professional reading for the 21st-century librarian

ENHANCING PROFESSIONAL PRACTICE: A FRAMEWORK FOR TEACHING, 2ND ED.
Charlotte Danielson

Most have heard of the praxis tests that are given to preservice teachers and beginning teachers that try to assess the competence that teachers possess. What you may not know is that the foundation of the tests comes from a major set of frameworks that Danielson helped to develop. What is really amazing is that the frameworks are built on constructivist principles, not the direct teaching and behaviorist ideas put forth by No Child Left Behind enthusiasts. According to Danielson, a number of school districts around the country base professional development on the frameworks, which means that, if followed, the professional development comes much more in line with and correlates with the ideas espoused by teacher-librarians that define what good teaching and learning look like. Chapters in this book lay out in detail what is meant by the ideas expressed in the frameworks. Even better, Danielson recognizes that the specialists, including teacher-librarians, have a role to play in academic achievement as they collaborate with classroom teachers. The first question for teacher-librarians and district library and technology specialists is to ask about the role and influence that these frameworks have in state and local attempts to raise the quality of teaching and learning. If there is any role beyond the praxis testing, then this book is an important read. I corresponded with Danielson and congratulated her for including teacher-librarians in her work. She claimed that she was not an expert in the specialty areas but that she was quite serious that many others in school besides the lonely classroom teacher had something to contribute. We don't often see this as we review professional literature, so we congratulate Danielson on this perspective. Thus, to any teacher-librarian who seeks to be or is currently included in professional learning communities in the school or district, our advice is to get a copy of Danielson's book and read it. There are many issues of good teaching and learning included that fit well with the ideas of good school library media programs. (Association for Supervision and Curriculum Development, 2007. 208 pp. $27.95. 978-1-4166-0517-1.)

Bottom line: It is worth the time to read one solid book each year that builds your theory base. This is our recommendation this year.

IT'S ELEMENTARY! INTEGRATING TECHNOLOGY IN THE PRIMARY GRADES
Boni Hamilton

As an outgrowth of Library Power (a major school library initiative of the 1990s), teacher-librarian Boni Hamilton, the faculty, and others in the district realized that the collaboration model of integrating the library into the classroom was a good model for integrating technology as well. In the elementary school where they work, in Denver, CO, a model collaborative structure was set up so that teachers who were planning a unit of instruction could expect full support from the library and the technology lab, as well as from partner teachers who were interested in high-level learning and integrating the library and technology agendas. The result has been incredible in this school, oft visited by outsiders.

Technology is not worshiped for the glitz that it adds to projects and units but for what it contributes to learning. Hamilton describes the integration and the collaborative process between specialists and the faculty; then, she describes and demonstrates how to integrate and raise the expectations for various technology systems, such as presentation software, word processing, drawing, and desktop publishing software. If you have noticed that library and technology departments in elementary schools are going their separate ways, then this book is a great piece to read as a foundation for building a collaborative program. Unhappily, I noticed that the editors cut the full complement of library collaboration from the book, but enough remains to help in constructing an exemplary program. (International Society for Technology in Education, 2007. 186 pp. $37.95. 978-1-56484-228-2.)

Bottom Line: Highly recommended.

EDSPEAK: A GLOSSARY OF EDUCATION TERMS, PHRASES, BUZZWORDS, AND JARGON
Diane Ravitch

Here is a welcome title that explains a great deal of educational jargon in understandable and brief definitions. It is a wonderful gift to professionals in education, specialists such as teacher-librarians, and the general public. We found here lots of definitions for terms that we have all heard but need clarified: *grading on the curve, sustained silent reading, graphic organizer, great books program, leveled library, lifelong learning.* But we looked for a few of our favorites and could not find them: *information literacy, professional learning community, free voluntary reading, synthesis,* to name a few. Still others have different meanings than what teacher-librarians know, such as *flexible scheduling.* One thing that we do like is how Ravitch names educational theorists associated with a term so that one can follow a trail to the person who built the concept. However, we wish that she had done it more often. I am naming this book as an essential purchase, not because it is complete, but because it has been a while since a good dictionary of terms appeared. Teacher-librarians need to know the educational jargon. This

book is good reading when you have just a few free moments and when you have had a conversation with a teacher and are not quite sure about the terminology mentioned. (Association for Supervision and Curriculum Development, 2007. 245 pp. $23.95. 978-1-4166-0575-1.)

