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Action Research:

Cynthia Keller sets up action research as an advocacy tool.

Literary Landmarks: Honoring Local Writers

Literary maps to honor local authors and showcase community literary celebrities.

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Timothy Horan conducts in-depth interviews with the top three graduating seniors, which reveal fascinating strategies for success.

From Reluctant Readers to Library Regulars

Jeff Treistman shares the strategies he uses to connect one-on-one with middle school students in working to turn self-identified non-readers into readers.





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Action Research: Your School Library, Your Timetable, Your Local Challenge by Cynthia Keller

Keller sets up action research as an advocacy tool. She elaborates on four steps, established by authors Sagor and Williams (2017), for carrying out action research: clarifying the vision, articulating the theory, researching needed information, and reflecting upon and acting on results. The author emphasizes the importance of involving stakeholders in each step along the way.

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Literary Landmarks: Honoring Local Writers by Joyce Kinkead and Marissa Allen

Literary maps are a way to honor local authors and showcase community literary celebrities. Kinkead and Shirley share their journey in creating a Poetry Path brochure honoring their local poet celebrity, May Swenson. Creating literary landmarks offers opportunities for librarians and classroom teachers to collaborate for student research as they write about local literary figures and design literary maps for community use.

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From Reluctant Readers to Library Regulars: A Teacher Librarian's Intervention Plan by Jeff Treistman

Teacher librarian Jeff Treistman shares the strategies he uses to connect one-on-one with middle school students in working to turn self-identified non-readers into readers. He spent time getting to know each student's personal interests and their individual impediments to reading. An initial interview with each student includes a personality inventory after which he selects individual reading material, while helping students understand that reading can involve a broad variety of formats.

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Picture Books for Library Advocacy: Using Children's Literature to Nurture Library Lovers by Catherine A. Smith

Picture books provide opportunities for teacher librarians to highlight the school library program as well as share details of school libraries around the world. Smith shares both fiction and nonfiction suggested titles to read aloud or display, and she discusses ways in which to use this approach as a unique advocacy strategy to elicit support from even the youngest readers in the school.

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Tips & Tactics Column: A Teacher Librarian and a Digital Learning Leader: What Twitter Lunch and Learn Taught Us by Kelly Hoppe and Patti Eaves

High school librarian, Kelly Hoppe, and Digital Learning Leader, Patti Eaves, collaborated to provide teachers with professional development training on Twitter in the school library during their school lunch hour. The article describes lessons learned as well as the advantages of collaboration for implementing professional development training.

EVENTS

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

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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

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NOTEBOOK



Using the Power of Social Media

Deborah Levitov and Christie Kaaland

As seen through the political lens over the past few years, social media provide powerful tools for communicating political issues, political action, and political policy changes. They also offer powerful advocacy and communication tools for teacher librarians.

Recently EveryLibrary (<http://action.everylibrary.org/>) crafted a series of Tweets, which they shared, asking librarians of all kinds to retweet (see the example below). This was in reaction to a Tweet posted by Ivanka Trump in support of libraries at a time when her father, President Trump, had shared proposed cuts to federal funding for libraries. These efforts by EveryLibrary exemplify how powerful statements can be pushed out at a rapid rate and reach a vast audience quickly while serving to inform and educate the public about specific issues.



EveryLibrary Verified account @EveryLibrary Apr 13

More

Replying to @EveryLibrary @IvankaTrump

Millions of Americans use libraries to learn new skills or get training for better jobs. saveimls.org

Teacher librarians can follow this lead and capitalize on the power of social media through their established school library Facebook pages or Twitter accounts. They can share what is happening in their school library with families, community members, students, teachers, and administrators. Social media offers an inside look at the library and is a way to showcase what students are learning, reading, and doing in the

Resources for the Teacher Librarian

David V. Loertscher

Howard, Jody K. **The School Librarian as Curriculum Leader.** Libraries Unlimited, 2017. 117p. \$45. ISBN: 9781598849905

I often refrain from reviewing books by a colleague who I know very well, but I will make an exception because this book brings up a much larger issue that the school library profession needs to address immediately. Dr. Howard does a credible job of demonstrating the concept of curriculum from a perspective long held by librarians. Like so many authors, she presents a philosophical role of the library as an organization that is attempting to push its agenda into “school” as it perceives it ought to be. This philosophy has a set of ideas, vocabulary, and traditions that we feel others should embrace. The problem is things change and we are at a crossroads. If, for example, the role of charter schools increases exponentially across the U.S. as expected, the school library community needs to recognize that it has absolutely no traction in the whole charter school movement. The second realization is that folks don’t work on our agenda; they work on theirs. How, then, does this profession stand a chance of achieving relevance let alone indispensability? When charter schools have the freedom to innovate curriculum, why don’t they consider the “library” as any solution to a vision they are trying to establish? It is unfortunate that this book is appearing just before the release of new AASL national standards in November of 2017. Will there be a central shift in vision or more of the tried and true of the past? We wonder what an approach would be like if it were it to think about the role of the library through the lens of personalized learning, self-directed learning, creativity, social media, flipped classrooms, project based learning, and a myriad of other ideas that have been unleashed by a rebellion against No Child Left Behind. What if it took notice of the current trend to leave assessment requirements to the states rather than to the federal government? It is fascinating to watch the Future Ready initiative led by Mark Ray and Shannon Miller. Their concept is to embrace and speak the language of a movement in education and

to empower building-level librarians with the opportunity to have a major seat at the school level and then re-imagine their role as librarians, rather than first trying to impose their vision as a counter to the movement on the table. It is a huge shift to which many school librarians don’t know how to respond. And, where is there a student voice in all the change? It would be fascinating to assemble a think tank of the best minds from organizations such as ASCD, P21, and ISTE, and major educational voices like Sir Ken Robinson, Larry Cuban, and Sylvia Martinez. How about leaders of experimental schools such as the Summit Schools in California and the Two Rivers Charter School in Washington D.C.? Think what would happen if student representatives from diverse backgrounds and inventive minds from professional school librarians were also included. Would they fight? Compete? Talk past one another? Or, invent, create, and propose a very new but disruptive view. It would be a fascinating experience. So, in summary, Dr. Howard, you have a credible book here worth thinking through. And, then, we as a profession have to stand back and ask ourselves: So, what? and What’s next?

