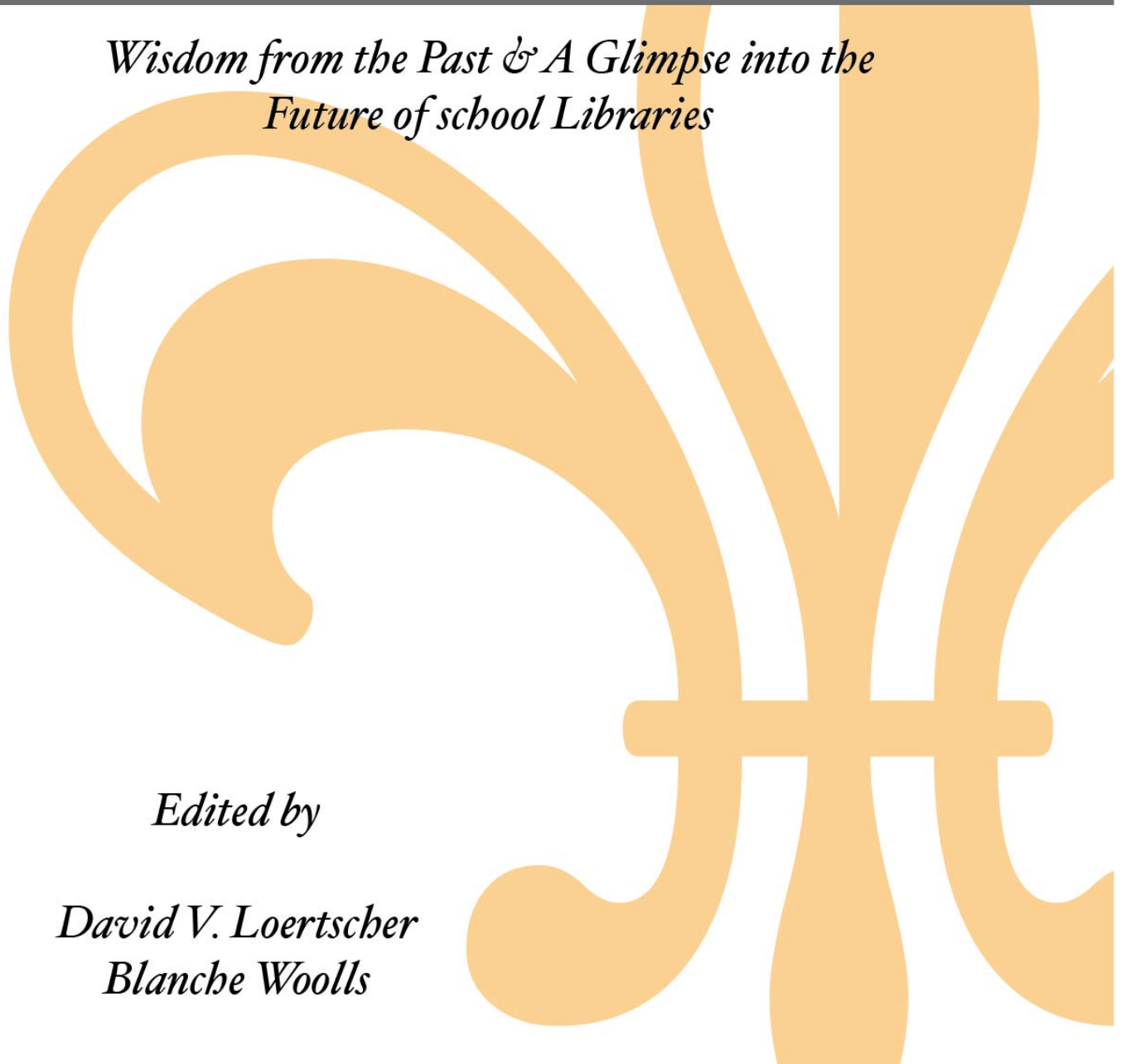


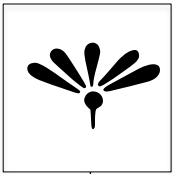
Symposium of the Greats:

*Wisdom from the Past & A Glimpse into the
Future of school Libraries*

Edited by

*David V. Loertscher
Blanche Woolls*





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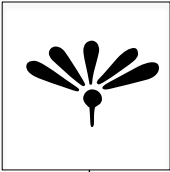


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Preface

When Blanche and Dave were in a reflective mood, we realized that we are a part of a spectacular group of leaders in a profession that all of us have loved, cared for, and contributed to our profession, and received back more than we ever could give. We thought about those who had retired or were nearing retirement and in our reflect about the 20+ years of the Treasure Mountain Research retreats, we wondered if we could gather together a group of the greats; the luminaries in school libraries to mix with the current crop or information professionals; that new generation of hopefuls to build into the future.

The first Treasure Mountain was created to bring researchers and practitioners together to talk about trends, research needs, and ways to gather the necessary information. The ideal time was chosen to precede the AASL National Conference in Salt Lake City and the site chosen was a hotel in Park City, Utah, birthplace of co-founder, David V. Loertscher. That success and those that continued before the National Conference led to meetings in hotels in state parks, church retreat houses, the “penthouse” in an academic library among others. This final meeting has returned to a hotel, the historic Seelbach, in Louisville, Kentucky, birthplace of another co-founder, Blanche Woolls.

Invitations were sent out to those addresses from previous Treasure Mountain retreats beginning with a quote from the book, *The Last Lecture*:

When Randy Pausch, a computer science professor at Carnegie Mellon, was asked to give such a lecture, he didn't have to imagine it as his last, since he had recently been diagnosed with terminal cancer. But the lecture he gave - "Really Achieving Your Childhood Dreams" - wasn't about dying. It was about the importance of overcoming obstacles, of enabling the dreams of others, of seizing every moment (because "time is all you have...and you may find one day that you have less than you think"). It was a summation of everything Randy had come to believe. It was about living.

Luminaries were invited to come to a celebration, A Colloquium of the Greats, to be held before the AASL National Convention on Thursday evening, November 14, 2019. Papers have been written and they are included in this volume which will be available online and in hard copy. We are hoping these papers and the discussion from our session which will be gathered and reported on a website at a later time will inspire those to whom we are entrusting that which we have taken a generation to build.

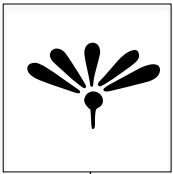
Several of our luminaries have written 3-5 page “last lecture” not only reflective of the past but a vision for the future. For those who will be in attendance, we are hoping they

can help think through opportunities and challenges requiring sage advice. We have, hopefully, attracted a large group of current building level practitioners, district administrators, library educators, retirees and others working our field, folks who have read, heard about, and who have benefitted in some way from the careers or our luminaries. A few of the contributors came to that first Treasure Mountain who became the core of leadership and the many others came to succeeding retreats, those who we have loved, admired, and learned from their efforts.

The papers in this book reflect the journey of our luminaries through their years and include a wide variety of activities, many of them created thinking outside of that predictable “box.” They have been professionals in a variety of positions doing things not often expected of a school librarian, but working diligently to further the cause of school librarianship. They have worked at the local, state, national, and international levels and they have described a path that others can follow.

In addition to this collection of papers, a timeline of school librarianship has been created with the “happening(s)” in a particular year and attributed to the luminary who made that happen with just a note about other contributions they have made to the profession.

This is a foundation for the future, the legacy left by others. Who continues to build, how those efforts are recorded and shared so that others can use and expand is dependent upon you, and we wish you well in helping continue this legacy



Timeline of Greatest Models for School Librarians

1876 **Public Libraries in the United States of America Part I 1876**

Report's short chapter II offered information from New York, Massachusetts, Michigan, Connecticut, Rhode Island, Iowa, Indiana, Maine, Ohio, Wisconsin, Missouri, California, Oregon, Illinois, Pennsylvania, Kansas, Virginia, New Jersey, Kentucky, Minnesota, and Colorado. The numbers of volumes in any library were very small and few were added each year. Crawford County in Indiana reported "Each township has a good bookcase and the books are kept tolerably well. In some townships they are not kept as well as in others. They get weak for want of exercise."

1900 **Mary Kingsbury** appointed to Erasmus Hall Library in Brooklyn beginning the history of professionally trained school librarians managing school libraries in the U.S. Her library was described as

A box-like room with shelves reaching to the ceiling. It's sole furnishing was a long table around which Miss Mary sat with a group of students. Her first request was for two step ladders, which provided access to the shelves and additional seats for pupils. Among the 650 volumes of the academic library were some books so rare that they were kept locked in a room to which only the principal had the key (*Wilson Library Bulletin* 26:51, September 1951).

1903 **Mary E. Hall**, was the second professionally trained person to be appointed as school librarian, and she described her school library in a 1915 article:

to realize what we mean by a "modern" high school library one must actually see it in action. . . . To have as your visitors each day, from 500 to 700 boys and girls of all nationalities and all stations in life, to see them come eagerly crowding in, 100 or more every 40 minutes, and to realize that for four of the most important years of their lives it is the opportunity of the library to have a real and lasting influence upon each individual boy and girl, gives the librarian a feeling that her calling is one of high privilege and great responsibility.²⁰

1911 Minnesota becomes second state to appoint a school library supervisor (Miller) p. 59.

1919 **C. C. Certain**, Chair of the Library Committee of the Department of Secondary Education of the National Education Association, together with the North Central Association of Colleges and Secondary Schools presented a report on “Standard Library Organization and Equipment for Secondary Schools of Different Sizes.” Following approval of both organizations, this report was given approval in 1920 by the Committee on Education of the American Library Association, and school administrators had their first national standard for high school library development.