Bottom line: Essential.

READING RANTS: A GUIDE TO BOOKS THAT ROCK!
Jennifer Hubert

Booktalks and more booktalks, plus reasons and suggestions for use. That is the bulk of this collection by a well-known booktalker. The various sections are arranged by genre: books for boys, girls, tweens, GLBTQ (gay, lesbian, bisexual, transgender, queer), very realistic titles, graphic novels, historical fiction, mystery and suspense, science fiction, and fantasy. So, if you need an assortment of fresh titles with which to interest your teens, by all means sample this collection. (Neal-Schuman, 2007. 264 pp. $49.95. 978-1-55570-587-1.)

Bottom line: Recommended

1-TO-1 LEARNING: LAPTOP PROGRAMS THAT WORK
Pamela Livingston

One-on-one computing is becoming common, where every student has a computing device all day long and takes it home at night. This book demonstrates this growing sophistication and describes the creation, management, and use of this computing environment. It also shows the growth of interest in elevating learning above the technological system. We begin thinking of what is to be learned, and then we select a technology that will facilitate learning across different types of learners. The book focuses on the planning, the management, and the problems; it gives examples from schools across the country; then, it focuses on the learning. The major lesson example, a study of Mesopotamia, involves an excellent use of technology that guarantees that the student will have much more knowledge of content and process than if he or she had used the traditional textbook/lecture/film approach with cut-and-paste reports handed in. So, if your district or school is headed toward the one-to-one environment, then this book is a good way to visit a number of

schools without doing the travel. (International Society for Technology in Education, 2007. 164 pp. $34.95. 971156484-225-1.)

Bottom line: Worth the price and the collective experience it provides.

SEARS LIST OF SUBJECT HEADINGS, 19TH EDITION
Joseph Miller and Barbara A. Bristow, Eds.

The most important work of cataloging these days lies in the area of subject headings because the world of digital information now predominates and it is never arranged in classified order like books on shelves. But what is your authority in your catalog? Library of Congress? Sears? A mixture? Whatever comes to mind? Find out what editions your cataloging source uses. It is an important evaluation of that service. Should an individual school use Library of Congress or Sears as its authority? That is for you to decide, but if you do considerable cataloging, this new edition is a must. This new edition adds some 400 new headings, and the source of your cataloging data should adopt this edition for all the new materials. This edition also continues the use of UF (use for), BT (broader term), and NT (narrower term) and suggests Dewey numbers for many headings. You already know if you need this edition because of the amount of cataloging you do. (H. W. Wilson, 2007. 823 pp. $145.00. 978-0-82421076-2.)

Bottom line: Highly recommended.

EDUCATIONAL MEDIA TECHNOLOGY YEARBOOK 2007, VOL. 32
Michael Orey, V. J. McClendon, and Robert Maribe Branch, Eds.

This is a major yearbook that helps professionals keep up on the developments in educational technology each year. It is an important read and is often used as a textbook in survey courses of instructional technology. The first part contains major articles written for this book that include instructional technology and school libraries. In this edition are significant articles by Leslie Farmer, Erin Wyatt, Eileen Schroeder and Anne Zarinnia, Ruth Small, and Maureen Sykes, among others. In addition to articles, there are profiles of prominent educational technologists, a major list of universities

offering educational technology master's and doctoral degrees, and an extensive bibliography of current materials in the area of instructional technology. (Libraries Unlimited, 2007. 324 pp. $80.00. 978-1-59158-442-1.)

Bottom line: This is an important source for district collections where library and technology professionals can access it. Highly recommended.

