could be used with flipped education. To her credit, Spisak can claim that her information literacy agenda is being achieved as various students encounter the stations approach. Another advantage of the integrative approach is that she need not repeat her teaching of the same skill over and over again. In a world where variety is the spice of learning, stations have a place if cleverly designed. However, this approach is not coteaching

and would not achieve the level of success with a high percentage of learners that would happen if both adult partners were working simultaneously and where learners could work with their own devices in a flexible learning space. What Spisak knows that blended learning companies don't is that variety of approach and variety of avenues through stations needs to be different. They always want to design every station and every learning experience essentially the same in a world where one size never fits all learners. They would say that this approach takes too much time to design, test, and deliver, and much too difficult to capture data across learners and across schools. For this reviewer who is bent on the idea of coteaching and the use of collaborative learning technologies, something is missing here. However, it is a major step forward for librarians who want to change the "bring them in and teach the databases" approach. This book has enough examples to help you understand what is going on with learners. It is recommended as one stepping stone along the path of possibilities in the library learning commons program.

Hall, Pete and Alisa A. Simeral. **Read, Reflect, Learn: Building Your Capacity for Success in the Classroom.** (ASCD, 2015. 160 p. \$26.95. ISBN: 9781416620105)

This book is like many others in the education world in that it assumes that the entire burden of teaching is upon the isolated teacher in the isolated classroom. The authors provide a method of self-assessment for that teacher hoping that asking ones self some serious reflective questions will stimulate improvements alongside the pressure of testing and any supervisory

evaluations of classroom practices. We wish that someone would come out with some good strategies for coteaching pairs. In our own writing, we suggest that after the unit or lesson is over and the grading is in, a reflection be held by the adults with the learners with such simple questions as: What did we learn as a group? What did I learn as an individual? How did I learn what I learned? How did we learn? How could we do better next time? So what? What's next? Perhaps simple and honest reflection on the part of learners and teachers would stimulate at least as much as singular self-assessment; hopefully more. This book might offer some ideas about adult reflection, but we recommend looking elsewhere for advice.

De Las Casas, Dianne. **Spooktacular Tales: 25 Just Scary Enough Stories.** (Libraries Unlimited, 2016, 89 p., \$45. ISBN: 9781440836909)

It's time to get this book and plan a Halloween storytelling festival throughout the school. Buy two copies; rip them up, and distribute them to kids around the school as story starts. They could tell, retell, rewrite, videotape their own versions, and generally just have a good time performing, listening, and even trying to tell one better than the one they just heard! Sometimes, such an inclusive activity at any age just might develop writing and telling skills that last a lifetime. Don't forget to archive the event with all-day videotaping of storytellers in the library learning commons, and it will be a great way to draw crowds to the virtual learning commons for weeks afterward. Highly recommended.

MAKE TL YOUR K-12 SCHOOL LIBRARY RESOURCE

ANNUAL SUBSCRIPTION

US Subscriber

\$60.00

Canadian Subscriber

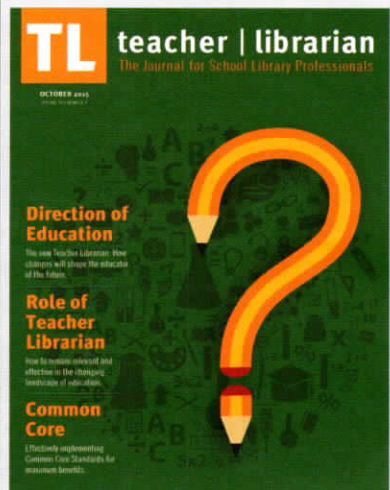
\$60.00

International Subscriber

\$75.00

BULK SUBSCRIPTION RATES

Are Available. Please contact
subscriptions@teacherlibrarian.com



www.teacherlibrarian.com

teacher | librarian