

books for the learning leader

CONCEPT-BASED CURRICULUM AND INSTRUCTION FOR THE THINKING CLASSROOM

H. Lynn Erickson

You have read *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids* (Carol Ann Tomlinson and Jay McTighe, 2006, Association for Supervision and Curriculum Development) and *Understanding by Design, Expanded 2nd Edition* (Grant Wiggins and Jay McTighe, 2005, Association for Supervision and Curriculum Development), and you now wonder whether there are any other gems out there to study with your teachers. Then along comes my pick of the litter for this review section: Erickson's book. This book is required reading for every teacher-librarian who ever hopes to collaborate in the building of exciting learning experiences with teachers. It runs a parallel track with the other two books mentioned, but it offers another amazing dimension for the teacher-librarian. Erickson is the first educational author whose work I have read in the past year who understands the implication of the massive information explosion that is now the real world of every child who is connected to the Internet. She understands that the assemblage of a mountain of facts to pass some kind of test is not enough to survive in the flat world. She understands that building factual knowledge into larger and deeper concepts is the way to build a world-class education. So, she provides several wonderful overview chapters describing and defending the move toward concept-based learning experiences rather than cover material in a textbook. She then provides a method for creating learning experiences that build deep understanding, promote critical thinking, and cultivate creativity. And her strategies fit perfectly into the theory of collaboration promoted by teacher-librarians. Even if *Understanding by Design* is or has been your theoretical hat, Erickson's book gives an added dimension and a solid theoretical framework on which to build quality teaching and learning experiences. Read it—reread it. Use some of the many forms and other helpers provided. Doing so will provide every teacher-librarian with the language and the tools to successfully collaborate across the curriculum. (Corwin Press, 2006. 208 pp. \$32.95. 1-4129-1700-X.)

Bottom line: A must-study.

RESEARCH-BASED STRATEGIES TO IGNITE STUDENT LEARNING: INSIGHTS FROM A NEUROLOGIST AND CLASSROOM TEACHER

Judy Willis

There are a number of brain-based books on the market, some of which are reviewed in this column, but this one is the best choice for the year. Willis has a medical degree and specializes in neurology, so she knows what she is talking about, and she draws on more recent sources than do most other authors. This is a slim volume, but it is not to be read in one sitting—too much to think about. For example, Chapter 1, covering most of the major ideas, can be a wonderful discussion topic for a professional development hour of reading and drawing implications for practice. Readers will be delighted to know that there is a great deal of support for the teacher-librarian and for using the full resources of the school library to help every learner master content and the learning skills needed to survive and achieve. This book provides a much-needed foundation for how we as teacher-librarians create learning experiences collaboratively with classroom teach-

ers, and it gives us the principles that we need as teachers when we have to go it alone. Willis gives a principle, provides the reason behind it (based on brain function), and then offers good suggestions for implementing related ideas in teaching. Reading this book made me want to make a strategies list to review and review, particularly in a planning session. Best of all, Willis realizes that we are just beginning to understand brain function and that we as teachers will have to review all of our methods as we learn more and more about the brain. (Association for Supervision and Curriculum Development, 2006. 125 pp. \$21.95. 1-4166-0370-0.)

Bottom line: A must-read.

THE LEARNING LEADER: HOW TO FOCUS SCHOOL IMPROVEMENT FOR BETTER RESULTS

Douglas B. Reeves

In its April 2006 issue, *Teacher Librarian* named *On Common Ground: The Power of Professional Learning Communities* by Richard Dufour, Robert Eaker, and Rebecca DuFour (National Educational Service, 2005) as one of the best professional books published in 2005. That book urged a faculty—including the teacher-librarian—to study together, decide on goals, and accomplish them collaboratively. This year, Reeves's book is just as important because it draws on collaboration, research results, and principles of leadership to make restructuring actually work in a school, as opposed to making it just the "current program emphasis." This book is designed to be read and studied by the principal or anyone else who is in a school leadership position (translation: the teacher-librarian). This is not a chatty book. It discusses research with emphasis on data mining to be the basis of decision making, but it makes the reader focus on "what is it that makes us successful, and why?" Of particular value is the leadership map that places those who intend to lead in one of four categories:

Losing: Those who are failing and do not know why.