BRINGING CLASSES INTO THE PUBLIC LIBRARY: A HANDBOOK FOR LIBRARIANS
Martha Seif Simpson and Lucretia I. Duwel

School and public library cooperation is as essential as ever, particularly because many elementary school libraries are now staffed with paraprofessionals. The authors propose class visits to the public library for elementary and secondary classrooms and provide ideas from the public library perspective of how to make this happen. For many, these ideas are and should have been happening for many years, but personnel change and programs die and must be rekindled. If that is the case in your community, this book is probably worth the price to get the conversation started. For the experienced, a whole new assessment needs to be made about connections—particularly, digital connections—between school and public libraries so that information services are complementary and 24/7. Such ideas are not found in this book, but if you are reading this review and have advanced ideas for collaboration and integration, then perhaps you could write a book on the topic or at least an article. (McFarland, 2007. 183 pp. $45.00. 978-0-7864-2806-9.)

Bottom line: Recommended.

IMPROVING STUDENT LEARNING ONE TEACHER AT A TIME
Jane E. Pollock

Want to know why teachers are locking their doors tighter than ever against collaboration with teacher-librarians and any other specialists in the school? The answer lies in Pollock's book, which takes us back to traditional behaviorist teaching, as taught by Robert Gagne. It presents the Big Four of lesson design:

1. Use a well-articulated curriculum (a mapped curriculum).

2. Plan for delivery (help the learners understand the concept that you are presenting).

3. Vary assessment.

4. Give criterion-based feedback (based on how well they have learned the concept).

There is some good stuff here that helps teachers organize the curriculum and focus the lessons—no argument against this approach. But it is all targeted on the classroom teacher. Alone, alone, alone. And it is presented as *the* prescription for what ails teaching in the schools: No learning styles here. No collaboration with anyone else in the building. No professional learning communities. No utilization of technology. No use of the library. Just close your door, apply the pressure, teach the concept, and assess the learning of that concept. Period. So, why consider this book? If such a system is in place in your school, then you as the teacher-librarian have to speak its language. If you team with a teacher to teach a standard, are two heads better than one? If you can answer a major yes to that question, then you only need to convince the teacher that he or she plus you and this direct teaching idea will work if and only if it is opened to the real world of information and technology. Interestingly, many of the examples given ask the teacher to teach research, but they never mention the resources, of course; that is, the book never mentions teacher-librarians and technologists who might make a teacher's life easier and his or her kids smarter. (Association for Supervision and Curriculum Development, 2007. 143 pp. $23.95. 978-1-4166-0520-1.) **Bottom line: Buy a copy? Well, borrow someone else's if you can. There is more and more of this approach out there. We all have to keep up.**

COOPERATIVE LEARNING IN THE CLASSROOM: PUTTING IT INTO PRACTICE
Wendy Jolliffe

Collaborative learning among students has so many possibilities, but it is also laced with problems, as most teachers know. Because so many businesses and industries rely on teamwork and group work to solve problems, invent new strategies, make policy, and carry out projects, collaboration among students is now a lifetime skill. So, it is worth pursuing, even though there are obstacles to overcome. Here we have another book on the topic, this time from Joliffe. You probably already have

several such books in your professional library, so why another? Simply because she has some free ideas mixed in and we all need them. For example, she has nine main strategies for how the groups do their work: "turn to your partner," reading triads, jigsaw, focus trios, drill partners, reading buddies, worksheet checkmates, homework checkers, writing pairs, and computer groups. She also has a number of strategies for checking on the contribution of the various individuals worth looking at. So, it is worth the price of the book to check her strategies, as compared to the ones already in use, and to do some modification to keep making progress. There is a whole new world, however, that is not covered in this book, and that is the collaboration that is possible in Web 2.0 applications, where groups do their entire projects online, whether in the same location or across the world. That is another book, and we will report it if we can find it. (Paul Chapman, 2007. 132 pp. $34.47. 978-1-4129-2380-4.)

Bottom line: Worth the price.