Cart, Michael. **Young Adult Literature: From Romance to Realism.** Neal-Schuman Publishers/ALA, 2016. 310p. \$68. ISBN: 9780838914625.

This book arrived belatedly, but what a welcome gift it is as a new edition of Cart’s major analysis of YA Lit from the 1990s. Cart is so well known, appreciated, and such a good writer/speaker, that he sucks us into the history of a genre he knows about as well as anyone. In this edition, he updates all the previous historical chapters and brings us much more up to date in the various trends of the literature and of the young people who may or may not read it. In such a landscape of change among this generation of teens who live and are educated in such different environments than you or I, one wonders whether the current YAs read printed books any more. Is YA literature the hobby of a previous generation who has the means of supporting an industry with organizational dollars? Cart is a bit more optimistic than this reviewer. It is certain that the amount and type of reading continues to change rapidly. If you already have this edition on your shelves, pull it off and enjoy a well written piece again. But, also do some probing of the teens you serve. Don’t ask just those who frequent your shelves; get a cross section of printed book readers and social media generation readers to ascertain how to serve them all better.

Soehner, Catherine and Ann Darling. **Effective Difficult Conversations: A Step-by-Step Guide.** ALA, 2017. 110p. \$38. ISBN: 9780838914953.

Buy a copy of this book immediately and put it near your desk! All of us at one time or another have difficult conversations at work. We could have to tell someone they are fired, or need to change something they are doing, or we are the recipient of these or other tough topics. We might have to say something to the boss... and are uncomfortable. Case in point: Fox News. If we have any notice at all, calmly pick up this book, scan to the topic, read, and think. But first, read this book in total. If you just had a bad experience, read it to see what to do the next time something comes up. We can all get better at this skill. The authors have given a number of seminars on the topic and have finally put their solid ideas into print. Essential.

Lanning, Scott. **Concise Guide to Information Literacy** (Libraries Unlimited, 2017. 182p. \$40. ISBN: 9781440851384.

Meant as a text for high school and early college students, this boring book is guaranteed to be a shelf sitter. While the guide does cover the basics of finding and evaluating information in a wide variety of formats, it is not, in my opinion, something that this generation of social media navigators would use unless required to do so. The problem, of course, is that this generation thinks they are already information literate so why would they want to pick up a book that is not really talking their language or interests or useful when confronted with questions that really need professional help to answer? There are many books aimed at the older teen audience out there that speak their language and

there just might be some value if written in that style. However, to be really useful, info lit needs to be embedded into real projects and real questions. When I am doing a science research paper and can't find what I need, that is the time to insert finding skills beyond the normal Googling. Having said that, this book might be of value to the teacher librarian for a few ideas on what to teach and some exercises that could be adapted locally while coteaching. There are plenty of other guides to info lit that would be more helpful to the professional. I wish there was something that was really aimed at the teens themselves. Pass up this one.

McMunn-Tetangco, Elizabeth. **Gamification: A Practical Guide for Librarians.** Rowman & Littlefield, 2017. 130p. \$65. ISBN: 9781442279131.

So, you are considering spiffing up your lessons in info lit as you are embedding them into cotaught learning activities...then read on. This book is not a list of actual games with annotations like Annette Lamb would write for her column in *Teacher Librarian*, but it is about the theory behind gamification with lots about the whys and hows of getting involved in this whole idea. I would recommend it for those non-game player teacher librarians out there who are intrigued, but want to get their head around this concept before launch. So, spend a couple of hours with this author; then, get a group of students to have a discussion about gamification, and then ask them if they would be your team of selectors and testers. Better to enter this strategy prepared than face a disaster and try to back up. You won't go wrong with this author's guidance.

Weih, Jean, and Shelia S. Intner. **Beginning Cataloging, 2d Ed.** Libraries Unlimited, 2016. 149p. \$60. ISBN: 9781440838446.

What a surprise to get a review copy of two of the most authoritative catalogers and teachers of cataloging! Their first edition was used for many years as a short guide with exercises along side Wyner's cataloging textbook. For teacher librarians who don't need to know everything about cataloging, but recognize that shoddy work in the OPAC is not serving the needs of users, this quick treatise with great examples and answer keys gives either the beginner or the person wanting a quick refresher a chance to learn from the feet of the best. You can take any chapter, read a short theory of the problem at hand; practice your skills on a few problem books or multimedia items; and, then look up the answer key to see how you did. There are lots of guides to cataloging out there, but this one deserves a place near your desk. Highly recommended.

Ryan, James E. **Wait, What?: And Life's Other Essential Questions** HarperOne, 2017. 144p. \$10.99 ISBN: 9780062664761.

Need a bit of inspiration after a long day? Here is an extended commencement address to the Harvard Business School in 2016. Thus, it is great advice dressed in fascinating and cleverly written prose. It's the kind of book you curl up with in bed and just read a chapter a night thinking positive thoughts. For every teacher librarian, there are so many opportunities to be a confidant to young people as they share their hopes and dreams, problems, and uncertainties. In this book, you will find some wise advice that will come to you as you interact with the next generation. This one is a gift for yourself. Indulge yourself. You deserve it.