Lucky: Those who are experiencing success but do not know why.

Learning: Those who are failing, understand why, and know what they are going to do about it.

Leading: Those who succeed and know why.



**BETTY
WINSLOW**

JUNIOR FICTION

SURPRISE!

Rowan Hood: Outlaw girl of Sherwood Forest. Nancy Springer. Philomel Books, 2001. \$16.99. 0-399-23368-7. Grades 4-6. After her mother's death, Rosemary disguises herself as a boy. As she hunts for Robin Hood—the man whom her mother claimed was Rosemary's father—she gathers her own band of followers.

The school story. Andrew Clements. Simon & Schuster, 2001. \$16.00. 0-689-82594-3. Grades 4-6. Zoe thinks Natalie's story should be published. Natalie is not so sure. Can Zoe, acting as Natalie's agent, get it considered by the publishing house that Natalie's mom works for, without anyone discovering who wrote it?

Secrets in the hills: A Josefina mystery. Kathleen Ernst. Pleasant Company, 2006. \$6.95. 1-59369-097-5. Grades 4-6. Josefina's Tia Magdalena, the village *curandera* (healer) goes on a trip and leaves Josefina in charge of the village's needs. Things get exciting when a mysterious injured man arrives looking for buried treasure.

Star in the storm. Joan Hiatt Harlow. Margaret K. McElderry Books, 2000. \$16.00. 0-689-82905-1. Grades 3-5. When a neighbor threatens Maggie's Newfoundland dog, Sirius, Maggie hides Sirius and says that he is gone. Then a ship founders on Killock Rock, and only Sirius can help. Will Maggie allow him to help and risk his life?

Star jumper: Journal of a cardboard genius. Frank Asch. Kids Can Press, 2006. \$14.95. 1-55337-886-5. Grades 3-6. Alex, boy genius, can make anything out of bits of junk, but he cannot make his little brother Jonathan stop bugging him. Will Alex's latest invention do the job, or will Jonathan beat him to the punch?

Reeves asks the leadership team to analyze what is working and supported by evidence and then to consistently pursue the best practices that lead to success. Here is an important book for the teacher-librarian to read, put sticky notes on, and then encourage the principal or the leadership team to adopt and have the professional learning community study. It is an eye-opener, and it has many implications for running an outstanding school library program that centers its mission on school improvement for every child. (Association for Supervision and Curriculum Development, 2006. 221 pp. \$26.95. 1-4166-0332-8.)

Bottom line: Another must-read.

HOW TO HANDLE DIFFICULT PARENTS: A TEACHER'S SURVIVAL GUIDE

Suzanne Capek Tingley

Each year, there is a new crop of tip books for working with parents. Tingley has worked as a classroom teacher, a principal, and a superintendent, and one can tell from the tone of her book that she has learned over the years to use humor, wit, and wisdom in handling the various characters who present themselves at the door, on the telephone, and at meetings. You get the idea quickly when scanning the chapter titles as she categorizes the various types of folks you meet: "Pinocchio's Mom," "Caped Crusader," "Ms. Quit Picking on My Kid," "The Intimidator," "The Stealth Zapper," "The Uncivil Libertarian," "No-Show's Dad," "Helicopter Mom," and "The Competitor." Using imaginary but witty dialogue, Tingley teaches us various types of approaches to diffuse anger, see the objection in a larger context, and learn what not to say and do, as well as a number of tactics to help make an ally rather than a more difficult enemy. The price is right; the humor is worth using to set up a scenario in a teacher's meeting; and, because teacher-librarians have their share of encounters with difficult parents, we might learn a few tactics ourselves. (Cottonwood Press, 2006. 144 pp. \$12.95. 1-877673-72-2.)

Bottom line: Push this one into a teacher's hand or into the hand of an administrator who is conducting professional development on the topic.

