

## essential reading for teacher-librarians—plus, the best professional books of 2006

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### LEARNING BY DOING: A HANDBOOK FOR PROFESSIONAL LEARNING COMMUNITIES AT WORK

Richard Dufour, Rebecca Dufour, Robert Eaker, and Thomas Many

### PROFESSIONAL LEARNING COMMUNITIES AT WORK PLAN BOOK

Rebecca DuFour, Richard DuFour, and Robert Eaker

In 2005, I named Richard DuFour, Rebecca DuFour, and Robert Eaker's *On Common Ground: The Power of Professional Learning Communities* (2005, National Educational Service) as one of the best professional books of the year. For 2006, these authors along with Thomas Many have developed a handbook and a plan book that deserve attention. *On Common Ground* made the case for a strong culture of school teachers who are studying teaching and learning in a serious way. Now, in their handbook, the authors bring their ideas into a workable framework to discuss how a professional learning community approaches its study in a realistic time frame. Each chapter of the book describes the reasons for forming a professional learning community, the content to be studied, and the methodology to do it, through a clear action scenario within each chapter. The handbook is extended with a plan book of weekly lessons, or discussion starters, for a professional learning community to consider. To remind the reader about *On Common Ground*, these authors envision the faculty's engaging in a serious discussion and support group where teachers learn and grow together in efforts toward excellence in teaching and learning and where they employ strategies that will make everyone a better teacher. For teacher-librarians, I have not encountered a better method for injecting the school library into the heart of the curriculum than that of participating in, leading, or otherwise insisting that a professional learning community happen in the school. As to the plan book, it is large format with a calendar on the left side of the page and the weekly plan/discussion guide in the right-hand column. I like the discussion topics for each week; so, whether or not you use this method, this is an excellent sourcebook for ideas to talk about improvement rather than to just gripe about what is going on. (Solution Tree, 2006. 235 pp. \$27.95. 978-1-932127-93-5. Solution Tree, 2006. 104 pp. \$12.95. 978-1-932127-95-9.)

**Bottom line:** Highly recommended—both the book and the plan book; essential reading.

### THE NEW TAXONOMY OF EDUCATIONAL OBJECTIVES (2ND ED.)

Robert J. Marzano and John S. Kendall

Everyone has heard of Bloom's taxonomy, created in 1957, or has at least used it in preservice education. Two recent attempts have been made to revise and bring Bloom up to date. The first was by L. W. Anderson and others (2000, Allyn & Bacon) in *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. The second is the current book by Marzano and Kendall. Both revisions require serious study and a comparison with one's own teaching practices to the new framework recommended by both sets of authors.

I was impressed by Anderson et al. when their book came out, and I have been interested in the current rethinking. The Marzano and Kendall book challenges all educators to rethink and reconsider; for teacher-librarians, it proposes a thinking curriculum to be taught directly to students. Teacher-librarians will instantly recognize this proposal because it is akin to information literacy models that we have taught for years. The first step is to retrieve information from permanent memory and store it in working memory; the second, to comprehend the patterns that the information takes; the third, to analyze the information; and the fourth, to apply or use the information in a given situation. Next is to use metacognition to think about how one is learning and, finally, to use self-system thinking to monitor one's desire to learn.

Now, this is a brief, perhaps simplistic, explanation of the thinking curriculum, but teacher-librarians can instantly recognize similarities to their own models and the areas in which they might improve their ideas about the finding and using of information. If, as teacher-librarian, you are going to assume the role as a learning leader in the school, then you need to be aware of both Anderson et al.'s work and now the Marzano and Kendall volume. As professional learning communities try to look at new ideas, these two volumes require more than a passing glance or reference. They are certain to challenge your ideas about education and perhaps those of your faculty and administration. (Corwin Press, 2007. 208 pp. \$32.95. 978-1-4129-3629-3.)

**Bottom line:** Essential reading.

### FINDING THE STORY BEHIND NUMBERS: A TOOL-BASED GUIDE FOR EVALUATING EDUCATIONAL PROGRAMS

James Cox

Data mining is a hot topic to school administrators who are trying to make sense out of the mountain of test scores that now flood their desks. Cox does a lot of work helping school districts to analyze large sets of data to identify central strengths and weaknesses within district programs. Once those elements are determined, Cox teaches a system that is quite widespread throughout the country, known as materials, activities, and people (MAP). MAP is a planning process with three elements of interest to every teacher-librarian.



**JOHN  
PETERS**

## PICTURE BOOKS <

### FAMILY: MOTHERS

**Burger boy.** Alan Durant. Ill. Mei Matsuoka. Clarion, 2006. \$16.00. 978-0-618-71466-7. Grades K-2. When a child who will not eat anything but hamburgers actually turns into one, his mother comes to the rescue and dishes up a cure. Collage pictures enhance this cautionary tale's comedy.

**The different dragon.** Jennifer Bryan. Ill. Danamarie Hosler. Two Lives, 2006. \$10.95. 978-0-9674468-6-8. Grades 1-2. As part of his bedtime ritual, little Noah struggles down with one of his two mothers to make up a shared story.

**Mommy?** Arthur Yorinks. Ill. Maurice Sendak. Scholastic, 2006. \$24.95. 978-0-439-88050-3. Grades 2-3. Which familiar popup movie monster is Baby's mother? The answer will make children scream—with laughter.

**Mother, Mother, I want another.** Maria Polushkin Robbins. Ill. Jon Goodell. Alfred A. Knopf, 2005. \$14.95. 978-0-375-82588-0. Grades K-2. Baby Mouse wants *another* mother? Well, not exactly. A classic tale with fresh appealing pictures.

**My mom.** Anthony Browne. Farrar, Straus and Giroux, 2005. \$16.00. 978-0-374-35098-7. Grades K-2. From fabulous cook to movie star, Mom can do it all... without even taking off her slippers. An admiring tribute to mothers everywhere.