EYEWITNESS TO THE PAST: STRATEGIES FOR TEACHING AMERICAN HISTORY IN GRADES 5–12
Joan Brodsky Schur

I ran across a letter from a Mormon woman, written in the latter part of the 19th century to her sister in England. In it, she describes the community, the land, and her living conditions, trying to encourage her sister to emigrate. Then comes the clincher: She says that if her sister will consider coming, she will give her own husband up to a polygamist marriage because, in her words, "half a husband is better than none at all." Such are the gems of original documents, if we just know where to find them and what to do with them. Our author has lots of ideas and concrete examples that she has used in classes, with excellent success. Chapters include "History From the Eyewitness Viewpoint," "Diaries: Writing From Opposing Viewpoints," "Travelogues: Eyewitness Perspectives on a Growing Nation," "Letters: Arguing the Past in Written Correspondence," "Newspapers: Conflicting Accounts of the Same Events," "Election Speeches: Advocating for Your Candidate," and "Scrapbooks: Documenting the Past Across

Time." For school librarians and history teachers, here is a treasure trove of activity ideas. No, the whole unit is not here, but that can be planned around these excellent examples of uses for materials. Sometimes, we simply run into nuggets worthy of attention, and even though starting with them defies backward planning, where we begin with objectives, we still know how to construct a sound idea around them. (Stenhouse, 2007. 256 pp. $20.00. 978-157110-497-7.)

Bottom line: For those who want to use original resources, have done so with mixed results, or are tired of the same old uses, here is the book to stimulate those creative juices. Highly recommended.

BRAIN-FRIENDLY STRATEGIES FOR THE INCLUSION CLASSROOM: INSIGHTS FROM A NEUROLOGIST AND CLASSROOM TEACHER
Judy Willis

We are often enthusiastic about publications from the Association for Supervision and Curriculum Development because they are usually on the cutting edge of educational theory and practice. This one, however, does not measure up. Today's classroom involves many complications, with students who have varying challenges (such as attention deficit), which is the topic of this volume. We focused our attention on the examples of real units, for which adjustments were being made for various learning styles and for problems of various natures. We wish that we could report exciting learning experiences, chock-full of critical thinking, energizing activities, high standards with multiple paths to succeed, and, with our focus, collaboration with teacher-librarians. Instead, there are a few interesting approaches, but invariably, students select a topic, find a book in the library (never a mention of the teacher-librarian), and write a report that will be graded. End of unit. We get the distinct impression that teachers are really being encouraged to dumb down the requirements, in the face of student problems—not what authorities such as Carol Ann Tomlinson, author of *Integrating Differentiated Instruction & Understanding by Design*, have in mind. There is some interesting information in this book about recognizing student

problems and putting brain-based strategies to work, but there are much better sources for finding and solving some of these problems. Subjecting students to watered-down "bird units" is probably not a solution. (Association for Supervision and Curriculum Development, 2007. 228 pp. $25.95. 978-1-4166-0539-3.)

Bottom line: Not recommended.

THE WHOLE DIGITAL LIBRARY HANDBOOK
Diane Kresh, Ed.

Having helped put together *The Whole School Library Handbook* with Blanche Woolls, I found it good to see these nifty tidbits (edited and shortened from the original) from a range of published literature about digital libraries. It is like taking a short course in the topic for $55—and there is enough humor to keep you going. The book is divided into sections: "Definitions," where many terms and concepts are defined in short articles rather than in formal dictionary-type definitions; "Users," describing who is interacting with the digital library, why they are doing it, and how they are doing it; "The Landscape," illustrating the various issues surrounding digital libraries; "The Market," dealing with the not-so-free digital library; "Tools," explaining wikis, blogs, and other basics; "Operations," describing how librarians make the digital library work; "Preservation," specifically, examining preservation in an era where so much changes so fast; "The Future," comprising articles that see at least 5 minutes into the future. So, if you want to brush up quickly, get started, or just see what the major voices are saying, all in one volume, this one will do the trick. (American Library Association, 2007. 416 pp. $55.00. 978-0-8389-0926-3.)

Bottom line: Get it fast and read it. This stuff goes out of date quickly.

