

TL

teacher | librarian

The Journal for School Library Professionals

APRIL 2017

VOLUME 44 | NUMBER 4

ESSA: An Opportunity for School Library Funding

The authors present valuable talking points and outline ways in which school librarians can be active players in the grant application process

Using the Women's March

Presenting a forum for analyzing the historical January Women's March on D.C. (and around the world)

Coteaching Across STEM Disciplines

STEM-ALL project, funded by IMLS, which provides coteaching theory and an outline for coteaching practice for preservice teachers and librarians





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April 2017

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ESSA: An Opportunity for School Library Funding by Sara Kelly Johns and Debra E. Kachel

Johns and Kachel emphasize that although language about school libraries is embedded in the 2015 Every Student Succeeds Act (ESSA), and grants eligibility for school libraries to qualify for federal funding, it does not guarantee the inclusion of school libraries in the process of implementing the law. Thus, it is important for school librarians to know the language of the law, how it applies to school libraries, and how to leverage this information to gain support for their involvement. The authors offer valuable talking points and outline ways in which school librarians can be active players in the grant application process.

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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
dougo077@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:
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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

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717-505-9701
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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.

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NOTEBOOK



The Various Levels of Activism

Deborah Levitov and Christie Kaaland

Teacher librarians have a long history of advocating for readers and researchers to become activists in their own learning, their school, and their communities.

Librarians are constantly curating resources, which naturally guide students toward participatory, informed, empathetic citizenship and scholarship. From whatever political or religious stance students derive, it goes to the heart of school librarianship that children ~ and educators as well ~ make better decisions or become active citizens more rationally when they are armed with sound and well-rounded information. Featured in this issue are articles demonstrating this professional practice in action, at many levels.

Offering a way to observe, study, and discuss activism, citizenship, and democracy in action, Levitov's article, along with a supporting TL poster page, presents a forum for analyzing the historical January Women's March on D.C. (and around the world). This, in turn, can serve as a way to launch more extensive, real world, social action or social justice involvement by students.

It is logical that students are more likely to become effective and active members of society if they are allowed more participation in their own educational decision-making, from research topic choice to analyzing their learning and engaging in meaningful thinking and analysis. Three articles in this issue demonstrate this in action. They show different ways that high school students in charge of their own learning learn more deeply and develop a thorough understanding of the process.

Maniotes and Cellucci offer student-empowering self-assessment tools during and following student inquiry research, which makes learning more meaningful with an appreciation for the process. Similarly,

Resources for Teacher Librarians

David V. Loertscher

Mardis, Marcia A., ed. **Librarians and Educators Collaborating for Success: The International Perspective.** (Libraries Unlimited, 2016). 323 p. \$65. ISBN: 9781440837500.

The International Association of School Librarians publishes a journal: *School Libraries Worldwide*. This refereed publication has authors from around the world, and Marcia Mardis has gleaned a major collection of articles on the topic of collaboration, most from the last ten years. The articles have been selected under five major topics as follows: Considering Stakeholder Roles, Collaboration in a Digital Environment, Collaboration Models to Meet Diverse Needs, Evaluating Evaluation and Discovering Best Practices, and Excellence in Pre-Professional Preparation. This is a theoretical and research report collection and as such has an audience of serious readers looking internationally. Recommended for district collections and academic libraries with school library professional emphasis.

Wallace, Virginia, and Whitney Norwood Husid. **Collaborating for Inquiry-based Learning: School Librarians and Teachers Partner for Student Achievement.** (Libraries Unlimited, 2017). 134 p. \$45. ISBN: 9781440852848.

This is not a practical guide for actual planning of learning experiences with classroom teachers, but it is an introduction to the world of educational jargon that is valuable for teacher librarians who need to brush up and be able to talk the talk and use that understanding to work with teachers of all kinds and stripes in planning for inquiry. When introduced to a term, there are brief suggestions and an occasional worksheet for planning. There is a good glossary and a section with links to a lot of useful sites. When you know the lingo, you are one giant step toward figuring out how to make yourself indispensable.

Maniotes, Leslie K., ed. **Guided Inquiry Design in Action: High School.** (Libraries Unlimited, 2016). 254 p. \$40. ISBN: 9781440847110.