**My mother's voice.** Joanne Ryder. Ill. Peter Catalanotto. HarperCollins, 2006. \$15.99. 978-0-06-029509-7. Grades K-2. In this joyful, intimate tribute to togetherness, a child hears her mother's voice call to wake her up in the morning; offer conversation, consolation, and support throughout the day; and call her in at night.

First, one looks at materials, meaning the textbooks, supplementary materials, and technology readily available to the teachers. Second, one makes an analysis of activities—that is, the teaching strategies used to implement the curriculum; here is where the collaboration comes in. Last, one looks at the people, the personnel who are delivering high-quality instruction, which includes the quality of the effort by teacher-librarians. Perhaps, your district already uses the MAP process, and perhaps, your school library program has already been included. If so, you probably already understand the MAP process for planning and improvement. If not, Cox's book is a must-read to acquaint yourself with this popular process so that you can determine how to integrate the library and technology programs into the core analysis. One caveat is that I could find no place in Cox's book where the change in program cycles back into the rise or decline of test scores. Puzzling. In spite of this problem, I recommend this book as an introduction to MAP for all teacher-librarians who want to stay at the center of what is going on. (Corwin Press, 2007. 144 pp. \$27.95. 978-1-4129-4244-7.)

**Bottom line:** Recommended as an introduction to MAP.

### PROBLEM-BASED LEARNING: AN INQUIRY APPROACH (2ND ED.)

John Barell

A number of professional books for the classroom teacher on problem-based learning provide strategies in doing inquiry units, even when the pressure of testing looms every day of the year. Barell has provided a sound strategy and an easy-to-follow outline for the problem-based learning process. However, this book provides no guidance to the classroom teacher for collaboration with teacher-librarians and technology coordinators nor for the use of resources outside the classroom door. The assumption here is that the teacher has access to only the Internet and that all information literacy, research process, technology instruction, and the like happen within the confines of a classroom. Such an oversight dooms many of the possibilities that problem-based learning has in its structure and framework. To the teacher trying to do everything alone in the 21st-century information and technology environment, I say,

"Good luck and best wishes," but it is unrealistic to think that the classroom teacher has the needed expertise to carry the full responsibility and teach alone. (Corwin Press, 2007. 192 pp. \$32.95. 978-1-4129-5004-6.)

**Bottom line:** Not recommended.

### CURRICULUM MAPPING: A STEP-BY-STEP GUIDE FOR CREATING CURRICULUM YEAR OVERVIEWS

Kathy Tuchman Glass

I recently heard the comment that if you took a typical list of state standards and spent 1 hour covering each standard with students, it would take almost a lifetime to teach any subject. Refreshingly, Glass offers a way of reducing huge lists of standards and integrating them (e.g., social studies with language arts) to produce a yearlong plan that can actually get taught at the various grade levels. Different from the Langa and Yost book that follows, which concentrates on collaborative planning of individual units, this one looks across the year to plan and coordinate the topics that will get taught. Some critics will not be happy with this type of plan, saying that it is time-consuming and unnecessary because teachers already have a textbook that tells them what to teach and in what order. However, many districts rely on planning over and above what textbooks have to offer. Teacher-librarians who are involved in curriculum mapping (and you should be, if you are not) may find some help here, particularly if the process at their schools and districts are in disrepair and need a boost. My objection to Glass's work is that when the author shows examples of real units, they tend toward the bird-unit type, often discussed by me and widely known to teacher-librarians. With that caveat, you might inspect this book for its holistic process. (Corwin Press, 2007. 152 pp. \$27.95. 978-1-4129-1559-5.)

**Bottom line:** Worth a look.

### CURRICULUM MAPPING FOR DIFFERENTIATED INSTRUCTION, K-8

Michelle A. Langa and Janice L. Yost

I have heard a theory going around education that, to raise scores, the teacher should be taken out of the instructional design. In other words, they should have professional instructional designers create units of instruction (textbooks)

# BOOKMARKIT



**KATE  
HOUSTON  
MITCHOFF**

## > WEB SITES

### GLOBAL WARMING

#### Climate Change

<http://www.epa.gov/climatechange/kids/>

The Environmental Protection Agency, which sponsors this web site for kids, explains what climate change is, how it affects the weather, and asks how we can change climate with our actions. Students will learn about the greenhouse effect and about the history of our planet's climate, from the dinosaur era to today. Then, students can learn about scientists who explore and study climate through experiments. The site includes an integrated pop-up glossary for vocabulary terms that students may not know or fully understand.

#### Global Warming

<http://education.arm.gov/studyhall/warming.stm>

The Atmospheric Radiation Measurement Program (part of the U.S. Department of Energy's strategy to understand global climate changes) helps students learn about global warming at their own pace. The site includes a beginner's section that explains what global warming is, what causes it, and what its effects are. Intermediate and advanced learners can look more in-depth at answers to those questions.