1925 **Certain** Standards for Elementary Schools

1927 **Lucile Foster Fargo**, general assistant to the ALA Board of Education, was chosen to write a textbook, *The Library in the School*, as a part of the ALA’s Curriculum Study Series. This text remained under her authorship until 1947.

1936 **Ruth Marion Ersted** was appointed school library supervisor for Minnesota, where she provided advice and mentoring to many school librarians until her retirement in 1974.

1940 **Henry L. Cecil** and **Willard A. Heaps** publish *School Library Service in the United States: An Interpretative Survey*. Cecil was a superintendent of schools in Tonawanda, NY and Heaps was in the School of Library Service at Columbia University. This book had three purposes:

1. To interpret to the school administrator and student of school library development the importance and place of school library service in our educational program today.
2. To trace its growth and educational significance from the earliest school library consisting of a single shelf of books, to the broad concept of service which the school library of today implies.
3. To describe and analyze forms of administration and participation in the establishment and maintenance of school library service today. (p. 3-4, New York: H.W. Wilson Company, 1940)

1945, *School Libraries for Today and Tomorrow: Functions and Standards* (American Library Association. Committee on Post-War Planning **Mary Peacock Douglas**, Chairman of the Committee was described as “standing before a fiery session of the ALA Council asking approval of the new standards for school library program. Objectives raised ranged from frivolous to ignorant. She incisively disposed of each, approval was voted and *School Libraries for Today and Tomorrow* became a reality.” (p. 47 in Miller) In 1930 she was appointed the first state school library adviser in the North Carolina Department of Public Instruction and served until June 30, 1947 when she became the first supervisor of libraries in the Raleigh, North Carolina, city schools until she retired on June 30, 1968.

Previously, Mary E. Hall’s description of her library in 1915 had mounted lithographs, maps, charts, lantern slides, mounted pictures, a radiopticon, lantern slides, a Victrola with records in her library. These new standards added two brief paragraphs under “Audio-visual Aids” including “films, film-strips, slides, museum objects, radio programs, recordings and transcriptions, as well as flat pictures, maps and other nonbook materials...” (p. 22, full cite started above)

1949 **Margaret Rufsvold** took leadership in making different formats for school libraries essential when she publishes *Audio-visual School Library Service: A Handbook for Librarians* (American Library Association, 1949) encouraging school librarians to embrace materials beyond book formats. With her colleague and a Indiana University faculty **Carolyn Guss**, she published another landmark publication, *Guide to Newer Educational Media: Films, filmstrips, Phonorecords, Radio, Slides, Television* with ALA in 1961, their second edition in 1967 and the third in 1971.

1954, At the urging of **Ruth Ersted** and **Frances Henne** in 1948, Daniel Melcher established a column, “School Libraries” in *Library Journal* by Daniel Melcher. This became *Junior Libraries* in 1954 and renamed *School Library Journal* in 1974.

1957 **Mary Helen Mahar**, was appointed to the U.S. Office of Education as Children’s Library Specialist in the Division of Library Services, traveled the country to help local education agencies use the National

Defense Education Act funds school libraries. She became coordinator of School Library Services in the Bureau of Educational Research and Development, U.S. Office of Education, serving in a variety of positions, always noting any changes in school libraries. She gathered annual statistical reports of the status of school and public libraries to further those causes. She was an evaluator or an institute at the University of Pittsburgh where this author met her. Remaining friends for many years, this author was a guest at her apartment for her retirement party and watched her dance an Irish Jig.

Eleanor Ahlers accepted a position as Executive Secretary of the American Association of School Librarians, a position she held until 1961. She served as President of AASL in 1965-66 After her outstanding career as a librarian, a university teaching position, a Supervisor of Library Services at the Washington Department of Public Instruction, she joined the faculty at the University of Washington in 1966 and remained there until her retirement in 1976.

1960 The Preface to *Standards for School Library Programs* was written by **Frances Henne**, Associate Professor, Columbia University and co-chair of the Standards Committee, and **Ruth Ersted**, Supervisor of School Libraries in the Minnesota State Department of Education and the other co-chair of the Committee. This document expanded the collections to include specific uses and numbers needed of audiovisual materials as well as books.

1962 ESEA Title II **Mary Helen Mahar, Cora Paul Bowmar** were leaders in the effort to get a special allocation for school librarians as a part of the ESEA funding.

The Knapp Foundation grant, a five-year \$1,130,000 award to AASL and directed by **Peggy Sullivan** was to demonstrate the educational value of school libraries and to promote understanding to teachers and principals of their value. A second five-year grant for \$1,163,718 initiated the School Library Manpower Project to conduct a task and job analysis as well as to improve the education for school librarians and the recruitment to the profession. Peggy served many roles in ALA among others as President from 1960-61 and as Executive Director from 1992-1994.

1963 **Mary Virginia Gaver** published *Effectiveness of Centralized Libraries in*

Elementary Schools which “was the first and for many years the only study that linked the school library program with improvements in learning.” (p. 78 Miller) Her study was the basis for David V. Loertscher’s dissertation, “Media Center Services in Indiana Senior High Schools” (1973) and was a catalyst for the Keith Curry Lance studies beginning in 1993. Gaver served as President of AASL from 1957-58 and as President of ALA from 1966-67.

1966 **Frances Henne**, in an article, “Learning to Learn in School Libraries, gave perhaps the ultimate skill school librarians should teach:

For some students, and in certain schools, this may be many students, the only library skill that they should have to acquire is an awareness, imprinted indelibly and happily upon them, that the library is a friendly place where the librarians are eager to help. (*School Libraries* 15 (May 1966): 17.

1967, **Carolyn Whitnack** published a description of those qualities needed by school librarians in her Fall President’s Message in *School Libraries*.

She listed her qualities those who wished to become school librarians as:

1. Persons who are *committed*.
2. Persons who are *competent*.
3. Persons who are *cooperative*.
4. Persons who are *creative*
5. Persons of *conscience*.
6. Persons who are *courageous*.

Carolyn served as President of AASL 1967-1968

1969 *Standards for School Media Programs*, the joint publication of the American Library Association and the National Education Association changed the name of the person and the place and school librarians became school library media specialists in charge of media centers, a title that failed to catapult the information person in the school into a leadership position.

1971 **Jean Lowrie** establishes the International Association of School Librarianship in Jamaica. She was President of AASL from 1957-58 and

President of ALA from 1973-74. She was the first recipient of AASL's Distinguished Service Award.

Lillian Gearhart is appointed Editor-in-Chief of *School Library Journal* a position she held keeping school librarians apprised of trends through her editorials and through the articles she chose to publish and the columns she had written by experts in the field

Marge Tassia was Director of the Lab School Media Center at Millersville, PA when the Knapp Project was bringing visitors to that site to see the school library training program. She served as President of the Pennsylvania School Library Association and was awarded their Outstanding Contributor Award. She completed her doctorate at the University of Pittsburgh and served as a professor and Millersville until her retirement.

1975 For the first time, AASL and Association for Educational Communications and Technology are acknowledged as authors of the new standards, *Media Programs District and School*. These included the need for a district program as well as one in a single building.

1978 **Brenda White** and others in the Pennsylvania School Librarians Association debuted their three-dimensional display of a school library media center at the Pennsylvania Governor's Conference on Libraries and Information Services, the precursor to the 1979 White House Conference. Brenda took this display to other pre-White House Conferences in Ohio and Indiana. She later was a consultant in the Connecticut Department of Education and served as Director of School Libraries in Danbury Connecticut.

1979 "The Tellers Are Small but They Can Tell a Tall Tale," a May 30, 1979 *New York Times* article reported that **Lucille C. Thomas** of the New York City Board of Education's School and Media Center presented trophies to the 10 winners of the competition. Lucille's motto was "Showcase, Showcase, Showcase" demonstrating this through this annual city-wide event. Later she organized the celebration of School Library Month. Serving consecutively as President of the International Association of School Librarianship and Chair of the School Library Section of the International Federation of Library Associations, she

organized joint international events. She was the first African American elected President of the New York Library Association, served on the ALA Council and Executive Board, was awarded an Honorary Membership and her name was placed on the Freedom to Read Roll of Honor. Lucille was for many years on the Board of Trustees of the Brooklyn Public Library, often its President.

Rebecca Bingham is elected President of AASL. Director of Media Services in the Louisville Public Schools, she maintained that position when it was joined into the Jefferson County Schools. She served as the first African American President of the Kentucky Library Association and was a member of the 1988 AASL standards writing team. She was appointed to the National Commission on Libraries and Information Services by President Clinton in 1998.

Ken Haycock began editing *Emergency Librarian* later changed to *Teacher Librarian*. A prolific author of articles and books, he served as President of AASL from 1997-98 and as Executive Director of the International Association of School Librarianship from 19-- to 19--.

1980 **Doug Johnson**, as the half-time junior high librarian in a small Iowa town, received the school board's purchase of an Apple II computer for the small conference room in the library. While angry at first, he taught himself how to use it and then taught the staff its use and managed students coming into the library who wanted to play on it. For the remainder of his career, he has seen technology education and management as an important role for school librarians. His first article in a state media association journal, "The Virtual Librarian," became a part of his first book, *The Indispensable Librarian* (1995) and his column "Head for the Edge" ran from 1995 for 20 years in *Library Media Connection*.

1981 **Ruth Bell**, Director of Libraries for the Blue Valley School District, led the district to earn the School Library Media Program of the Year Award. She won the second award in 1993, and the legacy she left behind is shown in two other awards in 2009 and 2015. One of her school librarians remembers her suggesting that if you haven't had a conversation with your principal today that has something to do with the education of students, you are not doing your job. Another edict was

that the library was an integral part of the education program of the school. “We are not a service.” She was a member of the 1988 AASL/AECT standards writing team.