RESOURCES FOR ENVIRON-MENTAL LITERACY: FIVE MODULES FOR MIDDLE AND HIGH SCHOOL TEACHERS

Groups of teachers worked to produce the five major units of instruction chronicled in this book. The topics are current and essential, both from existing science standards and from the current wave of enthusiasm to do something about the environment. The topics include biodiversity; global climate change; earthquakes, volcanoes, and tsunamis; genetically modified crops; and radioactive waste. The best thing about these units is the great inquiry questions that they pose for the students and teachers to examine. Lots of challenging thinking here, with brief descriptions of various activities and some resources to use in the teaching of these topics. That is the good news. The bad news is that these terrific teams of teachers needed a top-notch librarian on their team who would lead the students into information-rich sources, guide their questioning strategies for evaluation of fact versus opinion, help with synthesis of information, and, most important, provide big picture activities at the end, where the group can come to a major conclusion. These last things are hinted at, but the concentration is on what can happen in a lonely classroom with a few computers for searching out answers. Not a librarian's cup of tea. But this is a great source on these topics. An astute librarian could help turn these into fascinating and even high-level explorations worth the time and attention that they deserve. (National Science Teachers Association Press, 2007. 199 pp. $29.95. 978-1-93353-115-1.)

Bottom line: Librarians, out there, buy this book for the questions, then work with your staff to turn these into authentic and deep learning experiences. Recommended as a great idea starter.

AN EDUCATOR'S GUIDE TO INFORMATION LITERACY: WHAT EVERY HIGH SCHOOL SENIOR NEEDS TO KNOW
Ann Marlow Riedling

In this book, *information literacy* means ensuring high school seniors getting ready to transition to college are able to research and write a term paper. Combining the soon-to-be-replaced standards of information power and the Association of College and Research Libraries information literacy standards, each step of the research process has a number of planned lessons, many of them involving handouts. So, the research process begins with selecting a topic and forming a question, and then it moves to using databases and evaluating web sites. Rubrics are provided for the teacher—be it a classroom teacher or a teacher-librarian—to assess each step. The end of the book has a number of short chapters discussing collaboration and advanced information literacy competencies. The various worksheets are topic-free; that is, they can be used in science, social studies, literature, and any other topic being studied, and they can be taught as a term paper clinic. In practice, this kind of manual encourages independent teaching of a research paper—in our opinion, an all-too-common practice known as turn teaching at its best and isolated teaching (the least effective method to recommend) at its worst. We quarrel with the notion that information literacy equates to doing a research paper. Information literacy is much broader in scope, now that social networking has arrived, and there are many learning standards for which a research paper is unnecessary. Yet, we shrink from criticizing something that the author did not intend to do. Thus, if you want a guide for teaching the research paper, then this one is worth examining because of its short, pithy teaching segments that can be prepared for almost-instant delivery. At the moment, there are efforts by the American Association of School Librarians and the Association of College and Research Libraries to cross the gap between high school senior and first-year college student. This guide helps build that bridge, even if it is just in the area of the research paper skill. (Libraries Unlimited, 2007. 159 pp. $35.00. 978-1-59158-446-9.)

Bottom line: If you want this kind of single-dimension approach, then this guide is recommended. Looking at a wider impact beyond the research paper will require a different guide.

A GUIDE TO GRAPHIC ORGANIZERS: HELPING STUDENTS ORGANIZE AND PROCESS CONTENT FOR DEEPER LEARNING, 2ND ED.
James Bellanca

Graphic organizers have become extremely popular with the advent of Inspiration and Kidspiration computer software. If you don't own those programs or if you want an introduction to graphic organizers, then this volume is a good choice. There are 25 graphic organizers explained, each with a reproducible master, and each can be used to help students extract information from

library materials, organize it, and think deeply about it. If any of your teachers are using fact-extraction worksheets, then have them substitute one of these to help kids do more than just cut and paste. A few of the types among the 25 include KWL (know, want to know, learned), web, starburst, fishbone, ranking ladder, PMI (plusses, minuses, implications or interesting attributes), spider map, agree–disagree, and so on. If you like these organizers, then you will not have too much difficulty designing them as wiki templates so that students can use them in the library and the classroom, in addition to the home. Wikis are usually free to construct, so they are a good alternative. A number of chapters at the end of the book give tips for working with students to improve their thinking, using these tools. (Corwin Press, 2007. 245 pp. $34.95. 978-1-4129-5300-9.)

Bottom line: Recommended for beginners wishing to use this effective educational tool.

THE COLLEGE STUDENT'S RESEARCH COMPANION, 4TH ED.