#### Warnings From the Ice

<http://www.pbs.org/wgbh/nova/warnings/>

NOVA, which sponsors this companion site to the television program, uncovers the scientific messages found in the thick ice sheets of Antarctica and Greenland. By looking at miles-deep ice samples, scientists can learn about climate and the seasons from centuries and millennia ago. Follow the ice core timeline to read about these discoveries. The site's additional print and Internet resources allow students to learn more about glaciers, ice cores, and Antarctica.

and then just tell the teacher, "On April 3, you will be on page 34 along with every other third-grade teacher in the building." Such disrespect is offensive, but one can sympathize with those who see so much poor teaching going on and want to do something about it. Langa and Yost have created a scheme known as *curriculum mapping*, where they chart for a group of teachers what units will be taught over the year and then form teams to design those units of instruction. They estimate that it takes 5 hours of group planning to produce a single planned unit. But when a group spends that time, each teacher has an investment in the planning and is much more likely to carry out the plan. There is more: The group is interested in meeting state standards and differentiating the results; this means that teachers set the learning goals for the students and then plan many ways for the students to get there. For example, in a sixth-grade unit on pirates, teachers provide a list of some 48 different projects that students can complete to demonstrate what they know and can do. The authors' book contains a number of fleshed-out sample units that have been tested in the classroom, as well as various templates that they have used to collaborate on the unit plans. These authors understand and are confident that collaborative planning produces superior student learning, and I cannot agree more. However, no mention is made of the teacher-librarian's or any other specialist's being a part of the collaboration team. Why? Do these authors do not have specialists? Do they not trust the specialists that they have or just have not had the opportunity to try what specialists have to offer? I have to ask them. In the meantime, teacher-librarians should inspect this process to see if it might be a useful planning tool for their collaborative work, and, in doing so, they should make the assumption that the specialist will have a role. One more thing: If it takes 5 hours to plan a single unit, where is that kind of time going to come from in your school? And can you justify that kind of time based on the improved learning? These are good questions to ponder.

Now, having posed my questions to the authors directly, Janice L. Yost, principal of Rye Junior High School, NH, responded with the following informative remarks.

Thank you for letting me know about the review of our book . . . now to answer some of your questions. There are multiple ways in which teachers at the

middle level are provided collaborative planning time. Each team has a 45–50 minute block of Common Planning Time (CPT) each day. At least 2 of the CPTs have a curriculum focus during which the Librarian/Media Specialist is in attendance. There is also at least one meeting during which the Special Education Case Manager and a music and/or art teacher is in attendance. This year our teams are made up of the 4 core area teachers, a Special Education case manager and paraprofessional, and for one trimester one of the following: Tech Ed teacher, Life Skills (Consumer Science) teacher, or Art teacher and Library/Media Specialist. So again, the teams meet during CPT. In addition to CPT, when major interdisciplinary units are in the planning stages, I typically hire substitutes so the team (including specialists) can have at least one full day of concentrated time. Also, some staff meetings are dedicated to curriculum planning, as are after school subject area meetings. So, as you can see that specialists are very much included and are vital for the success of the process and the implementation of the unit. In our book we do not designate core teachers vs. specialists . . . they are our teachers! Like the Pirate Unit mentioned in our book, last year the 6th grade team added another interdisciplinary unit on the study of Africa. Teachers from the four core areas, music (African drumming); art (bead work and cloth print making); Tech Ed (students built m'biras); Life Skills (pillows and a quilt were made from the prints made in art); and Library science were all part of the process. Finally, from their study, the students "adopted" an orphanage in Liberia and raised money to buy bunkbeds, blankets, etc., for the orphans. Can you tell I am very proud of all they did—both staff and students!!! As for your last question, I do not have any hard data to support that the collaborative planning process results in superior test scores. As the administrator in the building, it is not about the test scores; it is about the connections that the students see among the disciplines; it is about the students having an experiential learning opportunity; it is about getting the students to be

curious and wanting to learn more! It is my belief that if those elements are in place, the students will learn and the test scores will follow.

Permit me to now comment on coauthor Yost's response. First, I notice the funding of specialists in the building, which are often considered extras in many states—kudos. Second, I notice a principal who builds in time for planning and collaboration—double kudos. Next, I see a teacher-librarian who is expected to be on the planning teams and contribute to planning—triple kudos. Finally, I see the confidence that collaboratively planned and creative teaching contribute to higher learning—quadruple kudos. However, No Child Left Behind experts bent on scientific evidence would scoff at this testimony about improved learning. They want the data; they want the proof. Dear principal, it is there—I mean, the data and the evidence of worth. Perhaps, great learning experiences need to take the front seat as the standard in American education, and teacher-librarians might just be the folks to provide it. (Corwin Press, 2007. 136 pp. \$29.95. 978-1-4129-1495-6.)  
Bottom line: Highly recommended.

### **SERVING YOUNG TEENS AND 'TWEENS**

Shelia B. Anderson

"Tweens are enjoying more and more attention in the professional literature. This age group—late fifth grade to seventh grade—presents new challenges to the adults who work with them, largely because of social networking, early maturation, and ubiquitous availability of technology. Anderson focuses this book on the younger set and has assembled authors to treat different aspects of serving them. The book has the following chapters: "Tweens and Young Teens and the Library," "Nonfiction Resources," "Fiction Resources," "Programming for This Age Group," and "Booktalking to This Age Group." Each chapter has good lists of resources and suggestions so that there are practical ideas to use immediately. Although the book will be of major interest to young adult librarians in public libraries, it will also be extremely useful to middle school teacher-librarians in search of fresh ideas for services to this group. (Libraries Unlimited, 2007. 188 pp. \$40.00. 978-159158-259-5.)  
Bottom line: Recommended.

### **TECHNOLOGY PROJECTS FOR LIBRARY MEDIA SPECIALISTS AND TEACHERS**

Patricia Ross Conover

Conover's books are a love-hate resource for me. On the hate side, Conover presents many clever and cutesy projects that kids can do with Microsoft Office to illustrate and document their learning. My fear here is that the time that it takes them to make an item—be it a notecard, a poster, or other clever project—may take away from learning time and may not really zero in on content mastery or process learning. But on the love side, Conover recognizes that clever products and projects revive interest in content and process mastery. A new idea or technology application adds spice to learning, boosting interest and, thus, learning. So, I recommend this book with a big caveat: Use it wisely to cement the big idea of a learning unit; do not use it to take up valuable learning time. To its credit, this book provides not just the idea but also easy-to-follow directions—a cookbook for instant use. (Linworth Books, 2007. 200 pp. \$39.95. 1-58683-223-9.)  
Bottom line: Recommended with reservations.