1983 was the landmark date when **Doris Epler**, Director of School Libraries in the Pennsylvania State Library and **Elliot Shelkrot**, Pennsylvania State Librarian launched the Access Pennsylvania, a statewide CD Rom database of all the holdings in the Commonwealth of Pennsylvania. This process carried through many years of digitizing shelf list records. This effort made it possible for patrons in all types of libraries to request materials that were sent to them free of charge and students across Pennsylvania were encouraged to get a statewide public library card.

Michael L. Printz is appointed to the Best Books for Young Adults Committee of the Young Adult Services Division of the American Library Association. Named “Teacher of the Year” for the Topeka Unified School District 501 in 1988, he retired from his Topeka West High School in 1994. The Michael L. Printz Award for Excellence in Young Adult Literature was first given in 2000.

1984 **Paula Montgomery** and **H. Thomas Walker** founded *School Library Media Activities Monthly* which was sold to Libraries Unlimited and was edited from that date by **Deb Levitov**. The name was changed to *School Library Monthly* in 2009. The last issue, May/June was published in 2015.

1986 **Marilyn Miller** begins her term as President of AASL. She also served as President of ALA from 1992-93. During her president’s year, she organized an effort to raise funding for a program to offer an annual grant of \$1000 for every school library and public library children’s librarian to buy books, Billions of Dollars for Billions of books. It was calculated that an investment of \$3 billion dollars could make this possible.

1987 **Margaret Chisholm** served as President of the American Library Association with her theme: Motivate, Inspire, Lead. She appointed a task force on Information Literacy that remained a part of ALA programming. “Chisholm’s career was associated most closely with school librarianship, library education, and higher education

administration.” (p. 30 in Miller, Marilyn L., ed *Pioneers and Leaders in Library Services to Youth: A Biographical Dictionary*, Westport, CT: Libraries Unlimited, 2003) Her 1976 book, *Instructional Design and the Library Media Specialist*, was in the AASL series on trends and issues.

1988 **James Liesener**, a professor at the University of Maryland, chaired the joint AASL/AECT Standards Writing Committee publishing *Information Power: Guidelines for School Library Media Programs*. This document stated that “The mission of the school library media program was to ensure that students and staff were effective users of ideas and information.” These guidelines also included a scale developed from computer tapes from the U.S. Department of Education. **Jacqueline Mancall** served as adviser to the analysis which was then used to establish three percentile levels for numerical counts of staff, collection, facilities and equipment, budget for three levels, elementary, middle/junior high, and high school, and for different sizes of school enrollments. This moved the “standard” for size from a number reached by a committee into a number based on real figures from real schools. Jacqueline served as President of AASL from 1994-95.

Barbara Stripling and **Judy Pitts** published *Brainstorms and Blueprints: Teaching Library as a Thinking Process*, a book that provided “creative strategies (brainstorms) and logical processes (blueprints) for secondary teachers and library media specialists who want to break the mindless research cycle by teaching library research as a thinking process.” (Preface p. xv to book) Barbara was a school librarian in Fayetteville, Arkansas, a Library Power Director, and Director of Library Services in the New York Public Schools before she joined the faculty at Syracuse University. She served as President of both AASL and ALA, and she was the recipient of the Lippincott Award in 2017..

1989 Before the AASL conference in Salt Lake City, the first Treasure Mountain Research Retreat, was held in Park City, Utah. Created by **David Loertscher**, **Blanche Woolls** and **Philip Turner**, their dream was to provide researchers in the field of school library media students an opportunity to share their research, gather ideas for research that was needed through interactions with practitioners in the field. Involving library professionals in the retreat was thought to be key to

ensuring that basic research could produce benefits and applications with meaning and value for school librarians working directly with students in school libraries. Both David and Blanche later served as President of AASL and both were recipients of the AASL Distinguished Service Award.

1992 **Ann Carlson Weeks**, Executive Director of AASL and YALSA, was appointed coordinator of the \$40 million National Library Power Program, a collaborative effort sponsored by the Dewitt Wallace-Reader's Digest Fund in cooperation with local education funds and public school districts. This project was designed as a demonstration project for the 1988 *Information Power Guidelines* and provided funding to create elementary and middle school library programs and to show their centrality to education in public schools. Ann was later Director of Libraries and Information Services for the Chicago Public Schools, on the faculty at the University of Maryland, and Director of the IMLS-funded Lilead Project.

1993 **Stephen Krashen's** *The Power of Reading: Insights from the Research*, (Englewood, CO, Libraries Unlimited) provided the basis for school librarians to continue their role in reading for students in their schools. Stephen's message spread beyond the United States and he has been a consultant in many countries and has been a frequent keynote speaker at conferences of the International Association of School Librarianship.

Keith Curry Lance, Marcia J. Rodney, and Christine Hamilton, *Impact of School Library Media Centers on Academic Achievement* (Castle Rock, CO: High Willow Research and Publishing, 1993) reported funded research on the value of school libraries with a full-time professional school librarians to the academic achievement of students. Many research studies continued, all with the same results, findings that have yet to resonate in school districts. Keith was a featured speaker when First Lady Laura Bush hosted a White House Conference on School Libraries in the East Room of the White House. His 2012 study, the fourth Colorado was the first, and perhaps still only, state study to tie school-by-school changes over time in school library staffing to changes over time in reading scores. Keith is also a recipient of AASL' Distinguished Service Award.

John McGinnis, Barbara Jeffus, Sandy Schuckett and Jeff Frost, lobbyist for CSLA and supported by then California Assembly Member **Delaine Eastin** were able to get S.B. 170 passed to create funding for The California Income Tax Form 540 providing a check-off box for taxpayers to check a box designating \$1 or more to be transferred to the California School Library Protection Fund (CSLPF), to be in effect for five years if \$250,000 was raised each year. This effort grew to become A.B. 862, the California Public School Library Act of 1998 (CPSLA) for a specific line item in the governor's annual budget. This funding was continued for three years from 1999, 2000, and 2001 and allocated \$28 per student in California's public schools for library materials and technology. Delaine was the keynote speaker at the AASL conference in Portland, Oregon and was later presented with AASL's crystal apple award for her continued support of school libraries.

Sharon Coatney, a school librarian in the Blue Valley, Kansas school district, visited the White House when her school was honored as a Blue Ribbon School. After retiring, she accepted a position as an Editor for Libraries Unlimited in 2002, a position she has maintained since that date. She was also elected President of AASL and honored with the AASL Distinguished Service Award.

1998 **Violet Harada** and **Jean Donham** represented AASL on the editorial team that finalized the AASL standards, *Information Power: Building Partnerships for Learning*. Again in 2008, **Violet** served on the team that produced *Standards for the 21st Century Learning in Action*. From 2004 to the present, **Violet** has jointly authored and edited nine books that deal with inquiry learning and assessment, leadership, and collaborative partnerships that are extensively used in library education and in-service programs for school librarians. **Jean Donham's** first professional publication in 1996 reported on her research into flexible scheduling in elementary school libraries. She went on to publish numerous articles and book chapters, as well as several editions of her book on school library leadership. Jean worked with the team that created the interactive *Planning and Assessment Guide for Empowering Learners*.

Deborah Levitov participated in the 1998 Information Power training in Illinois, which included the "It's not about you" message for school

library advocacy and she participated (2001) and presented (2003) in the ALA @yourlibrary marketing campaign retreats. The disconnect between the two messages solidified her belief that a clear definition of advocacy for school libraries was needed that differentiated between advocacy, PR, and marketing. It took almost 8 years but was accomplished by the 2005-07 AASL Advocacy Special Committee, which she chaired, with the development of the AASL Advocacy Definition, adopted in 2007. As managing editor of *School Library Monthly* she started an Advocacy column that ran for 10 years and continued in *Teacher Librarian* when she joined as editor in 2016. She contributed to the topic of advocacy through books, articles, presentations, workshops, and her dissertation, and by co-developing and presenting the AASL Advocacy Institute.

1999 The first school library focused researcher to receive a National Science Foundation grant, **Marcia Mardis** established the Michigan Teacher Network using digital resources for educators establishing one of the first educational digital libraries. Since that year, she had NSF funding for 23 uninterrupted years raising awareness at NSF that school librarians are included in the definition of “educators.” As a member of IASL, she edits their research journal, *School Libraries Worldwide*. She is also a recipient of the AASL Distinguished Service Award.

Debbie Abilock co-founded, with her son, NoodleTools, Inc. a research platform (after NoodleBib traffic brought down her school’s website). In 1997, she was founding editor of *Knowledge Quest*, AASL’s journal, and wrote over 60 columns for the themed issues. She was a *School Library Journal* Mover and Shaker in 2001 and, in 2017, was appointed to the ALA Publishing Division Oversight Board.

2001 **Joyce Valenza’s** Springfield Township Virtual Library wins the IASL/Concord School Library Web Page of the Year Award. Joyce initially developed the site with a group of students at Wissahickon High School way back in 1996. It scaled her resources and made them available 24/7. Many iterations of her virtual practice followed and it was used by thousands of her students and a few other.

Joyce, in 2010 suggesting #tlchat, a hashtag to inspire an online community of practice.



<http://blogs.slj.com/neverendingsearch/2010/04/20/lets-start-tlchat-2/>

I was thinking: *that there'd be a very easy way to separate the important teacher-librarian tweets from the regular stream of hundreds of wonderful tweets many of us get each day. Yes, I use lists as a tool, but sometimes I would like an even more focused discussion.*

In the spirit of #edchat let's separate out some of our own discussions so that they will be more findable and appear as more fluid conversations. I am proposing #tlchat! So when you tweet, and the tweet is really aimed for the school library community, simply use this hashtag #tlchat and let's see what develops.

