School Librarians Transform Learning:

A snapshot of today's school library programs.

Writing for *Teacher Librarian:*

The submission guideline requirements for *Teacher Librarian.*

Impact of a Less Restrictive Circulation Policy

Increasing check out numbers to promote reading.

#CreateYourHype

Resources teacher librarians can use to promote and advocate for their programs.

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Dr. David V. Loertscher is conducting a research study of the impact that teacher librarians have on co-taught learning experiences with classroom teachers.

Participation requires very little time and offers a technique to track your impact in your own school. He has prepared a website that explains the simple process. Please indicate your interest by emailing him at reader.david@gmail.com

Participation can happen any time during the 2017-18 school year.

You can see the website for the research at: https://sites.google.com/view/dowemakeadifference/home

The Ripple Effect

Deborah Levitov and Christie Kaaland

To hear how an article inspired a TL reader is a golden moment for editors and authors—which is exactly what was provided by a post on June 23, 2017, by Jamie Gregory for the blog, "52 Weeks of Guided Inquiry." Jamie wrote,

This past February, I read "Doubling Up: Authentic vocabulary development through the inquiry process" by Leslie Maniotes and Anita Cellucci published in the February 2017 issue of *Teacher Librarian*. (A new fiscal year is starting soon; be sure to get your subscription to *Teacher Librarian!*) When I saw this article and read the first paragraph, one word came to mind: genius! I knew I wanted to implement the keyword log introduced in the article because *it just made sense*, like the GID model. And I found just the teacher willing to collaborate with me on this project (http://52guidedinquiry.edublogs.org/2017/06/23/keyword-inquiry-log/).

This is confirmation of how authors and publications can make a difference. When Leslie Maniotes saw this post, she immediately sent us the link. The subject of her email was "Ripples in the profession" and she said, "Thanks for the opportunity to make a difference..." (email of June 23, 2017). What a perfect example of the power of sharing your story...the "ripple effect." We, in turn, say thank you to our authors, like Leslie and Anita, for taking the time to share their work. We don't often know or hear when an article has an impact, but we continue to believe that is the core importance of professional publications and is what makes our work so rewarding.

P.S. Watch for more on how Jamie Gregory took an idea from these TL authors and put it into practice in her article in an upcoming issue of *Teacher Librarian*. It is truly a ripple effect.

Resources for the Teacher Librarian

David V. Loertscher

Sheninger, Eric C. and Thomas C. Murray. **Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today.** ASCD, 2017. 263 p. $31.95. ISBN: 9781416623892. This is a best book of the year! If you don't believe me, check out the reviews on Amazon and see the stellar names that confirm this is a winner. Since Carol Koechlin and I have been urging teacher librarians to transform the library into a library learning commons for a decade now, we have not seen in the literature a book that would come close to this one in transforming the entire school away from traditions that just don't fit the needs of learners these days. Our authors have eight principles of transformation, and even though they don't mention the library, you can place yourself in the middle of such disruption as they recommend and perhaps get a reading group of adults to read and think through this book with you. Perhaps the first group is all the professional librarians and instructional technology coaches in your district and then on to the prim pals and classroom teachers. Certainly, every board of education member needs to receive a copy of this book, and perhaps you are the one to present a copy to each of them during their open meeting. Buy and read this one yesterday!

Erkens, Cassandra. **Collaborative Common Assessments: Teamwork. Instruction. Results.** Solution Tree, 2016, 192 p. $34.95. ISBN: 9781936763009.

For teacher librarians who do coteaching, this is a very important book. The author envisions a group of teachers, let's say a group of third grade teachers, sitting down to plan a unit of instruction and jointly planning the assessments that will be used by everyone in the group. The author emphasizes formative assessments, so that changes can be made in the teaching plan as the unit progresses. Erkens also proposes that any data from state or national tests be stirred into the pot as further evidence. She has a model plan for developing the various assessments that at first glance seems to be rather complicated and time consuming, but after a bit of explanation with the examples, a group of experienced teachers could use this system without a great deal of difficulty. What Erkens does not anticipate is a teacher librarian who is joining the planning team and who wants to embed reading, inquiry, information, and technology carefully into the mix to boost the teacher's agenda. In this case, the assessments need to be stretched a bit to ascertain whether the combined agendas work. Not difficult, but we wish our fellow education experts would recognize what we have to offer and include us. If you have not already had a lot of professional development on assessment and need to propose some, this book is an important one to consider Highly recommended.