### **LIBROS ESSENCIALES: BUILDING, MARKETING, AND PROGRAMMING A CORE COLLECTION OF SPANISH LANGUAGE CHILDREN'S MATERIALS**

Tim Wadham

If you have a growing Latino population in your community or school, then you will find this to be an essential guide for building Spanish-language and bilingual collections and programming for this audience. Both the teacher-librarian and the public librarian will benefit from this resource, particularly if the two work together to develop and implement plans for Latino children. The author presents a core collection, demonstrates how to build it, gives ideas for programming with it, suggests ways for marketing it, and offers evaluation techniques for adding to it. This title covers books as well as other types of materials. This book is strong on programming ideas and provides help to the teacher-librarian for finding the best of what is published in the Spanish-language and bilingual market. (Neal-Schuman, 2007. 321 pp.

\$65.00. 1-55570-575-8.)

Bottom line: Highly recommended.

### **DIGITAL PORTFOLIOS: POWERFUL TOOLS FOR PROMOTING PROFESSIONAL GROWTH AND REFLECTION (2ND ED.)**

Elizabeth Hartnell-Young  
and Maureen P. Morriss

Are you or your teaching colleagues required to keep and maintain a digital portfolio of your professional accomplishments? If the answer is yes, then you will be interested in this second edition and the authors' suggestions for planning, constructing, and evaluating a digital portfolio. The chapters are crafted for the inexperienced person confronted with doing this task, but the book also has plenty of recommendations for the reader who has some experience but needs fresh ideas to spice up the portfolio in preparing for an accreditation visit or searching for new employment. (Corwin Press, 2007. 128 pp. \$27.95. 978-1-4129-4930-9.)  
Bottom line: Recommended.

### **NEW ON THE JOB: A SCHOOL LIBRARY MEDIA SPECIALIST'S GUIDE TO SUCCESS**

Ruth Toor and Hilda K. Weisburg

So, you are starting your first job as a school teacher-librarian or are starting again after taking a break from teaching. You need Toor and Weisburg's book to gently remind you of what you will be facing and to guide you on how to proceed, cope, and succeed. These two advisors know how. I was going to say that they have been around for a long time, but that might not be well received, because they are both still as fresh as daisies. They are, however, experts. They have their feet firmly rooted in the best of the past, but they also clearly see the future of school librarianship. This book will teach you how to get your teaching philosophy straight; how to land that job; how to get organized; how to reach students, collaborate with teachers, and befriend principals; what you need to know about advocacy and planning; and what ethics and standards you need to have. (American Library Association, 2007. 224 pp. \$38.00. 978-0-8389-0924-9.)  
Bottom line: A super resource if you are getting started.

## A YEAR OF PROGRAMS FOR TEENS

Amy J. Alessio and Kimberly A. Patton

Teacher-librarians who collaborate with the public library will welcome this book of ideas for programs that might attract teens to reading at the school library. The question I pose is, what if both school teacher-librarians and public librarians collaborated to jointly sponsor the activities suggested in this book? The authors present a number of ideas for each month of the year, giving teacher-librarians plenty to choose from and create upon. So, talk to your fellow public librarian and try collaborating. (American Library Association, 2007. 168 pp. \$35.00. 978-0-8389-0903-4.)  
Bottom line: Worth a look!

## ENGAGING 'TWEENS AND TEENS: A BRAIN-COMPATIBLE APPROACH TO REACHING MIDDLE AND HIGH SCHOOL STUDENTS

Raleigh T. Philp

A plethora of books exists today that deal with the study of the brain and the new understandings that affect the way that we teach and the way that teens learn. The new educational psychology is to understand the workings of the brain and, instead of combating the behaviors of those adolescent "monsters," endeavor to understand and develop techniques to work with those who are still immature. Philp's book covers the expected topics, and it is easier to read than most because of the excellent text structure, illustrations, and attractive layout. A positive aspect of the book is that the references are almost exclusively from the last 8 to 10 years.

In the first part of each chapter, Philp covers numerous facts about how the brain functions and then suggests quick activities for the reader or group to translate what is known about the brain into activities or practices that one can use with a teen who is engaging in the behavior described therein. This book can be used as a one-chapter 20-minute study, with an application strategy; such a miniworkshop exercise is both fun and instructive. By putting one's ideas together with those of Philp, real progress can be made with this age group. For an educator, it is good to see beyond one's recent troubling encounter with a teen and do more than just gripe in the teachers' lounge. (Corwin Press,

2007. 232 pp. \$32.95. 978-1-8904-6049-5.)  
Bottom line: Recommended to teacher-librarians for miniworkshop topics in professional development.

## CRASH COURSE IN STORYTELLING

Kendall Haven and MaryGay Ducey

Haven and Ducey are expert storytellers. In this crash course of 136 pages—no long narratives here—they introduce the craft and teach us how to do it better. It is kind of like the For Dummies series with major points and suggestion lists. So, whether you or someone in your school needs to brush up on storytelling skills, here is a short, easy-to-use guide, which can even be used as a text for a storytelling class. (Libraries Unlimited, 2007. 136 pp. \$30.00. 978-159158-399-8.)

Bottom line: Highly recommended for teachers, teacher-librarians, and public librarians.