2003. **Ross Todd** together with Professor Emerita **Carol Kuhlthau** established the Center for International Scholarship in School Libraries

(CiSSL) at Rutgers University. CiSSL led the state school library impact studies in New Jersey, Ohio, and Delaware and continues to provide summer institutes in Guide Inquiry for Student Learn. An Australian, Ross has been a consultant, trainer, speaker, and visitor in school libraries throughout the world and has often been the final speaker summarizing Treasure Mountain events.

2004 **Terry Young** is responsible for the publication of Scholastic's *School Libraries Work* a gathering of statistics from across the nation. This was provided free to distribute to teachers, administrators, parents and the community. It was last updated in 2016.

2005 **Carol Kuhlthau** receives the American Society for Information Science and Technology (ASIST) Research in Information Science Award. Her information research process, a model to encourage the information seeking behavior of students, was developed during two decades of research and continues under the direction of her daughters

2007 **Carol Koechin** and **Sandi Swaan**, both Canadians, teamed with David Loertscher to publish *The New Learning Commons: Where Learners Win*. They organized the first [Treasure Mountain Canada Research Symposium and Think Tank](#) in 2010 and Carol coordinated the writing of [Leading Learning: Standards of Practice for School Library Learning Commons in Canada](#), first published in 2014. In 2017, Carol was a co-founder of [Canadian School Libraries](#), a non-profit organization dedicated to professional research and development in the school library learning commons in Canada.

2009 **Barbara Immroth**, professor at Univ. of Texas Austin was give the Texas Library Association's lifetime achievement award. She had previously served as its president. She was also given the Beta Phi Mu Distinguished Service to Education for Librarianship Award in 2007.

2010 **Karen Gavigan** began research on the use of graphic novels in K-12 libraries and classrooms. Her research reports at conferences helped confirm the appropriate place of graphic novels in the education of students in both the U.S. and internationally.

2011 **Deb Kachel** was Project Director of the IMLS National Leadership Research Grant, “Supporting the Infrastructure Needs of 21st Century School Library Programs. She is also website editor of of <http://paschoollibraryproject.org/home>, a project which produced the 2012 Pennsylvania school library impact study. Since 2017, she has been leading the effort for bills in both the House and Senate in the Pennsylvania General Assembly calling for a certified school librarian in every public school. In 2013, her graduate students at Mansfield University produced the most detailed meta-analysis of school library impact studies to date, covering the 35 studies conducted. Deb is also recipient of the AASL Distinguished Service Award.

2016 **Linda Swarlis**, librarian at the Columbus School for Girls, volunteered her library as a site for school librarians to visit during the International Federation of Library Associations being held in Columbus. During this visit, a library director from [Kazakhstan](#), [Aida Agadil](#), saw the quality of the program and returned home to arrange for Linda to come two times to meet with librarians in her country. This willingness to share good programming is essential for other school librarians to observe great practice in librarianship.

2017 **Susan Ballard** was appointed to the AASL Standards and Guidelines Editorial Board, responsible for the development of the *National School Library Standards for Learners, Librarians and School Libraries*. A past president of AASL, 2012-13, she chaired the Standards and Guidelines Implementation Task Force to conceptualize the learning domains of “Think, Create, Share and Grow” key constructs. In 2019, she chairs the Task Force to Revise the AASL Position Paper on the Role of the School Library.

Sara Kelly Johns was named the first AASL Social Media Advocacy Superstar. She is presently President of the Northern Adirondack Library Association, a position she held two times previously. She was a member of the New York State Regents Commission on Library Services for the 21st Century, President of the New York Library Association, and AASL Standards Implementation Task Force.

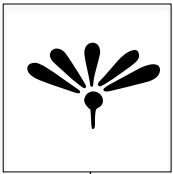
2018 **Carol Gordon** is elected President of the New England Library Association as it celebrates its 100th year.

Phi Delta Kappan published a special issue devoted to the topic of “all the other adults who matter in schools” An article by Lance and Kachel, “Why School Libraries Matter: What Years of Research Tell Us” summarized the last 20 years of school library impact studies and referenced the trends in school librarian employment they explored in their *SLJ* article.

Summary

Leadership to Luminary status seems to have the following characteristics:

- Our leaders belong to a number of associations inside and outside the library field and many of them have many experiences in the global society. They accept leadership positions within these associations helping guide programming to make sure their associations offer quality professional development.
- Working within their associations they accept roles that lobby for funding, work with any publishing arms to encourage quality books and articles for the profession.
- They mentor future leaders.
- They have been open to change, often developing the next improvement in working with children and student learning, then sharing it as widely as possible.
- They write for a variety of publications in the field and in other fields, sharing their knowledge of best practices with others in the profession. They share their knowledge of successes in school libraries with their teachers, their administrators, parents and their communities at large, advocating for school librarians and libraries in general.
- They lobby for school libraries within their schools, their communities, and the wider audience of state officials.
- They are innovators.
- They write proposals for funded projects, some to fund research and others to test programs.
- They are researchers who see the need for testing the best ways to teach, design programs, and show the worth of those things librarians accomplish.
- They lead by example.
- They lead.



A Professional Journey

Sharon Coatney

Senior Editor, Libraries Unlimited

In 2002, I had a decision to make. I had been working as a school librarian and teacher for 30 years in Kansas. The Blue Valley School District was offering a generous one time retirement package to teachers who had enough state retirement points to retire from teaching, and I had at that time had a successful career as an English teacher and a school librarian, the last 15 years having been in the Blue Valley School District as an elementary school librarian at Oak Hill School.

My District had won the AASL School Library Media Program of the Year Award (SLMPY). My school had been honored with a visit to the White House to receive the Blue Ribbon School Award for excellence. It was a wonderful school with a fantastic faculty and great students but as it happens, things were changing. The principal had retired; some of the teachers had opted to stay home with young children, and Ruth Bell, the Director of Libraries had also retired. Going forward would be a different experience. I had just finished my second master's degree (school administration) and I was ready for a change.

Many of my friends were taking advantage of this opportunity by simply going to another school district and doing the same job and still receiving the retirement from their district and the state. For them, financially, it was a good decision; however, I wanted to do something different. I wanted to do something that would have broader effect on student learning.

Winning the SLMPY award had given my school's library a lot of national exposure. We had visitors from many other libraries and people began to be interested in what I might have to say about school libraries and student learning. I began writing for publication, consulting and presenting at state and national conferences. I became much more active in AASL as a result and was asked to run for President which I did and to my surprise I actually won! I remember going to the ALA Midwinter conference after being elected and meeting David Loertscher, Barbara Stripling and Ken Haycock who were members of the AASL Executive Board that year. It was amazing. Those icons

had come alive and were talking to me! What to do after retiring became challenging choice.

I will always be grateful to the wonderful librarians in the Blue Valley School District, the administration and particularly Ruth Bell who taught me so much and gave me the opportunity to work in the District. Without a doubt this experience changed the trajectory of my professional life.

While still working as a practicing school librarian in Kansas, I began working as a consultant for the National Library Power Project visiting and working with librarians in inner city Philadelphia, Lincoln, Nebraska, rural Kentucky and other sites. Coming from a life spent in rural and suburban Kansas, these experiences were life changing for me. I specifically remember a library in Philadelphia which was unheated and under the gymnasium. The librarian, when I visited, was working with students in her coat, hat and gloves in an almost empty library. But the students were there; they were engaged. I still stand in awe of that woman.

Because of that experience I started a charity of sorts, asking the children in my wealthy school to raise money to send new books to that school in Philadelphia and many others over the years. We would have fund raisers throughout the school year and then in the spring, the students and I would pick out titles to send. We sent videos and letters so my students could get to know each other and develop a relationship. A few years later we found schools near us in inner Kansas City and a Native American Reservation nearby, both in great need. Then we were able to meet the students in person when we took the books to their schools. We all benefitted from this, and the parents in my school were very supportive.

Eventually I reduced my role to a very part time job as a consulting editor for Libraries Unlimited. I enjoyed finding books that would really help practitioners do their job better. As a school librarian I was always somewhat frustrated that many professional books were too much theory, not enough practical application to be immediately valuable or were just clever lessons that had no real application to curriculum or student learning needs not based on educational research at all. There had to be a common ground and that was the kind of book I enjoyed looking for.

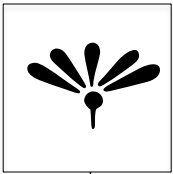
At the time of my retirement, Libraries Unlimited was located in Denver, Colorado and they were looking for a full time editor for their school library and teacher books. Ken Haycock who I had met when he was AASL President and I was his President Elect was on the Board of the company and had without my knowledge recommended me for the job. I am every indebted to him for that.

As I had decided to take the District's early retirement option but still wanted to work in the school library field. I went to Denver and interviewed for and was offered the job. I told them I needed the summer to decide; I was used to having the summers off! Libraries Unlimited gave me that time. That summer I did interview for a couple of library director positions in local school districts, both great opportunities; but in the end I decided that the opportunity to more broadly affect the school library profession and thus student learning was greater at LU and so I took the job.

Now almost twenty years later, I have never been sorry that I did that. I have had the freedom to be much more active in ALA and AASL and was given the opportunity to travel and meet and visit school libraries and librarians across the country and indeed worldwide. I have learned so much from those encounters and my authors over the years. It has been such a great privilege to read the work of Jean Donham, Carol Kuhlthau, Leslie Maniotes, Vi Harada, Blanche Woolls, David Loertscher, Helen Adams, Danny Callison, Deb Levitov, Mike Eisenberg, Barbara Stripling, Leslie Preddy, Carl Harvey and so many, many more. To have the opportunity to read and comment on their work out of my own experience has been such an honor and truly a graduate studies program in school librarianship extraordinaire!