MAN OVERBOARD: CONFESSIONS OF A NOVICE MATH TEACHER IN THE BRONX

Ric Klass

You have got me hooked, Ric. I cannot put down your diary. I cannot help but marvel at a guy who has been successful at a number of occupations and then decides to take on teaching in a tough, tough school. And you struggle. And the kids do not care about math. And the kids misbehave. And, and, and. Well, why would a teacher-librarian care about you when you only get teaching tips from the teacher's lounge? Yes, I remember *Up the Down Staircase* and *Stand and Deliver*. You are not a polished gem, Sir Ric, but you have created a fascinating read for teacher-librarians who are trying to figure out how to lend a hand to those new teachers. By the way, Ric, did you have a teacher-librarian? Anyway, what would a math teacher in a tough school do in the library? (Seven Locks Press, 2006. 288 pp. \$17.95. 1-931643-86-5.)

Bottom line: Worth the read and a big think.

WHAT IS IT ABOUT ME YOU CAN'T TEACH? AN INSTRUCTIONAL GUIDE FOR THE URBAN EDUCATOR, 2ND ED.

Eleanor Renee Rodriguez and James Bellanca

When Ric Klass (*Man Overboard*) faced his first math class in a high school in the Bronx, he needed a big dose of Rodriguez and Bellanca. Their message is an important one, not only for those teaching in urban areas, but also for every teacher who has a classroom of students who are poor, multicultural, emotionally disconnected, nonreading, or English learning, just to mention a few of the "challenged kids." It is so easy to disrespect students and, by word or by action, tell them in effect, "You cannot learn" or "You are not worth my time, because you are not going to amount to anything" (have you ever had a teacher who put you down?).

The authors teach us how to respect the learners in our classrooms and how to create high expectations. Then they explore many ways of teaching using the theories of Piaget and Feuerstein, integrating the ideas of Gardner and numerous thinking



PICTURE BOOKS

FOLKTALES: OLD WINE, NEW BOTTLES

Cow on the roof. Eric Madden. Ill. Paul Hess. Frances Lincoln, 2006. \$15.95. 1-845-07374-6. Grades 1-3. Hess adds tongue-in-cheek detail to this retelling of the old tale about the farmer who thinks his wife does not do any hard work. Off she goes into the fields while he stays home—and quickly discovers how wrong he is.

Death in a nut. Eric Madden. Ill. Paul Hess. Frances Lincoln, 2005. \$15.95. 1-84507-081-X. Grades 1-3. The reaper comes off as a bit less than grim in this Scottish tale.

Grandma Lena's big ol' turnip. Denia Lewis Hester. Ill. Jackie Urbanovic. Whitman, 2005. \$15.95. 0-8075-3027-1. Grades 1-3. An African American extended family lines up to get Grandma Lena's gigantic turnip out of the ground and then lines up again the next day for turnip stew, turnip greens, and corn bread—along with a rainbow coalition of neighbors, who have shown up for a hole-filling-in party.

The little green witch. Barbara Barbieri McGrath. Ill. Martha Alexander. Charlesbridge, 2005. \$14.95. 1-58089-042-3. Grades 1-3. Little Green Witch gets no help from the ghost, gremlin, and bat in planting or growing her pumpkin seeds—so she not only refuses to share her burnt pumpkin-gloop pie at the end but turns her lazy housemates into little red hens. Just desserts indeed.

Little Red: A fizzingly good yarn. Lynne Roberts. Ill. David Roberts. Abrams, 2005. \$16.95. 0-8109-5783-3. Grades 1-3. Transformed into a boy and set into eerie 18th-century American woods, Little Red outwits the sly-looking wolf in this much-changed version of *Little Red Riding Hood*.