## HANDHELD COMPUTERS IN SCHOOL AND MEDIA CENTERS

Ann Bell

Perhaps your school is investigating the acquisition of handheld computers or has acquired some that are languishing, because no one really knows what to do with them. Bell knows and understands this technology. As I read through her book and the explanations of the various models, software, and possible uses in the curriculum, I was stunned by the fact that this technology is a jungle of possibilities—all of which can be learned but take someone with the time to select the right handhelds based on the kinds of applications and learning that teachers want to implement. Then, the teachers must confront an array of software and compatibility issues for the type of media they want to create and use. *Then*, they must implement all of this in the real world. But, Bell can help, although she is a bit too enthusiastic about the connection of these devices to achievement. We all know that the degree to which a device can boost learning is dependent on its characteristics and the skill of the teacher and students using it. Nevertheless, this publication is the most recent that I have seen on the subject. So, if you are into e-books, Podcasts, video on handhelds, and so forth, then this book will help you cope. I, however, am waiting for even better devices that do not require quite so

much technical know-how. (Linworth Books, 2007. 200 pp. \$39.95. 1-58683-212-3.)  
Bottom line: Recommended.

## TECHNOLOGY AND COPYRIGHT LAW: A GUIDE-BOOK FOR THE LIBRARY, RESEARCH, AND TEACHING PROFESSIONS (2ND ED.)

Arlene Bielefeld and Lawrence Cheeseman

Teacher-librarians must be champions of fair-use principles—the right of teachers and students to use materials owned by others, for educational purposes. That said, issues arise almost every day that make teacher-librarians wonder how to promote fair use and stay within the bounds of the copyright law. As a teacher-librarian, you probably already have a number of copyright books on your shelves, ready to advise you at a moment's notice when a question arises. This book, in its second edition, with some additions and updates, can join that group. Of course, all of the experts on the shelf will not agree on what is legal and what is not, but at least you will have the advantage of informed advice before making your own decision. So, look on your shelves, check the copyright dates of this advice, and then decide whether you need an additional book or an updated copy. (Neal-Schuman, 2007. 270 pp. \$65.00. 978-1-55570-570-1.)  
Bottom line: Worth considering if you need a current guide on copyright.

## GOTCHA FOR GUYS! NONFICTION BOOKS TO GET BOYS EXCITED ABOUT READING

Kathleen A. Baxter and Marcia A. Kochel

Do you love to be scolded when you already agree with the scolder? Baxter reminds us that many teacher-librarians only booktalk and push fiction and that nonfiction—particularly, that for boys—often takes a backseat. I cannot agree more. So, our authors of other *Gotcha* books of lists have created this volume, which concentrates on fascinating nonfiction.

If I had the opportunity to scold as our authors do, I would say that I wish teacher-librarians would booktalk great nonfiction titles every time that a unit of instruction comes into the school library. *Gotcha for Guys!* contains booktalks and annotated book lists on the following topics of interest

to middle school boys: around the world (geography), American history, prehistoric animals, science, animals, creepy crawly creatures, action and innovation, disasters and unsolved mysteries, and hot topics. This is a good selection tool for checking your male-appealing titles, but then you have to use it. (Libraries Unlimited, 2007. 288 pp. \$35.00. 978-159158-311-0.)

Bottom line: Recommended.

### COLLECTION DEVELOPMENT FOR THE SCHOOL LIBRARY MEDIA PROGRAM: A BEGINNER'S GUIDE

Mona Kerby

This brief book covers a few of the steps in collection development for the beginning teacher-librarian. It covers how to do the following: start, determine what to buy, review sources, evaluate and weed the collection, handle complaints, and share the collection. Each topic covered is so brief and so book oriented that I recommend the title only for paraprofessionals in charge of book collections. No coverage of digital collections, using jobber systems for selection, ordering for online public access catalog (OPAC) systems, and a number of other topics means that this cursory look is antiquated. (American Library Association, 2006. 64 pp. \$20.00. 978-0-8389-8375-1.)

Bottom line: Not recommended.

### ADOLESCENTS IN THE SEARCH FOR MEANING

Mary L. Warner

Warner is interested in finding out from teenagers where they go for advice about the many problems of their lives. So line up the resources that you predict that teens consult when confronted with real-life problems such as death, identity, decisions, courage, survival, and anything else that troubles teens. Also line up the possible sources for these resources, such as the teacher-librarian, classroom teacher, guidance counselor, and spiritual advisor. Where do you think teens get their advice? Well, books and teacher-librarians are not high on the list; rather, family and friends are their top choices. Persisting, Warner asked the 1,400 teens whom she surveyed to name the titles of books that have made a difference in their lives. The result, after a major description of

the study itself, is a number of books that matter to teens. A lot of really recent titles are not found here, and many of the titles are ones that teens discover when they are assigned to read, but the list is worth comparing to what the teens at your school are taking to heart. One key to great collection development success is to have teens help in the selection of meaningful works. Knowing that adults are not always a teen's first choice as a source of personal help, educators need to consider how they can get higher on the list. Ponder that question for your library career. (Scarecrow Press, 2006. 336 pp. \$45.00. 978-0-8108-5430-7.)

Bottom line: Recommended.

### VIRTUALLY OBSCENE: THE CASE FOR AN UNCENSORED INTERNET

Amy E. White

Do you want to find out what it is like to throw a cat into a dog kennel? Then, I dare you to schedule a meeting of teacher-librarians from around your community, tell them to read White's book, and then show up for the follow-up meeting. Then just try to limit the meeting to a half hour. I guarantee that you will have an opinion about White's book, and it is one with which we all have to deal. Should explicit sexual content be available to our students on the Internet? Should such content be available on the Internet in your school or library? I have one question: If we allow such access on the Internet, then in the print world, how many of us would liberally commingle *Playboy* magazines on our shelves? We might at least get some interest from reluctant male readers. Whoops, I just let another cat loose. (McFarland and Company, 2006. 188 pp. \$35.00. 0-7864-2801-5.)

Bottom line: Worth a look!