I do believe that the literally hundreds of books that I have critiqued and guided into publication over the years have made a difference to our profession. I also am aware that my greatest asset as an editor has always been my years of practice. Whenever, I looked at a proposal or read a manuscript, I always read it through the eyes of a successful practitioner. Even though I left the practice long ago, I still look through that filter. Would this work? Would it help students learn? Is it doable and possible given curriculum, schedules or not etc. Nothing can replace those wonderful years with students. It has made all the difference.

School librarians have much to offer. As expert teachers and information specialists, they have the opportunity to have a phenomenal impact on student learning. School librarians are the lifelong learners. It is my greatest hope that they will see the need to broaden their effect. Publish, Speak, Travel, Visit, Consult. You have an unusual experience, a very broad unique look at schools and student learning that needs to be heard and shared. It is up to you to do just that.



It Takes a Leader

Jean Donham

Professor, University of Northern Iowa, Retired

As school librarians, we commit to developing a generation of readers, savvy information consumers and critical thinkers. While these are clearly goals for all educators, the school librarian plays a special role in contributing to the development of the skills, knowledge and dispositions represented in these goals. Being a "one-of-a-kind" professional within a school is sometimes portrayed as a lonely condition; rather it as an opportunity for leadership, and the notion of "leading from the middle" has always struck me as the ideal posture for the school librarian.

The leadership responsibility of school librarians was impressed upon me when I became the district coordinator of the library program in the Iowa City Community School District. In my first meeting with the superintendent, he presented my charge: "By the end of this year, you need to demonstrate that this library program is worth keeping." That expectation called for creating a vision of a library program that had impact on learning and teaching, mentoring all building-level librarians not only to commit to the vision but to act on that vision to impact all constituents, and helping school principals raise their expectations for their school library programs. Seventeen years later, AASL named the Iowa City Community School District library program its National School Library Program of the Year.

In 1996, a year-long case study of a school librarian establishing his or her role in a new elementary school led to publication of "The School Library Media Specialist as a Member of the Teaching Team: 'Insider' and 'Outsider.'" This study portrayed the unique position of the librarian. While it is not surprising that these teachers looked to this librarian for resources for their teaching, it is important to emphasize that teachers trusted the librarian's judgment and perception as being selective about the resources that were shared with them in terms of quality, meeting the diverse needs of children in their classrooms, and meeting their instructional goals.

More than a resource specialist, however, this librarian held a unique role in the planning process. As an "outsider" the librarian was in a position to ask naive questions that called on teachers to be reflective; for example, "What is it that you really want your students to take away from this learning experience?" In that role, the librarian stimulated reflective thought among teachers causing them to focus their planning on their intended outcomes. Likewise, this perspective of the school across grade levels and content areas gave the school librarian a birds-eye view of the school, a view that classroom

teachers could not have. This viewpoint allowed the librarian to help teachers see the long-view of their students' learning experiences bringing special expertise related to technology, inquiry, and learning resources. All the while, the librarian also held an insider viewpoint as someone trained not only as a librarian but also as a teacher, understanding the principles of learning and teaching and maintaining the respect of classroom teaching colleagues. The uniqueness of school librarians' views place them in a role of leading—from the middle—as a colleague and as a specialist.

A more specific view of the leadership role is seen in inquiry-based learning. The school librarian brings understands the inquiry process, and in particular understanding of the elements of a sound research query. In today's information environment, there is little challenge in posing "encyclopedic" questions that ask students to merely gather and report facts. In the view of the school librarian, this kind of information-seeking may be where inquiry begins: gathering background knowledge. But the heart of inquiry-based learning is the generation of deep questions to yield deep learning. To that end, the notion of concept-based learning offers an approach to research that engages students in seeking answers to questions that grow out of curiosity and that provide opportunities to employ the inquiry process that is a central principle of librarianship.

Advocating for this kind of deep learning again places the school librarian in the position of leadership. There is some sentiment that teachers can be uncomfortable with students posing questions that may or may not be answerable. Further, deep inquiry will require more time on the part of learner and teacher, causing teachers to express concern for the pressure to "cover" material, when in fact librarians would encourage students to be engaged in the "uncovering" and discovery of knowledge that comes from deeper learning. This difference in perspective again calls for the librarian to be the leader, to ask the questions of teachers that cause reflection: Do we want this activity to be a lesson in "googling" for facts or do we want this activity to be an opportunity to analyze and synthesize, to speculate and create? Can we replace the animal fact-finding quest with a conceptual approach that leads student to pose queries about migration, for example: questions like "How do animals know when and where to migrate?" or "What effect might warming climate have on migratory behavior?" or "What would be the effect on a given ecosystem if animals begin to find the area warm enough to no longer urge them to migrate?"

Now students are grappling with questions for which the answer does not reside in a Google search. Now, students are applying a research process that causes them to evaluate their sources of information for authority and bias, to integrate information from a variety of sources, to synthesize information, to

speculate, to understand that for some questions there is no definitive answer—yet. This is the kind of learning that will prepare students for the information universe of their generation, not the information landscape of previous generations. Yet, the school librarian must again exert leadership to shift colleagues' notion of information-seeking to a more complex level and to make the case that such inquiry is worth the time and uncertainty for the quality of learning that it promises.

Discussions of college preparation often focus on content learning. How well prepared are students in science? math? However, my nine years as a college librarian taught me that college readiness also means understanding how to engage in research in order to write an acceptable college paper. A content analysis of first-year college assignments revealed a number of competencies expected by college faculty. Students are advantaged when they arrive at college with understanding of a good research question, knowledge of authoritative sources, understanding of biases, practice at integrating information from various sources, skill at referencing found information without plagiarizing, understanding of the attributes of a thesis statement. It takes a posture of leadership to advocate among secondary school teachers, who tend to highly value disciplinary content, that the time taken to give students experiences at authentic inquiry will serve their students well when they arrive at the college classroom.

Librarians have an important role in technology leadership; indeed, technology offers many opportunities to advance learning. However, it can also serve to distract or undermine teaching and learning. The librarian, as an information expert, plays an important role in maintaining current awareness of the research surrounding technology's place in the teaching and learning environment. By monitoring research and sharing research-based evidence about technology, the librarian can pose reflective questions about the way technology is being used in schools. For example, recent cognitive science research brings into question the efficacy of note-taking by keyboard compared to notetaking by hand as well as distinctions about reading online compared to reading in print. Bringing this research to colleagues and generating reflective discussion on decisions about the most efficacious application of technology for learning calls for leadership, especially as parents press schools about the role of technology in the school without an understanding that effective technology use requires selectivity and attention to research evidence. The librarian can lead by starting the conversations--is what we are doing grounded in what is known about learning?

Early in my academic career, I investigated the efficacy of flexible scheduling. While weekly scheduling for classes in music, art, and physical education made sense, that common arrangement for library instruction in elementary

schools did not seem to be a good fit. Among the "special teachers" in the elementary school, the librarian is unique because the processes the librarian teaches are best taught in a context that comes from the classroom, if those lessons will be meaningful to students. Flexible scheduling affords the opportunity for librarians to plan their instruction *with* teachers so that is contextualized with classroom instruction. Scheduled into weekly classes, librarians are often teaching isolated lessons that may or may not have ready application to work that matters to students. The study revealed that, simply put, certain conditions increased the likelihood that flexible scheduling would work. Among these were a climate of collaborative planning wherein teachers and librarian could plan together for library instruction, principal support, a commitment to flexible access, and an information curriculum aligned with content area curriculum. Because flexible scheduling is often a new idea for our colleagues, achieving these requisites and implementing flexible scheduling requires the librarian to be the leader who articulates the value of contextualized learning and who can coordinate the integration of information curriculum and classroom curriculum to carry it out. Leadership calls for knowledge of the learning theory that underpins flexible scheduling, the communication skills to articulate its value, and commitment to carry it out.

Access to books is another principle that grounds the school librarian. Yet, it is not uncommon to clash with the classroom teacher's principles related to how many books or what kinds of books children may take from the library. A study of circulation policies indicated that too many school librarians in that study adopted a more protective and limiting policy toward access. Instead, asserting that the library is the open market for books that intrigue young readers calls for leadership from the school librarian.

The skills and knowledge of the librarian as an information specialist has perhaps never been more crucial to our democracy than it is today in a world of rapidly disseminated misinformation and disinformation. Librarians know the information universe; they know how to navigate it and how to assess the authority of information. Our various publics may or may not realize the value of the librarian in this information universe, and so it is up to us to raise awareness of the value of the library and the librarian's expertise for discerning how our channels of information can be manipulated to keep us in our echo chambers, how we can be overwhelmed by commentary that disguises itself as news, and how to verify information to support wise decision making. Jefferson had it right in emphasizing the importance of an informed citizenry, and future of our democracy can benefit from librarians leading the way toward citizens—young and old—learning how to manage today's information landscape. This takes leadership to assert with all our publics our profession's values, knowledge, skills, and commitment to quality information to inform decision-making.

Whether it is advocating for the importance of the inquiry process equal to the importance of disciplinary content or authentic inquiry-based learning, for access to whatever books respond to a child's curiosity or to flexible scheduling, the school librarian leads toward a learning environment that can advance progress toward goals of developing a generation of readers, savvy information consumers and critical thinkers. Such leadership calls for the librarian to remain aware of evidence available in research to support best practice. The leadership expectation for school librarians is not for the faint of heart, but the school librarian who leads can be a difference maker for all learners.