strategies. So far, so good. But what our authors need is experience integrating their ideas with a good teacher-librarian and an information- and technology-rich environment. Their mistake is the notion that the self-contained classroom, with whatever you can scrounge up in the way of materials, is the reality of teaching in urban America. Is it? Do urban schools have few (if any) teacher-librarians, poor collections, little technology, and little chance for teachers to interact with these resources? If so, these authors disrespect students and the age of information in which they live. I suspect that if the urban student were respected and immersed in the real world of information and technology, the sky would be the limit in exciting teaching and learning. Students beg teachers—even demand teachers—to challenge them to learn something interesting and relevant. The authors provide us with an important book but with a myopic view of a teacher struggling alone in a sea of kids with problems. There is another world to explore for every teacher—the world of information, technology, and a teacher-librarian who is willing to partner and open doors. Perhaps in their third edition, the authors will discover this new world and give us the benefit of their wise advice. (Corwin Press, 2007. 256 pp. \$34.95. 1-4129-3764-7.)

Bottom line: Not recommended.

LADYBUGS, TORNADOES, AND SWIRLING GALAXIES: ENGLISH LANGUAGE LEARNERS DISCOVER THEIR WORLD THROUGH INQUIRY

Brad Buhrow and Ann Upczak Garcia
Teachers faced with a diversity of faces and languages often struggle to know what to do. “They must pass the test!” To skill, drill, and “kill” them is a sure way to bore the early-grade children into hating school. This is not, thankfully, the solution posed by Buhrow and Garcia. They use inquiry, essential questions, lots of pictures, research to focus on what they are learning, and activities for building the language to describe that learning. It seems common sense to read and tour these teachers’ classrooms to get a sense of their schedule, what they teach, how they do it, and how they measure their success. And there is

even a teacher-librarian in their lives! Nell is a real collaborator who knows how to combine what they are doing in the classroom with the library. So, it is weaving literacy into what they are studying, and if they cannot get the picture by reading about it, there is a DVD, available from the publisher, that enables the reader to tour the classroom. The reader gets the sense that Nell, the teacher-librarian, has her scheduled classes but that she also finds time to collaborate with these creative teachers, whose rooms look like forests of projects, words, writing, and publishing. For the early grades, if you have teachers who just do not understand any other way to teach than to skill, drill, and kill, then this book and DVD package might just give them another way of understanding how inquiry can work. Although I wish that Nell devoted her whole day to the effective collaboration that she demonstrates with these two teachers, I at least find teachers who understand that the teacher-librarian is someone to seek out because of the link to effective teaching and learning in and through the library. (Stenhouse, 2006. 200 pp. \$22.50. 1-57110-400-3.)

Bottom line: Highly recommended.

SHOUTING WON'T GROW DENDRITES: 20 TECHNIQUES FOR MANAGING A BRAIN-COMPATIBLE CLASSROOM

Marcia L. Tate

Kids are streaming into the library, out of control, with their tired teacher trailing behind, and your job is to teach this herd Boolean logic. Good luck—or strategy? It must be fun to sit in a daylong professional development session with Tate. She has ideas from “been there, done that,” and she knows how to write down an idea and help you to instantly execute it. Famous for her “Don’t Grow Dendrites” worksheets, here is a fourth book in her continuing series of providing teachers with ideas that work while at the same time promoting interest, motivation, and thinking. It is easy to recognize in Tate’s ideas, Gardner’s ideas of learning styles and other active, rather than passive, ideas. So, for both the teacher-librarian and the classroom teacher, here are not just 20 ideas but also hundreds of techniques to make learning fun, engaging, and



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> WEB SITES

IMMIGRATION: ELEMENTARY SCHOOL SITES

Citizenship

<http://bensguide.gpo.gov/3-5/citizenship/index.html>

The U.S. Government Printing Office provides this site, which helps explain the idea of citizenship to upper-elementary school students. Students learn how one becomes a citizen as well as what the rights and responsibilities are of being a citizen. A short glossary of terms related to citizenship is included.

Immigration: The Changing Face of America

<http://memory.loc.gov/ammem/ndlpedu/features/immig/immig.html>

The Library of Congress explores America's immigration history at the turn of the 20th century and examines immigration today. This site allows students to explore a culture's experience with American immigration, such as the Chinese and German experience. Within each immigrant group, students find a timeline of important dates and an interactive map that allows them to learn about the group's port of entry and pattern of immigration. The Library of Congress also includes a useful vocabulary list, some recipes, links to images and sounds, and lesson plans about immigration.