### TECHNOLOGY AND THE SCHOOL LIBRARY: A COMPREHENSIVE GUIDE FOR MEDIA SPECIALISTS AND OTHER EDUCATORS

Odin L. Jurkowski

Quick. If you are a novice in technology or are facing a major upgrade, get Jurkowski's book and read it. I say *quickly* because technology changes so rapidly. The author views the teacher-librarian as a technology leader in the school, particularly in the

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### WEB SITES <

#### SCIENTIFIC METHOD

**Janice VanCleave's Science Fair Handbook: Scientific Method**  
<http://school.discovery.com/science/faircentral/scifairstudio/handbook/scientificmethod.html>

Partnered with Discovery Education's Discovery School, author Janice VanCleave has created this easy-to-read description of the scientific method. VanCleave offers a few brief but informative paragraphs to explain scientific method, including research, problem, hypothesis, project experimentation, and project conclusion. Of particular note, the author offers action items for each step, to help students synthesize between the information presented on the site to taking action.

#### Reasoning in Science

[http://www.biology4kids.com/files/studies\\_scimethod.html](http://www.biology4kids.com/files/studies_scimethod.html)

Biology4kids.com presents this brief yet fun and informative site about the scientific method. Students can apply what they have learned by taking an online quiz about the scientific method.

#### The Scientific Method

<http://www.nceas.ucsb.edu/nceasweb/kids/experiments/scimethod/scimethod.html>

The National Center for Ecological Analysis and Synthesis offers this simple explanation of the scientific method, using straightforward words that a beginning reader can understand. The site also offers an example of how to apply the scientific method's steps, using the question "What falls faster, a bowling ball or a feather?"

#### Let's Investigate!

<http://content.scholastic.com/browse/article.jsp?id=639>

Scholastic.com presents this article about introducing the scientific method to children as young as 3 years old in a way that will pique their curiosities about the process of proving something to be true without focusing on content learned. This article will be of interest to anyone who works with young children, preK through grade 3, including primary school teachers.

# BOOKMARKIT



BETTY  
WINSLOW

## > JUNIOR FICTION

### LONG AGO AND FAR AWAY

**Dancing through fire.** Kathryn Lasky. Scholastic, 2005. 978-0-439-71009-1. \$9.99. Grades 6-8. Sylvie cannot wait to grow tall enough to become a prima ballerina for the Paris Opera Ballet (and maybe get her portrait painted by Monsieur Degas). Then 19th-century Paris—and Sylvie's plans—are rocked by war.

**Exile.** Jan Burchett, Sara Vogler, and Grace Cavendish. Delacorte, 2006. \$7.95. 978-0-385-73322-9. Grades 6-8. Lady Grace Cavendish, Queen Elizabeth I's youngest lady-in-waiting, is also the queen's secret mystery-solver: so, when a visitor's ruby is stolen, it is up to Grace to find the culprit and get her friend Ellie released. Includes Elizabethan glossary and notes.

**The last brother: A Civil War tale.** Trinka Hakes Noble. Ill. Robert Papp. Sleeping Bear Press, 2006. \$17.95. 978-1-58536-253-0. Grades 4-6. When 11-year-old Gabe's only remaining brother enlists in the Union Army, Gabe goes along as a bugler to make sure that he comes back alive; then, he befriends the Confederate's young bugler. Can he save them both?

**Pandora of Athens, 399 BC.** Barry Denenberg. Scholastic, 2004. \$10.95. 978-0-439-64982-7. Grades 6-8. Young Pandora's life as a sheltered and restricted Athenian maiden is changed forever when she meets and gets to know Socrates, known as the Wise One, and falls in love with one of his students.

**A single shard.** Linda Sue Park. Clarion, 2001. \$15.00. 978-0-395-97827-6. Grades 4-8. In medieval Korea, custom decrees that only potters' sons can become potters' apprentices, but when orphaned 13-year-old Tree-ear begins working for his village's best potter, he longs to become a potter himself. Can he find a way to achieve his dream?

smaller school. I panic at the thought that, without clerical or technological paraprofessionals, the superwhiz-tech teacher-librarian will have such a huge mud puddle of busy work that there will never be time to really lead in collaboration and curriculum design. Even so, every teacher-librarian must have great technology skills and stay abreast of technology advancements. There should not be a hardware or software issue that the teacher-librarian cannot master or at least know about; such is just the nature of the beast. Those who have already mastered technology will not need this book, but for those who need to get up to speed, this is a good first source. (Scarecrow Press, 2006. 236 pp. \$45.00. ISBN: 978-0-8108-5290-7.) Bottom line: Recommended.

### KNOWLEDGE COMMUNITIES: BRINGING THE VILLAGE INTO THE CLASSROOM

Joette Stefl-Mabry and Barbara L. Lynch  
Do you dream about a school where parents and the community participate, where information and technology and teacher-librarians are major players, and where teaching and learning concentrate on John Dewey principles of inquiry? Such a picture is described in this book through a number of lengthy essays. These authors have seen schools that approach what the authors recommend and are quite certain that their vision can be achieved. (Scarecrow Press, 2006. 336 pp. \$55.00. 978-0-8108-5228-0.) Bottom line: For a theoretical read that can contribute ideas to the table of redesigning education, try this one.

### The Best Professional Books of 2006 By David Loertscher and Esther Rosenfeld

#### ADVOCACY

#### MADE TO STICK: WHY SOME IDEAS SURVIVE AND OTHERS DIE

Chip Heath and Dan Heath  
(Random House, 2006. 304 pp. \$24.95. 978-1-4000-6428-1.)

Bottom line: This is a fun read about creating messages that stick in the brain. It will be a great help to teacher-librarians to create

advocacy campaigns to keep their programs in the minds of adults and their messages in the heads of children and teenagers.