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Crossing Borders and Discovering Pathways to Professional and Personal Growth

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We do not learn from experience ... we learn from reflecting on experience.
--John Dewey

Crossing borders between past and present. My first professional career was teaching English in the New York City high school from which I graduated. As I crossed the border between student and teacher, I recalled Mr. McNamara's lessons, punctuated by stick figure cartoons he drew on the chalkboard that captured complex economic concepts. I recalled Mrs. Porrozzi's reading of Samuel Coleridge's poem, "Kubla Khan" which I memorized so I could own the experience of its haunting rhythm and rhyme. My teachers were my heroes but when they became my mentors, and eventually, my colleagues, I moved from a member of a student audience to an objective observer of teachers working behind stage. The familiar school I knew as a teenager became strange and unknown. I was learning that the past is another country and the self-knowledge I gained through reflection helped me to define the kind of teacher I wanted to become. Years later when I crossed the border from school library practitioner to information science researcher, I sensed that I knew the way. I was following the same pathway where I learned how to make the familiar strange in order to gain new perspectives.

As a high school student, I crossed a border between classroom and library. I was inspired by the small public library around the corner from my school. I started with the "A" shelf in the fiction section and worked my way through Jane Austen, the Bronte sisters, Willa Cather, Charles Dickens, George Eliot... I never spoke to the librarians and they never spoke to me during the four years I visited the library every week to return and check out books. I came to realize that was exactly what I loved about that library. In the school library, I did not have the luxury of reading what I wanted to read. There was never enough time for that, nor was there tolerance for conversation and the exchange of ideas. My school librarian was of the "Shhhh!" ilk. So, it was my public library that gave me permission to take the glorious reading journeys I experienced as a teenager.

It was this pathway that prepared me for Steven Krashen's work in literacy research. I identified with his free voluntary reading hypothesis based on

research findings that showed young readers improve their reading, along with spelling, grammar, and writing, by reading. (Krashen, 2004) Since reading improvement depends on deep and sustained reading (Wigfield & Guthrie, 1997) it is critical for young readers to engage in voluntary reading that offers free choice. I was motivated years later, as a professor and consultant, I was invited to visit seven schools in Shanghai, China to observe and comment on their school libraries and literacy programs. I recognized immediately the role Stephen Krashen had played in shaping literacy development in these schools. Students' writings and drawings of their reading experiences littered the walls. Every week students performed dramatic re-enactments of their favorite books for their classmates. Teachers offered training to parents in how and what to read to their children. When I visited an elementary school library, I observed a "reading lesson" as the librarian read a book aloud and asked questions that developed students' comprehension. This geographical border crossing raised an important question for me: Why is free voluntary reading research embraced by Chinese educators and not by those in many places in my own country? This question motivated me to conduct literacy research with Departments of Education and school districts.

I created, replicated, and studied an interactive online summer reading program that replaced restricted reading lists that favored the classics and privileged books. My focus group research found, sadly, that reluctant and struggling readers were spending their time reading "alternative" media which they had been conditioned to dismiss as not "real reading" In this virtual space that looked like amazon.com all students could engage in free choice as they browsed through the site and blogged about their choices and reading experiences.

How I became a school librarian. I began my professional life as a high school English teacher in New York City. Marriage, two children, and seven years later I was a homesick homemaker living in the Midwest, a thousand miles away from family, friends, and the city life I loved. I was ready to return to teaching but there were no jobs for which I qualified in my small town. I resorted to substitute teaching at a nearby high school and after two months received a phone call from the director of the adult education program. He offered me a job as a "roving teacher" which meant I had a caseload of 20-30 students whom I visited in their homes once a week. My car was my office as I circulated through the poverty-stricken inner city, often finding that my students' phones had been shut down or they had moved. Most of my students were black women who desperately wanted a high school diploma. The materials we used were special needs oriented but not oriented to adults or commercially produced procedural books on auto mechanics or homemaking. It was this experience that opened two critical pathways for me: working with economically disadvantaged minority students and creating curriculum for

them that was meaningful and dignified. *English for Adults Only* became the standard English/Language Arts text for the city and clinched my growing interest in school librarianship.

After deciding to attend library school at a university within a mile of my home, the summer I finished my degree someone from the Board of Education called me. It was late August and the middle school librarian had announced her retirement three days before the school year began. The middle school had never been racially integrated because the city had not complied with a Supreme Court mandate. The school was closing at the end of the school year and would re-open as a Job Corps Center. The children from this Black community would be bussed across the city to white schools. The community was outraged and organized, to no avail, to keep their community school open. I was charged with dismantling the school library, before I even knew how to manage one. I was responsible for distributing substantial print, audio-visual, and hardware collections across 13 school libraries in the city. In this unfamiliar and contentious scenario, I felt like a stranger in a foreign land.

It was time to learn how to use my new-found experiences as grist for the reflection that would guide me as I re-invented my professional life. The principal was a formidable figure, standing well over six feet tall. This former professional hockey player ran a tight ship. There was an assembly every Monday morning run by this “no nonsense” Black man who spoke to students with authority. You could hear a pin drop in the auditorium that resonated with his deep, steady voice. He counseled students on how to walk with confidence, how to dress appropriately, and how to maintain good hygiene. In his office he was soft-spoken and approachable as he mentored me in the language and customs of a culture foreign to me. He handled difficult situations with grace, even though he was receiving death threats from angry members of the community.

To my surprise crossing professional and cultural borders helped me to grow intellectually and emotionally. In need of translating my textbook perception of a school library culture into an environment that was safe and comfortable for my students, I started an unstructured after school program in the library where students came to play their music, eat their snacks, and experiment with cameras, overhead projectors and other 1970's technologies. I moved them gently to the stories and information that awaited them on the library's bookshelves. Library hours were extended closing at 5:00 pm every day. The library quickly became a safe haven for these latchkey children as the word spread that it was cool to hang out in the school library. On a November day the students decided to decorate the library bulletin board. They crafted a Thanksgiving table, with all the trimmings, from construction paper and posted their Polaroid photos around the table, along with a snapshot of me. We

had crossed the border between school and family as I learned that my students needed a safe harbor from the storms that were brewing in their neighborhood and in their homes before they could begin to function as library users. This was more than a step forward in my professional development. It was an insight that changed my conception of the kind of librarian I wanted to be. It was a moment of personal growth that led me to finding effective solutions that can normalize the school library as essential rather than expendable. Reflective journeys, marked by crossing borders, geographically or metaphorically, have been transformative experiences throughout my professional life.

Crossing cultural borders, again. Moving back to the northeast, I worked in a culturally diverse, but mostly white middle class middle school where none of the staff seemed to know anything about Black History Month. It was 1980, twenty years after the decade that yielded the Civil Rights Act and an era of protest that gave birth to Black pride. In partnership with a Special Needs teacher we transformed the library into the *I Have a Dream Museum* where students were guided by an audio tour through exhibits borrowed from members of the Black community. This brought Black history to life. Members of the Black community also shared their experiences with students, including a former cafeteria worker who hosted her friend, Thurgood Marshall, in her home where he wrote the Supreme Court decision of *Brown v. the Board of Education*. An African-American town official talked with students about what it was like to be a soldier in World War II while serving in a segregated army. A refugee from South Africa shared the film, *Seven Days in Soweto* and his first-hand experiences living with apartheid. Local television and radio stations featured an array of the library's multicultural programs, such as Cape Verdeans on Cape Cod, that drew local community members into the school to share the cooking, crafts, and music of their culture. The concept of library as museum expanded the appeal of the library as a living museum of the town's cultural roots. It was a transformative experience for our school and its community. Black history, sequestered on the library's shelves between the covers of books rarely read, jumped into the sunlight and the consciousness of Black students who could now feel proud of their heritage.

Crossing geographical borders. Pathways to personal epiphanies that drive the achievement of great things in one's chosen profession included for me the crossing of geographical borders that gifted me with the immigrant experience. It was my dream to live in Europe, immersed in a foreign culture and language, to cross the border between public and private schooling to see what I could learn and how good a school library could get with adequate funding, a highly qualified international faculty, and a diverse faculty and student body. School libraries enjoy high status in these schools partly because they are the primary source of English language reading materials that

support instruction, which is almost always in English. Some independent international schools were founded by educators that served, for example, the needs of employees of multi-national corporation or government officials and diplomats to educate their children in a “foreign” country. Some of these independent schools are proprietary but most are not-for-profit. Most are British and American. International schools and generally have grades pre-K through year 12 and sometimes include year 13. Some have faculty including local educators. Faculty worked way beyond the school day, but every six to eight weeks there was a one-week break when staff often traveled.

My school library served grades six through twelve with a collection of over 40,000 books and a bank of eight computers equipped with CD-Roms. Over the years this grew to fully equipped middle school and high school computer labs managed by an IT aide and a completely integrated instructional program that replaced the “computer teacher.” All middle school students learned technology skills on a need-to-know basis in the context of resource-based inquiry learning. There was a dedicated computer lab where students across grades six through eight experienced 10 to 13 sustained curriculum-based units of study every year. As head librarian, I, the IT director, and teachers collaboratively designed these units. The IT Director worked closely with me, and the library became the hub for the provision of administrative and educational digital technology.

My favorite project focused on ninth graders. The high school principal was concerned that students in this grade level were falling between the cracks. Eighth grade middle school students were benefiting from the integration of inquiry learning and the use of technology and digital resources while all tenth, eleventh and twelfth grade students were engaged in the International Baccalaureate program that challenged them to choose specialized areas of study in addition to their generalized program and to compose an Extended Essay that involved structured inquiry and the use of resources and data in a particular discipline.