Immigration: Stories of Yesterday and Today

<http://teacher.scholastic.com/activities/immigration/index.htm>

Scholastic presents this great resource for students to learn about immigrants of the early 20th century as well as current immigrant youth. One boy enters the United States through Ellis Island in the 1920s whereas another enters through Angel Island in 1933. But students will find the current immigrant youth stories from Somalia, India, and Vietnam most fascinating. Once they connect with these individuals, they will be prepared to take a virtual tour of Ellis Island. This site also includes comprehensive charts and immigration statistics.

thoughtful. If you enjoyed her previous books, add this one to the list. And the ideas work across the grade levels. It never hurts to compare your ideas with hers. Who knows? Boolean logic just might get some pizzazz. (Corwin Press, 2006. 168 pp. \$29.95. 1-4129-2780-3.)

Bottom line: Highly recommended.

DESIGNING BRAIN-COMPATIBLE LEARNING, 3RD ED.

Gayle H. Gregory and Terence Parry

This is the authors' third edition. They acknowledge that brain-based research is moving rapidly, with many new studies being reported every year. Then this reviewer checked their sources—lots of sources in the 1990s. What happened in the last 6 years? The authors outline pedagogical theory based on brain research, but much of the expert evidence they cite was published in the 1980s or early 1990s. I do not doubt that cooperative learning or graphic organizers are effective classroom practices, but the authors are unconvincing that the evidence for these practices comes from the latest brain research. I respect the educational theorist who proposes the best strategies, but these authors try to substantiate these practices from research. Thus, the burden lies on their review of that research over the past 20 years—and, particularly, in the last 5 years—to substantiate that these theories are indeed on track and are still valid. We do need constant meta-analyses of published cognitive psychology research, and these authors need to draw on those analyses to substantiate their practices as promised. Although this book is clearly written, it is lacking in its research foundation. (Corwin Press, 2006. 304 pp. \$39.95. 1-4129-3717-5.)

Bottom line: Not recommended.

THINKING STRATEGIES FOR STUDENT ACHIEVEMENT: IMPROVING LEARNING ACROSS THE CURRICULUM, K-12, 2ND ED.

Denise D. Nessel and Joyce M. Graham

Many books on the market right now explain thinking skills. It seems as if the urge to have students pass the test has negated the teaching of thinking—thus, the need to correct a perceived imbalance. Nessel and Graham clearly explain the fol-

lowing strategies for teaching thinking: analogies, anticipation guides, carousel brainstorming, cloze procedure, cubing, directed reading-thinking activity, facts and inferences, Frayer model for concept development, games for thinking, graphic organizers, I-search reporting, imitation writing, jigsaws, journals and learning logs, keyword notes, keyword prediction, K-W-L (know-want-learn), list group label, note taking, paraphrasing, possible sentences, read and think math, readers' theater, saturation reporting, scrambled words and sentences, think-pair-share, and writing frames. From this list, you can compare your own thinking strategies repertoire and determine whether this bank of ideas will be valuable. The authors presume self-contained teaching; in fact, during an I-search, the library is recommended as the last source of information that students should consult. I am tempted to say, "Ignore this book," but the aforementioned list of strategies will tell you whether there are enough new ones for your consideration. So, I will leave it at that. Educational authors and publishers need to take note that there is a new world out there in the school library. It is time to pay attention just in case things are not the way you remember them 30 years ago when you were a student. (Corwin Press, 2006. 248 pp. \$32.95. 1-4129-3881-3.)

Bottom line: Scan the contents and decide for yourself.

BRAIN FRIENDLY SCHOOL LIBRARIES

Judith Anne Sykes

So, we start learning about how the brain functions. So what? How does that knowledge affect what we do every day in the school library? Sykes, a Canadian leader in school libraries, demonstrates the tour through the world of brain learning that she took a few years ago and her discovery and then adaptation of new ideas for transforming a school library program. She introduces readers to the ideas of three important educators who have built educational strategies around brain-based research. Then Sykes takes us on a tour of ideas that will affect school library facilities, collections, collaboration, and information literacy.