Arlene Rodda Quaratiello

The term *research* here refers to the finding and citing of information for whatever project has been assigned. Quaratiello concentrates on locating books, doing database searches, finding periodicals, exploring reference sources, selecting electronic resources, navigating the World Wide Web, and citing information from those sources. In this edition, the author updates every section to bring it as current as possible. So who is this manual for? High school seniors and college kids can use it in lieu of a library orientation session, where finding is the central element of the librarian's contribution. But, somehow, we just can't see loads of students who are impatient to get their assignments done spending any time at all reading a book on refining their search techniques. Worked cleverly into collaborative topical searches, maybe. But our quarrel is that research is so much more than finding and citing, these days, and the librarian who just concentrates on finding and locating with the students is missing the boat. We all have to remember that our comfortable friend Google is always there and always returns instant results.

All the more reason to pull student attention into weightier matters, such as the quality of information, analysis, synthesis, and big picture issues. Perhaps, we are unfair in suggesting what the author did not set out to do, but such a guide keeps reinforcing the stereotype that the librarian's role in information seeking is to help in finding and locating. Maybe this guide is a check for librarians who teach finding and locating as one aspect. Are there ideas or tips here we can use to help students in specific disciplines do focused research as opposed to plagiaristic "pick any topic" assignments? (Neal-Schuman, 2007. 168 pp. $45.00. 978-1-55570-588-6.)

Bottom line: Recommended with reservation.

GAMERS . . . IN THE LIBRARY?! THE WHY, WHAT, AND HOW OF VIDEOGAME TOURNAMENTS FOR ALL AGES

Eli Neiburger

There is a concerted effort on the part of many public libraries to attract patrons and conduct activities that market the library as a community center. Here in this book lies a challenge for one to conduct a monthly gaming contest for children, teens, parents, and community members. The author, who has much experience within this arena, provides a guide to conducting this activity, with lots of details, dos and don'ts, strategies, workarounds, and ideas for doing it up right. One can imagine such an event at the local school in conjunction with a parents' night to encourage attendance. Far-fetched? How do you attract parents to the school library? How can you work with the public library on this kind of project so that families get a public library card, become linked to the public library databases, and understand the important role that both libraries play in a person's life? "Bring 'em in for one thing, teach 'em another." We all need marketing plans. (American Library Association, 2007. 178 pp. $42.00. 978-0-8389-0944-7.)

Bottom line: This is worth considering. Recommended.

BOOKMARKIT

RACHELLE LASKY BILZ

ADULT BOOKS FOR OLDER TEENS

DEPARTED PARENTS

The book of lost things. John Connolly. Atria, 2006. $23.00. 978-0-7432-9885-8. This exceptional book about David, whose mother has died, is a perfect blend of reality and fairy tale. A marvelous coming-of-age story, this superbly written novel poignantly portrays grief and bravery.

Crow lake. Mary Lawson. Dell, 2003. $14.00. 978-0-385-33763-2. Lawson employs spare, sparkling prose to relate the story of the Morrison children, orphaned when their parents die in a car accident. Kate, 7 years old at the time, tells how her teenage brothers sacrificed their futures to care for their younger sisters. Affecting and powerful, this book ably portrays a family in crisis.

The dead fathers club. Matt Haig. Viking, 2007. $23.95. 978-0-670-03833-6. Haig has produced a splendid modern twist on *Hamlet*, as told by 11-year-old Philip Noble, whose father's ghost tells him to kill Philip's uncle. Funny, suspenseful, and sad, this book is a realistic reflection of adolescence and loss.

Vanishing acts. Jodi Picoult. Atria, 2005. $25.00. 978-0-7434-5454-4. Peopled with realistic characters, this novel tells of Delia Hopkins's discovery that her father illegally took her from her mother, whom she believed to be dead. This novel offers an intriguing look at family secrets, lies, and love.

A wicked snow. Gregg Olsen. Pinnacle, 2007. $6.99. 978-0-7860-1829-1. Traumatized by a horrendous fire that killed her family and revealed several bodies hidden in the yard, Hannah Griffin is attempting to lead a normal life, when she discovers that her mother is likely still alive. A quick read, this book will appeal to mystery fans.