Goldsmith, Francisca. **The Readers' Advisory Guide to Graphic Novels.** ALA, 2017. 232p. $54. ISBN: 9780838915097. Goldsmith's book is an excellent book of essays and lists of graphic novels ranging from children through adults with the most concentration on teens She knows her stuff, so even though you may have been selecting graphic novels for a few years, it is always a good idea to compare what we know with another professional. Each chapter addresses a certain age group with a state of the art discussion laced with examples. Highly recommended for those who are building these collections.

Pawuk, Michael and David S. Serchay. **Graphic Novels: A Guide to Comic Books, Manga, and More**. 2d ed. Libraries Unlimited, 2017, 719 p. $65. ISBN: 9781598847000

This pair of authors have assembled a huge bibliography of graphic novels for all ages that are both listed and annotated...often with a picture of the cover. It is probably best purchased at the district level, because of the cost, and shared around various librarians. As with all these types of lists, they would be better done as databases, so that new additions could be added regularly. Because it is arranged by genre such as science fiction, fantasy, and nonfiction to name a few, a section would be of interest to a student who knows the genre and could recommend titles to add to the collection. Why not consult our own local experts? They'd love it!

Jurkowski, Odin L. **Technology and the School Library: A Comprehensive Guide for Media Specialists and Other Educators Third Edition.** Rowman & Littlefield, 2017. 236 p. $45. ISBN: 9781442276437.
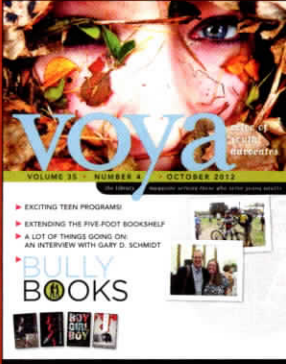
When deciding to purchase and read a book like this one, I

usually ask myself, "What does this author know that I don't." As a reviewer, I would say that in the areas of software and hardware—systems, devices, connections, policies, etc.—our author knows the field and has kept up in his third edition. So, if you are a novice or are developing your knowledge of technology, then this book is likely to give you ideas, so that you are a knowledgeable player at the system level. There needs to be, however, another book or series of articles that really examine closely what to do with all the hardware and software systems to really make a difference in teaching and learning. While covered briefly, a fresh approach is needed. This kind of book dates itself quickly so after a year or so, much needs to be updated. If you want the basics, read this one quickly. Then seek other sources for learning through technology that will be your bread and butter in keeping a job.

Graves, Colleen, Aaron Graves, and Diana L. Rendina. **Challenge-Based Learning in the School Library Makerspace**. Libraries Unlimited, 2017. 137 p. $45. ISBN: 9781440851506.

This book is an example of using the power of technology to boost learning, creativity, problem solving and a host of other benefits that accrue to learners as they become makers. Our author trio likes to challenge students with high level projects and then have them keep logs of their projects and work as if they were real scientists. Many projects and examples from the authors' experiences are given, so that you get the idea that you can trust what they are describing. The ideas come from elementary and high school makerspace experiences, so you are likely to get some meaty ideas

to try in your own space. Highly recommended.

Wallace, Virginia and Whitney Norwood Husid. **Collaborating for Inquiry-Based Learning: School Librarians and Teachers Partner for Student Achievement**. 2nd ed. Libraries Unlimited, 2017. 134 p. $45. ISBN: 9781440852848.

Using their own inquiry model known as PLAN (Prepare, Learn, Analyze, New Discoveries), the authors discuss at length how classroom teachers and librarians collaborate to teach each stage of the model in what they call IBL (Inquiry Based Learning). Like other models, the concentration is on what the individual learner knows and can do during a project. If you prefer a different inquiry model such as guided inquiry or Stripling's model, the value in this book is watching, guiding, and helping students at each stage of their investigation. This book is probably the most useful to professionals who have a bit of collaborative inquiry under their belt already and are looking to deepen their understanding of the entire process with learners. Because the PLAN model centers on topical investigations, there is no real coverage of group investigations or project-based group learning, although many of the same principles apply. This book is recommended to the reader who would like a different perspective on working alongside the classroom teacher. It just might stimulate your own reflection and help you analyze what might come next as inquiry becomes more and more sophisticated.