I like the impact that the new ideas have had on Sykes's foundational school library


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WEB SITES <
STONE AGE: MIDDLE SCHOOL AND HIGH SCHOOL SITES
Archeology for Kids

www.cr.nps.gov/archeology/public/kids/index.htm

The National Park Service introduces kids to the world of archeology. What does an archeologist do? What different jobs can one have in archeology? This site answers these questions in a fun and interesting way, explaining the different types of archeologists, how they work, and the science behind the digs, and then it lets kids try out their new knowledge with a test archeology dig. This site includes great web and book resources for those who want to learn more about the profession.

Ask Dr. Dig

www.digonsite.com/drdig/archive.html

This question-and-answer site focuses on early man. How old is the oldest human skeleton? When was fire first used by humans? These and many other prehistoric questions are answered. The site is well organized; many of the questions and answers are collected by country or region. Students will also find helpful information about what an archaeologist does and how to become one.

The Extinction Files

www.bbc.co.uk/education/darwin/exfiles/massintro.htm

The BBC presents this in-depth web resource that explores the history and patterns of extinction of the earth. Students learn about the evolution and extinction of the single cell, amphibians, reptiles, and birds throughout Earth's history. Students will be most curious to learn about when the last extinction occurred and if scientists can predict when another mass extinction might occur. Vocabulary is defined and additional web resources help students expand their learning beyond this site.

ideas, and I wish that every school library professional would take the same journey. In the first chapter, readers are introduced to a number of ideas, web sites, and authors that are important to know. Unfortunately, the time in publication has made this chapter quite dated, but the ideas are there: Inquiry, new technologies, and new ideas are indeed there to transform education and help readers see beyond the test. For teacher-librarians who are discussing new directions, Sykes's recommendations and examples are worth considering, although many are brief and general. I would like to see such a transformation in action, but I am not certain that there is enough guidance here to help those who have not taken the sample path that Sykes has taken. But, perhaps, none of us change unless we struggle to build new understandings and do the work to implement them on our own. (Libraries Unlimited, 2006. 136 pp. \$35.00. 1-59158-246-6.)

Bottom line: Although not recommended as a guide to action, Sykes's ideas should enter a professional development conversation.

MANAGING CURRICULUM AND ASSESSMENT: A PRACTITIONER'S GUIDE

Beverly Nichols, Sue Shidaker, Gene Johnson, and Kevin Singer

At the top of Loertscher's taxonomy (*Taxonomies of the School Library Media Program*, Libraries Unlimited), first published in 1982, the teacher-librarian who participated in curriculum development—the design of which would be taught with the world of school libraries and technology in mind—was given top billing. Such participation in the leadership team of a school or district is even more essential in this era of information and high technology. The four authors here—none of whom are teacher-librarians—demonstrate and provide guidance for a traditional approach to curriculum design. They take us through the process of doing a needs assessment, using a curriculum development cycle, building an assessment plan, constructing scope-and-sequence documents, selecting textbooks, and developing monitoring programs—to name the majority of the steps. Therefore, when you purchase this book, you can take advantage of years of experience in the systematic design of traditional

instruction. Thus, for any teacher-librarian who is invited into the inner circle, this book is an essential read and a helpful guide. My only concern, however, involves how schools and districts are supposed to plan for innovation in a changed information and technology world. Let us assume that a district wants to adopt *Understanding by Design* as a central strategy for moving from a textbook environment toward one of inquiry. What are the essential planning components for major change? How does a district not only plan for innovation from the top down but also get enough buy-in from the grass roots to make it really happen over time? I do not get the idea from this publication that change and innovation are built into the process, although I suspect that many of the same techniques would be used. There are many books aimed at the administrator who wants to implement a leadership role in change, but more titles are needed that describe the implementation process of real change. We now have students who are in their own world of information and technology, attending schools that disregard or ignore that development. How can we merge the traditional world of education with the new world of reality? Is that possible—or even desirable? These authors do not answer those questions. However, for a traditional model, this guidance is as good as any. (Linworth Books, 2006. 200 pp. with CD-ROM. \$49.95. 1-58683-216-6.)