Working with the English Department Chair and the Ninth Grade Advisor, we designed a performance-based program that required each ninth grader to maintain a journal that documented the progress of their projects. The only learning outcome that was not accepted was a research paper. Student projects included composing a musical piece, creating a fashion show, creating goals of bike safety program in the school parking lot, planning and executing a cultural artifact derived from their home countries such as an architectural piece or a meal. Since the projects used performance-based assessment, students created their own rubrics to evaluate their project outcomes. One of the goals of this ninth-grade project was to develop autonomy, self-discipline and self-evaluation, and the skills needed to successfully plan and execute a

project such as meeting deadlines and following directions. To this end, we created a self-management rubric that was used by the students as well as their self-selected advisors who met three times during the project to compare their descriptive evaluations. These advisors could be any adult except their current teachers.

An exhibition of student work, presented by the students at the end of the project, opened the school to the German community as well as to the entire school community. Teachers volunteered as judges to evaluate the students using the student-authored rubrics and a narrative that was entered into the students' permanent records. Grades were not given so that the focus was on the quality of the students' work based on student-authored rubrics, and their journals that were guided by writing prompts that addressed process. It allowed me to find out how good a school library could get when there were no restraints to designing educational programs that were guided solely by what is best for students. In crossing this geographical border, it seemed I had discovered a new frontier. My private school experience gave me permission to create programming with no holds barred. School administrators were open to change and traditional barriers such as scheduling and financing evaporated when they saw opportunities to support the diverse needs of their international students.

Crossing the border between practitioner and to researcher. My border crossing to Germany held a surprise benefit when an American university brought a doctoral program to Frankfurt. Professors came to the international school to teach accelerated courses from fall through spring. During two summers the doctoral candidates traveled to Boston to study on campus. My middle/high school library became a resource for the doctoral students since we had Dialog, the first online system for retrieving digitized information. During the year of data collection for my dissertation study, I was able to do an exchange with the head librarian of an international school in London where I conducted my doctoral research. Collecting my data for my study of how concept mapping does or does not affect the information searching of grade ten biology students, I learned the science of reflection that required the research to be unbiased, systematic, and analytical. It seemed as though all the pathways I had chosen were converging, blurring the line between my personal and professional growth.

Crossing the border to academic libraries. The most important perk of my international experience has been the ongoing friendships forged from a common international experience. By the time I left Germany, my Frankfurt friends had scattered the world, from England to Japan, taking on new jobs as principals and heads of other international schools. My life was enriched by their friendships, and also by the places they called home, many of which were

opened for me to visit, and many of them have come to the States to visit as well. The door has opened doors around the world for me, and I see the world differently now making me appreciate the value of putting one's own perspective into international contexts.

For the first year after returning from Europe, my consulting took me around the world Asia, Africa and back to Europe. This was an education in itself. At the end of that year I interviewed for the job of Education librarian at a university and was hired. It brought my school library experience to an academic library that had not yet transitioned from print to electronic journals, nor was the instructional role of the librarian a widely-held idea. It enabled me to bring not only the Education library but the School of Education into the digital world. This particular crossing was particularly satisfying because I was able to help professors and students to cross their borders between analog and digital, a challenge that all my border crossings had prepared me to take.

Crossing the border into Academia. My next transition involved moving from academic librarianship to academia to teach in the school library preparation program, advise doctoral students, and conduct research on school libraries. As I met my colleagues, it was clear that I was in the right place to pursue my research. Kuhlthau, Todd, Belkin, and Cantor were cited in my dissertation and journal articles. My dissertation adviser, Carolyn Markuson, introduced me to Carol Kuhlthau's work and I have been citing her work ever since. Carolyn also introduced me to Ross Todd, who was curious to meet the person who had written the article, "Is Fish a Vegetable: A Qualitative Study." These heavy hitters influenced my education as a researcher. All my pathways and border crossings have put me in their paths. Reflection, and particularly my pathways that involved making the familiar strange ultimately led me to studying action research whereby practitioners learn how to collect evidence, analyze it, and state their findings which inform their future actions in the course of their work as school librarians, but particularly with regard to instruction. It was a transformative moment when my colleague, Ross Todd, and I talked about action research as a tool of evidence-based practice, a paradigm shift that was brought to school librarianship by Ross. Our work together brought me to Australia and many other countries and helped me learn how to negotiate time zones, rigorous workshops and presentations, and the many borders, both geographical and metaphorical, which had prepared me for my role as a researcher.

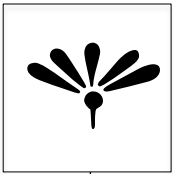
The groundwork for my research on action research methods had been created over the course of five years during my work as an academic librarian. Fortunately for me Susan Ballard was the school library and technology director for a school district in New Hampshire. Susan hired me as a

consultant to train school librarians to use action research methods. This was one of my favorite pathways that brought my work full-circle from making the familiar strange as a high school teacher to becoming a researcher and to finally bringing research methods to practitioner school librarians. After five rich years of working with Susan and her staff it became clear that action research is not only a tool for the professional development of school librarians; it is also a pathway to their personal growth through making the familiar strange.

Reflecting on the past, it occurred to me that while I often felt I walked the pathways of my career alone, there many others walking with me. My colleagues and friends have enriched my journey. Their like-minded collaboration, different perspectives, and friendships have challenged and encouraged me. I attribute to the richness of my career to a piece of advice that seemed arcane at the time: When opportunity knocks, answer the door!

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The Gift of Reciprocal Mentorship

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The learning commons or any other learning enterprise that is inclusive, holistic, and collaborative is founded on trusting and sustaining relationships. Meaning making and problem solving are communal and not solo activities. These relationships can take many forms: mentorship is one of them. The conventional notion of mentorship is having a senior member (mentor) transmit knowledge to a younger person (mentee). The mentor guides and advises over a period of time. In this type of relationship, the mentor is the information provider and role model. The mentee is primarily the recipient of the mentor's expertise and gains support and resources in the process.

Meera and I chose to take an approach that evolved into something more organic and reciprocal. We feel it's worth sharing because it speaks to the professional learning communities we need to grow as lifelong learners.

From Vi's Perspective

Topics such as the learning commons and learning as a partnership enterprise are dear to my heart. I have lectured in classes, published in books and articles, and presented at conferences on these themes. I have mentored graduate students while they were in the program and worked on collaborative projects and action research with practicing school librarians. Moving into retirement, I wanted to engage in a reciprocal mentoring experience with someone who would be assuming my responsibilities in the graduate program.

Last year, when Meera interviewed with our graduate program and accepted the full time instructional position that would take on the coordination of school librarianship, I realized that this was a once-in-lifetime opportunity to work with her in a unique mentoring adventure. I didn't want to simply leave her with a documented list of to-do items, my course syllabi, and a good luck coffee mug. I wanted us to be fellow travelers on this learner-focused journey.

Early on, I had to ask myself: much as I have always emphasized the co-construction of meaningful learning experiences for K-12 students, how could I use the same lens with a colleague? How could this result in deep and expansive learning for both of us? How do we build those tough and critical conversations about what and how we learn?

Working alongside Meera has given me fresh eyes to reflect on the learning process as a continual give-and-take where the mentor and mentee lines blur and switch depending on the situation. We are refreshingly different but equal. Last year, Meera and I agreed to experiment with a year of co-teaching two courses. This meant meeting on a weekly basis to examine existing course structures and requirements and working on session agendas together. We made critical discoveries in the process. While the conversations seemed one-way at the beginning with my sharing what I had been doing, gradually, I saw us moving into a co-mentoring relationship. I realized that I had developed many blind spots about how I had been doing things. Meera had a diplomatic and disarming way of raising the “how come” and “what if” questions that disclosed the areas we could examine and improve on. These questions focused on how to more effectively engage our students in both face-to-face and virtual class activities and how to reshape assignments to make them more robust and self-reflective. I felt vulnerable but tremendously excited about these changes that made us both accept some risks. We were giving our students greater ownership for their learning. For one, we decided not to have a textbook for a course we taught in information literacy instruction. Instead, we provided a suggested list of readings but allowed students to self-select other relevant articles to share in their weekly electronic logs. What we found happening was students more compellingly connecting readings from one week to the next and relating these experiences to class discussions. They were also looking over other students’ response logs and mentioning this in our class conversations.

This year, we continue our journey. Meera is taking the lead this time and I am offering to be a “guide from the side.” We continue to meet at least once a week where she can share questions, concerns, and a-ha moments. I listen. I confirm. I make suggestions. I share my experiences. Importantly, I realize that there is no cookie cutter recipe for best ways to develop reciprocal mentoring relationships. What I am seeing in our exchanges is that we have created time and space for open inquiry where we share understandings and questions and where we respect and leverage our differences. It’s not so much about my sharing any wisdom gleaned over the years as much as candidly acknowledging how much I don’t know and have yet to learn. Over and over again, a reciprocal mentoring relationship makes me marvel over the symbiotic power of synergy.

From Meera’s Perspective

A little over a year ago, I was given the opportunity to join my alma mater LIS program as an instructor. I hesitated to make the switch because I had just settled into an analyst position with Hawai‘i P-20 Partnerships for Education—an organization that works to improve Hawai‘i’s education systems from preschool through college. On top of that, I had not been on the

teaching side of a classroom for a few years. Still, it seemed wise to return to a program where I felt at home. I would even have an entire year to get ready to teach. Most importantly, my former professor, Vi, was eager to work with me during the transition. While I stayed full-time with Hawai'i P-20 to wrap up projects, she promised to help me learn the ins and outs of managing the school library media specialization, and she suggested we co-teach two courses during the 2018-2019 academic year. The summer before our first course, we set weekly planning meetings.