#### COLLABORATION AND INSTRUCTIONAL DESIGN

#### CONCEPT-BASED CURRICULUM AND INSTRUCTION FOR THE THINKING CLASSROOM

H. Lynn Erickson  
(Corwin Press, 2006. 208 pp. \$32.95. 978-1-4129-1700-1.)

Bottom line: Erickson not only demonstrates what true collaboration is but also recognizes the new world of information and technology and its impact on how we design instruction. Read this one carefully and place it alongside the work of Grant Wiggins and Jay McTighe's *Understanding by Design* (2nd ed., 2005, Association for Supervision and Curriculum Development).

#### INTEGRATING DIFFERENTIATED INSTRUCTION AND UNDER- STANDING BY DESIGN: CONNECTING CONTENT AND KIDS

Carol Ann Tomlinson and Jay McTighe  
(Association for Supervision and Curriculum Development, 2006. 197 pp. \$25.95. 978-1-4166-0284-2.)

Bottom line: Understanding by design and differentiation are important concepts that every teacher-librarian should master. There is no better book that will help any teacher-librarian master these ideas than this one. This book is an essential purchase, a required read, a must-do action item.

#### THE NEW TAXONOMY OF EDUCATIONAL OBJECTIVES (2ND ED.)

Robert J. Marzano and John S. Kendall  
(Corwin Press, 2007. 208 pp. \$32.95. 978-1-4129-3629-3.)

Bottom line: Bloom's taxonomy has recently come under scrutiny because of the advancement of brain research and other developments in understanding learning styles. Marzano and Kendall's effort is worthy of a look by teacher-librarians as they reach out to teach and collaborate in the building of effective teaching units.

**LEARNING BY DOING:  
A HANDBOOK FOR  
PROFESSIONAL LEARNING  
COMMUNITIES AT WORK**

Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many

**PROFESSIONAL LEARNING  
COMMUNITIES AT WORK PLAN  
BOOK**

Rebecca DuFour, Richard DuFour, and Robert Eaker

Bottom line: Learning communities provide teacher-librarians the opportunity to lead or participate in serious educational issues at the building level. These two books provide a guide to what a learning community might discuss in a school year to effect change in the school community and assess its impact on learning. These authors wrote *On Common Ground: The Power of Professional Learning Communities* (2005, National Educational Service), named by *Teacher Librarian* as the best book of 2005 on professional learning communities.

**RESEARCH-BASED STRATEGIES  
TO IGNITE STUDENT  
LEARNING: INSIGHTS FROM A  
NEUROLOGIST AND CLASS-  
ROOM TEACHER**

Judy Willis

(Association for Supervision and Curriculum Development, 2006. 125 pp. \$21.95. 978-1-4166-0370-2.)

Bottom line: There are many volumes available on brain-based teaching and learning. This is the pick of the litter that will make you think long and hard about how to structure your teaching to inspire and cultivate real thinking and learning.

**GLOBALIZATION AND ITS IMPACT ON  
EDUCATION**

**A WHOLE NEW MIND: WHY  
RIGHT-BRAINERS WILL RULE  
THE FUTURE (REVISED AND  
UPDATED ED.)**

Daniel Pink

(Riverhead Trade, 2006. 288 pp. \$15.00. 978-1-59448-171-0.)

Bottom Line: A must-read. Pink asserts that the keys to success in the new "conceptual age" are the development of right-brain creative qualities.

**THE WORLD IS FLAT: A BRIEF  
HISTORY OF THE TWENTY-  
FIRST CENTURY (UPDATED AND  
EXPANDED)**

Thomas L. Friedman

(Farrar, Straus and Giroux, 2006. 608 pp. \$30.00. 978-0-374-29279-9.)

Bottom Line: A must-read. Friedman's assertions about world-flattening forces and how countries, institutions, and individuals need to adapt have been enormously influential. As information and education professionals, teacher-librarians will find the implications of the flattened world to be of great significance.

**INFORMATION LITERACY**

**THE BLUE BOOK ON  
INFORMATION AGE INQUIRY,  
INSTRUCTION, AND LITERACY**

Daniel Callison and Leslie Preddy

(Greenwood, 2006. 660 pp. \$45.00. 978-1-59158-325-7.)

Bottom line: This book is by far the most comprehensive collection of articles, ideas, models, and other resources on inquiry and information literacy. It may seem overwhelming because of its 660 pages, but it is the foundation of a central component of the school library program.

**Q TASKS: HOW TO EMPOWER  
STUDENTS TO ASK QUESTIONS  
AND CARE ABOUT ANSWERS**

Carol Koechlin and Sandi Zwaan

(Pembroke, 2006. 144 pp. \$24.95. 978-1-55138-197-8.)

Bottom line: It is all in knowing how to build questions that helps students master the principles of research and investigation. This guide helps teacher-librarians and classroom teachers become the master questioners that stimulate student curiosity, motivation, and the power to stick with a research task.

**LEADERSHIP**

**THE ART OF SCHOOL  
LEADERSHIP**

Thomas R. Hoerr

(Association for Supervision and Curriculum Development, 2005. 216 pp. \$27.95. 978-1-4166-0229-3.)

Bottom Line: Highly recommended.

**THE LEARNING LEADER: HOW  
TO FOCUS SCHOOL IMPROVE-  
MENT FOR BETTER RESULTS**

Douglas B. Reeves

(Association for Supervision and Curriculum Development, 2006. 221 pp. \$26.95. 978-1-4166-0332-0.)

Bottom line: In understanding the larger picture of what constitutes being a learning leader in the school, this book is an essential read. Teacher-librarians should read this first and then see that their principals read it, too.

**NATIONAL DOCUMENTS**

**CONFRONTING THE  
CHALLENGES OF PARTICIPA-  
TORY CULTURE: MEDIA EDUCA-  
TION IN THE 21ST CENTURY**

Henry Jenkins, with Katie Clinton, Ravi Purushotma, Alice J. Robinson, and Margaret Weigel

(MacArthur Foundation, 2006. 72 pp. Download the white paper at [www.digitallearning.macfound.org](http://www.digitallearning.macfound.org).)