Bottom line: For a traditional curriculum development model, this guidance is as good as any.

TOOLS FOR ENERGIZED TEACHING: REVITALIZE INSTRUCTION WITH EASE

Kenneth L. Wilson

Remember that old sci-fi television show where the robot kept saying, "Danger, Will Robinson!" In the spirit of *Lost in Space*, do not try to take Wilson's book in one sitting—or you will risk going into idea overload without the dramatic forewarning from our friendly robot! This author has combed the literature for great teaching ideas, tried practical ideas for teaching, and categorized them into 20 chapters—in plain language. This book is a treasure chest full of jewels, but how do you wear 30 necklaces at once and still stay upright? I like Wilson's

idea: We take in many, many teaching ideas over time, try them on, and settle on a repertoire of concepts that work for us. The problem is that we often become stagnant if we do not spice up our strategies, because those blasted students keep changing on us and no two groups ever respond the same way to ideas that have always worked in the past. So, how does one use Wilson, read Wilson, and try Wilson? I recommend eating the elephant in small bites. For the first 10 minutes of a professional development session, I suggest that you have participants give three good teaching tips from Wilson that they have tried; have the teachers explain how the ideas worked; and, then, the next month,

review what those three ideas were and add three more. This is an encyclopedia of good ideas to add something fresh to our teaching as teacher-librarians and to incorporate into our collaborative lesson-building strategies with teachers. (Teacher Ideas Press, 2006. 172 pp. \$25.00. 0-325-00770-5.)

Bottom line: Highly recommended.

**FAIR ISN'T ALWAYS EQUAL:
ASSESSING AND GRADING IN
THE DIFFERENTIATED CLASS-
ROOM**

Rick Wormeli

To teacher-librarians, collaboration means that they must participate in the design, not

just of what a student knows and understands, but also of what that student can do. This means that assessment is an essential part of teaching. Even for teacher-librarians who are teaching information skills in isolation, assessment must be built into the lessons given. So if your faculty is discussing differentiation, then differentiated assessment must be a component of that discussion. Wormeli discusses and provides hundreds of examples of how and how not to design assessments. For example, we all know about tests and rubrics, but what about tic-tac-toe boards, cubing, summarization pyramids, Frank William's taxonomy of creativity, and RAFT(S)? If you have not learned anything about assessment lately, then this is the book that you need to read. (Stenhouse, 2006. 218 pp. \$23.00. 1-57110-424-0.)

Bottom line: Highly recommended.

**LEADERSHIP AND THE SCHOOL
LIBRARIAN: ESSAYS FROM
LEADERS IN THE FIELD**

Mary D. Lankford, Ed.

There is a technique in young adult literature of having each teen read one chapter of a book and then give a brief oral review. This way, the entire book is "read" in about 20 minutes. Lankford's collection of articles would be good for a monthly meeting of district teacher-librarians. One copy of the book can be cut up into chapters (oh my, destroy a book?), and the chapters can be distributed, perhaps, the day before the meeting. Nine people could then do a 1-minute presentation of the major ideas. Interested folks can then check out a copy of the book for further study. We all need to be reminded of leadership issues and principles. Lankford has assembled some notable Texans, including Betty Carter and Mary Beth Green, plus some excellent building-level teacher-librarians to write essays on leadership principles, advocacy, collection development, financial support, collaboration, professional development, learner-centered teaching, and evaluation. The essays are of varying length and substance. One annoying feature, though, is that the varying authors refer to our names as *librarians*, *teacher librarians*, and *library media specialists*. However, when used in the fashion described here, this book is worth a look. (Linworth Books, 2006. 160 pp. \$44.95. 1-58683-191-7.)

Bottom line: Worth a look.

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