Using her Guided Inquiry Design model (GID), Maniotes

presents here a wonderful collection of units across the disciplines and multidisciplinary, that have been used in secondary schools. There are full descriptions of the units, their steps, and the role that both the classroom teacher and the librarian play in these learning experiences. Thus, it is a fine addition to those implementing this model to use for ideas on creating their own units in their own schools. GID is a model directly related to preparing students for college and careers via a process that encourages the development of deep learning. In a simplified form, questions are developed, information explored thoroughly, a product is created and shared, and there is a final reflection. The emphasis is on what each student knows, deeply understands, and can do. For all the emphasis throughout the profession on inquiry, student success is measured individual by individual. However, there is another frontier that has yet to appear on the theoretical scene. In today's job market, there are a growing number of jobs that require not only individual expertise, but also cooperative group work, and beyond that into the world of collaborative intelligence. Much of the creativity and invention that needs to happen for problems that are extremely complex require the combination of what I know as an individual with what others know to be able to solve a major problem or create a new product. Examples of this are the driverless car, the solving of climate change, and the development of artificial intelligence, just to name a few. The best minds of the field need to get together and create new inquiry methods that target cooperative group work and collaborative intelligence even beyond instructional designs already created by this reviewer. We can no longer take a one-track view of inquiry. In the meantime, GID offers a pathway to excellence for each student who can get involved in a cotaught learning experience taught by teacher and librarian. Highly recommended.

Baggett, Alice. **The Invent to Learn Guide to Making in the K-3 Classroom: Why, How, and Wow!** (Constructing Modern Knowledge Press, 2016). 140 p. \$24.95. ISBN: 9780989151177

If you are thinking about or have a makerspace for the kids of this age, buy this book! Yes, it talks about the classroom, but moving what happens in this book into the library space makes a great deal of sense, and this author knows how. Making is not goofing off or just doing simple crafts. Here are a few benefits the author lists: students visualize ideas they can't realize; they try things that don't work and fix them, they make mistakes and recover, they collaborate

with unlikely partners, etc. The author provides many ideas with colored photos from kids' work. There are enough ideas to help you get started or improve on what you already are doing. There is a bigger benefit here. As this reviewer has recommended now for some time, library time—scheduled library time—for these kids should be “making time” in addition to story time. Instead of teaching library lessons, turn the time into self-directed learning that requires much less supervision and could be done by paras or parents. Use the librarian's time to coteach with groups scheduled over the top of the makers. It is bizarre, I know, but it would transform the traditional library into a learning commons so popular that you could not keep the kids out! Perhaps the teachers would even battle to get on the calendar to coteach! Such a simple idea . . . buy this book and get started.

Alman, Susan Webreck. **School Librarianship: Past, Present, and Future** (Beta Phi Mu Scholars Series, Rowman & Littlefield Publishers, 2017). 208p., \$70. ISBN: 9781442272071

A Festschrift is a collection of essays that has been created to honor a great scholar or distinguished person after a long career. This one is in honor of Blanch Woolls, who is extremely well known in the library community and in school libraries in particular. Alman has collected original essays from luminaries in the field that look at school libraries and children's literature past, present, and into the future. It is the kind of professional reading that deepens our appreciation for what has happened across the years to develop and stimulate our thinking about central issues that hold promise in keeping us relevant. This volume is certainly a

good title for a district professional collection and one that can be shared for reading the ideas of Barbara Stripling, Vi Harada, and others who have appreciated Blanche, and offer insight into our corner of the world of information. Recommended as a think piece.

Moyer, Jessica E., ed. **Crossover Readers' Advisory: Maximize Your Collection to Meet Reader Satisfaction.** (Libraries Unlimited, 2017). 182 p., \$55. ISBN: 9781440838460

Moyer has developed a very interesting collection of titles of two types of literature for young adults covering the last 15 years. The first list is adult titles that would appeal to teens and the second list contains teen titles that would appeal to adults. Various authors including Moyer have developed their lists on parallel themes: mystery and detection,

science fiction, fantasy, horror, nonfiction, romance, and “new” topics. Each of the chapters contains an introduction to the genre and state of the art followed by substantial annotations of recommended titles, and a brief comment on trends at the end. Thus, for the avid teen librarian who prides him or herself on knowing the literature and selecting the best, this is an interesting list of old friends and new acquaintances. Almost all the titles begin with 1999 and end with 2015 publication dates in order to select the best of each genre and provide enough numbers. As with all published bibliographies that keep appearing, this list would be more useful as a database that could be run past the OPAC of any library or library system. Ah, will we ever get that modern? And, will good lists be updated regularly? We are holding our breath . . .

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