Bottom Line: The first of many reports from the ongoing \$50 million MacArthur Foundation grant to study kids and how they learn through media, this white paper is a must-read as we examine education for the 21st century. This study shows why schools must foster the cultural competencies and social skills of collaboration and networking that young people need in the new participatory media. The terms used in this report should be studied for their unique meanings because every teacher-librarian is now coping with a generation quite different than the one he grew up in. We cannot ignore the world that this generation of students is creating through social networking and Internet tools. This white paper is a good resource to discuss at every gathering of teacher-librarians and in professional learning communities at the building level.

**READING AND LITERACY**

**BUILDING A KNOWLEDGE BASE  
IN READING (2ND ED.)**

Jane Braunger and Jan Patricia Lewis

(International Reading Association and the National Council of Teachers of English,



2006. 206 pp. \$22.95. 978-0-87207-575-7.)  
Bottom line: This book provides a balanced approach to reading instruction throughout the grades. To be literacy leaders, teacher-librarians must be able to understand the various camps within the reading community and the language of reading professionals. This is an important book for every teacher-librarian to read and to push into the conversation of teachers and administrators everywhere.

**CHARACTER BUILDERS:  
BOOKS AND ACTIVITIES FOR  
CHARACTER EDUCATION**

Liz Knowles and Martha Smith  
(Libraries Unlimited, 2006. 156 pp. \$40.00. 978-1-59158-370-7.)

Bottom Line: Highly recommended. This book is a must-buy if your school has a character education program. If your school does not have such a program, this well-researched, well-organized, and well-written book is a useful collection development tool that will assist you in selecting books on these themes.

**CONNECTING WITH RELUC-  
TANT TEEN READERS: TIPS,  
TITLES, AND TOOLS**

Patrick Jones, Maureen L. Hartman, and Patricia Taylor  
(Neal-Schuman, 2006. 314 pp. \$59.95. 978-1-55570-571-8.)

Bottom line: Written by luminaries in the young adult field, this book is an essential read.

**CREATING LITERACY-RICH  
SCHOOLS FOR ADOLESCENTS**

Gay Ivey and Douglas Fisher  
(Association for Supervision and Curriculum Development, 2006. 160 pp. \$23.95. 978-1-4166-0321-4.)

Bottom line: If you want an effective literacy program in your school, this volume provides a sound program that you as teacher-librarian can embrace.

**CROSSING BOUNDARIES WITH  
CHILDREN'S BOOKS**

Doris Gebel, Ed.  
(Scarecrow Press, 2006. 448 pp. \$40.00. 978-0-8108-5203-7.)

Bottom line: Highly recommended. Buy

this book as an essential collection development tool for building a global perspective and for building collections that provide the best literature available for students in elementary schools through high schools. If you are not familiar with the previous two volumes, they are both still in print and well worth purchasing. As well, check out the United States Board of Books for Young People web site at [www.usbby.org/](http://www.usbby.org/) to learn more about this organization.

**NAKED READING: UNCOV-  
ERING WHAT TWEENS NEED  
TO BECOME LIFELONG  
READERS**

Teri S. Lesesne  
(Stenhouse, 2006. 128 pp. \$16.00. 978-157110-416-8.)

Bottom line: Highly recommended. Buy this book if your school has 9- to 14-year-olds. The annotated bibliography alone is worth the price, but the insights into this age group and the strategies offered make this an essential piece of professional literature.

**READING IS OUR BUSINESS:  
HOW LIBRARIES CAN FOSTER  
READING COMPREHENSION**

Sharon Grimes  
(American Library Association, 2006. 184 pp. \$35.00 978-0-8389-0912-6.)  
Bottom line: Read and talk about this book.

**READING MATTERS: WHAT THE  
RESEARCH REVEALS ABOUT  
READING, LIBRARIES, AND  
COMMUNITY**

Catherine Sheldrick Ross, Lynne McKechnie, and Paulette M. Rothbauer  
(Libraries Unlimited, 2006. 288 pp. \$32.00. 978-1-59158-066-9.)

Bottom line: This book is an essential review of reading research to digest and then place on your shelf alongside S. D. Krashen's *The Power of Reading: Insights From the Research* (2nd ed., 2004, Heinemann). Consult it when you are preparing presentations about the value of teacher-librarians and their impact on literacy.

TECHNOLOGY

**MEANINGFUL LEARNING  
USING TECHNOLOGY: WHAT  
EDUCATORS NEED TO KNOW  
AND DO**

Elizabeth A. Ashburn and Robert E. Floden, Eds.  
(Teachers College Press, 2006. 240 pp. \$44.95. 978-0-8077-4684-4.)

Bottom line: Teacher-librarians must understand the role of technology in boosting learning beyond the mere action of hooking up the machine and turning it on. This treatise provides an excellent theoretical framework for the wise use of technology.

**NATIONAL EDUCATIONAL  
TECHNOLOGY STANDARDS  
FOR STUDENTS: RESOURCES  
FOR STUDENT ASSESSMENT  
(NETS\*S)**

Jon Haber and M. G. Peggy Kelly  
(International Society for Technology in Education, 2006. 288 pp. \$39.95. 978-1-56484-220-6.)

Bottom line: This book is the major work on assessing learner competence with technology.

THE SCHOOL LIBRARY

**THE SCHOOL LIBRARY MEDIA  
FACILITIES PLANNER**

Thomas L. Hart  
(Neal-Schuman, 2005. 300 pp. \$95.00. 978-1-55570-503-9.)

Bottom line: If you are building or remodeling school library facilities, this book is a must, with its DVD tours of a number of exemplary facilities. It is simply the best school library facilities book in print.