At the very beginning of this collaboration, I told myself I needed to make the most of it. After all, how many people are lucky enough to work alongside *the* Dr. Violet Harada? I saw this as a rare and special opportunity that I dare not squander. I set out to pore through everything she shared with me, go back to my own class notes from five years ago, and reflect on it all in some profound way. Instead, I found myself straddling two occupational spheres with little time to innovate, let alone reflect. I realized I needed to find overlap between my work as an analyst and my upcoming work as an LIS educator. For a while, I had been applying an inquiry approach to my data use sessions with educators. However, I was particularly anxious about one where I would have a mix of data novices and data experts. With a wide range of skill levels, I wondered whether inquiry would work well. Sharing this concern with Vi, she suggested I use graphic organizers. This approach leveled the playing field by allowing participants to formulate their thoughts before speaking aloud.

As we planned for our spring course in information literacy, I shared this success with Vi. We had been brainstorming ways to engage our neighbor island students participating through video conference. Many of our activities included using graphic organizers or chart paper to record ideas in small groups. I suggested we have the students collaborate in real-time in Google Docs, and she encouraged me to try this. Collaborating on Google Docs became a common way for us to get everyone to share ideas and build cross-island connections. Realizing the success of this strategy, I then applied this to my analytics presentations, and found that real-time, online collaboration worked well for educators, too. These successes helped me build confidence that I could improve my teaching for both graduate students and professionals.

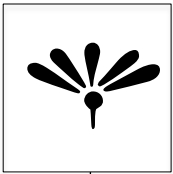
However, my weekly meetings with Vi were no walk in the park. She gave me an increasing responsibility for designing course materials. As I shared my drafts, I was reminded of being her student: Vi always has thoughtful questions for further expansion or refinement. I found myself wishing I had accomplished more, and felt I was producing at about half as much as I had when I was her student. Ultimately, I feared disappointing her and myself. Two things saved me from a total meltdown in this process: the first is Vi's endless patience and calm energy, and the second is my awareness that if I kept pushing too hard, I might be shaving years off my life. I had to accept

that I took on more than I could do at my full potential, and I began to let go of the idea of having perfect materials and plans. Instead, with Vi's encouragement, I shared my learning progress with our students. After I modeled a high school lesson on skimming, I wondered aloud whether high school students would understand the complex article I had chosen. By opening this up for discussion, I learned that even some graduate students struggled with skimming as a reading technique. My students' honest feedback helped affirm that although my lesson might be challenging, it would help students learn the critical art of skimming before they reached college. This sense of affirmation required me to ask my students to critique my ideas, which I may not have done without Vi's suggestion.

Vi's approach to mentorship has shown me that mentors enable others to become stronger versions of themselves. Thanks to Vi, and to my own willingness to share, I am becoming more comfortable and confident in my teaching practice. She hears my ambitious ideas, pushes me to try them, and lets me know it is okay to fail and learn from the process. In our first year working together, Vi was an idea generator, giving me opportunities and examples that I could learn from and lean on. Once I joined the LIS faculty full-time, our weekly meetings shifted. I am now in a position where I can notice opportunities and challenges, grapple with them on my own and with other colleagues, and then use Vi as a sounding board—one with lots of institutional memory and years of experience. Over the last eighteen months, I have gotten practice in exchanging ideas, co-designing course materials, and seeking feedback from my own students. As knowledgeable as mentors may be, these abilities cannot be taught via one-way conversations. Rather, these are best learned together through a process that requires vulnerability, shared ownership, and trust.

Our Concluding Thoughts

A changing world calls for leaders with the capacity for collaborative, socially responsible forms of leadership. Reciprocal mentorship plays a role in helping partners formulate and grow in their leadership identity, and therefore their capacity for deepened self-knowledge and understanding. Peter Senge described the leaders in a learning organization eloquently in his seminal work, *The Fifth Discipline: The Art and Practice of the Learning Organization* (1990) as an enterprise “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.” (3) David and Blanche, our perennial leaders and peerless role models, have invited all of us to this event as an opportunity to “pass the torch.” Meera and I envision our continuing journey not so much as torch bearers but as lifelong learning partners.



10 Traits of Successful School Librarians

A Last lecture

Doug Johnson

Retired Director of Technology, Brownsville-Eagan-Savage, MN Public Schools

I've been a school librarian or school library supervisor since 1979. In the nearly 40 years since I've had the pleasure of working (and socializing) with many outstanding individuals: Librarians who've make a huge difference in the lives of both the children and adults with whom they work. Librarians who have a passion for books, for technology, and for ideas and, by sharing those passions, imbue others with them. Librarians whose jobs never seem to be on the cutting block.

The librarians I most respect for their success share many of these traits:

1. **They value people more than stuff.** It's funny how the best librarians don't seem to worry much about lost, broken, or overdue materials. They worry about the people they serve and in caring for patrons, those lost, broken, and overdue things seem to simply not be a problem. Good relationships, not lots of rules, are effective for these individuals. Their goal is to bring back all the readers, not bring back all the books.
2. **They own the responsibility for the effectiveness of the library program, but not the library itself.** These librarians, the most respected, understand that the entire school "owns" the library, not them. They are the custodians of this jointly-owned resource. All advocacy efforts have at their core What's In IT For My Students/Staff (WIIFMS) They will never refer to where they work as "my library," but as "our library."
3. **They over communicate.** Respected librarians understand that those in schools with discretionary time and discretionary budgets need to be very transparent about how their time and budgets are spent. They understand that others cannot advocate for a program if they don't know what that program does for students. Administrators, teachers, and parents *all* know the exciting things happening in the libraries of the best librarians because through deliberate, regular communications (print, electronic, and social media) they are shown.
4. **They understand the long view and are critical to the overarching mission of their parent organizations.** Collaboration is not just between themselves and classroom teachers. They are also collaborative leaders, serving on building committees - curriculum,

building, planning, etc. The role of the library becomes deeply embedded in making other individuals, programs, and the school itself successful. Effective librarians know and understand state and national library standards, but they tailor them - selecting some, rejecting others - to meet the specific needs of their buildings, staff, and students. They take on jobs and acquire resources that may not have been covered in library school but are mission critical in their work environment. They are flexible about everything but their values.

5. **They build and use Professional Learning Networks.** The best school librarians learn from and share with others in the profession. For some of us, library school was nearly a half century ago - before personal computers, the Internet, and, believe it or not, smart phones. As my role changed with both the changes in public education and the infusion of technology, it was my peers during conferences, in professional journals, in webinars, and in listservs (LM_Net and my state mailing list) who shared their experiences, solutions, and frustrations. Thankfully, one does not need to be all that smart if one has smart colleagues. BTW, I hope you are paying more attention to the folks sitting beside you at conferences than the crusty old farts like me who were invited to participate in this “luminary” event.
6. **They create safe and welcoming environments.** For students, the libraries created by these librarians become Oldenburg's "third place" - a space of comfort, welcome, and safety. Great librarians take pride not in collections, technology, or furniture within the library walls, but in the groups of students, especially those who may not "fit" in the regular school societies, working and playing in the space. It seems these folks' libraries are rarely empty. As my student Chinedu once stated, “Ah, the library. It is my home away from home.”
7. **They know that empowering others is the source of their own power and security.** Too often people believe job security comes from having knowledge that no one else has. But as my dad liked to say, "The graveyard is filled with indispensable people." The librarians I know who are critical to their organizations are not knowledge and skill hoarders, but natural teachers who help others develop life-long skills in technology use, information evaluation, communication, and problem-solving. Even when doing the job is faster than teaching another how to do it, they grit their teeth and teach. And keep their fingers off the learner's keyboard.
8. **They swing both ways: literature and technology.** The bifurcation of the profession started just as I entered it in the early 1980s. Yet the best school librarians retained interest, knowledge, and skills in both children's and young adult literature as they learned how to use technology to find and communicate information. Most of us in the

profession have a preference, lit or tech, but the best support both and find powerful ways to combine them.

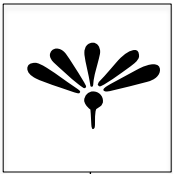
9. **They put the needs of children before the wants of adults, even when it means being subversive.** 'nuf said.
10. **They are mission driven.** Angela Falkenberg wrote "...my mission is to guide students' development towards a love of reading and passion to use their knowledge to achieve their dreams as they learn to navigate the world. ... I simply want students to believe in their possibility." KnowledgeQuest 5/7/18 <<https://knowledgequest.aasl.org/jason-reynolds-connects-with-students-during-school-library-month/>> It was Angela's words that were the impetus for the thoughts in this last lecture. She reminded me that truly great librarians let a greater purpose drive them, give them courage, blunt criticism, let them sleep well at night. For many years, one of my keynote talks addressed courage as a vital technology skill. But I have since come to realize that courage is a necessity for all successful individuals.

I suspect there is little in this list you've not heard or read before. I am sure I have missed some attributes of the best librarians I've known. Pat yourself on the back a bit for the qualities from this list that you display. Work on those you don't.

After 40+ years, I am sure as heck working on a lot of them myself.

As to the future? As with most professions, the successful librarians in the years to come will be those who are most adept at affective skills. Empathy and creativity will separate those who thrive from those who simply survive in our little field.

[Written in response to this request.](#)



An Interview

Stephen Krashen

Professor Emeritus, University of Southern California

Stephen Krashen, our honored reading researcher, was planning to join all our other luminaries during our meeting in Louisville when he learned his granddaughter was celebrating an event in her life that no grandfather would miss. He agreed to respond to a series of questions that would have been posed to him had he been in our presence. These are recorded below.

In response to questions posed to me, I suggest that our biggest priority is encouraging and facilitating self-selected reading, understanding the current phonics movement, the importance of reading (and the role of the library) for career preparation, and the rise of the “open-access” movement.

What do you think school librarians should be focusing on with reading in their schools for the immediate and more distant future?

We need to continue to focus on access to books and providing a time and a place for our students to do self-selected pleasure reading, Here is what self-selected pleasure reading does:

1. Pleasure reading is by far the most effective way to improve reading comprehension, vocabulary, spelling, and writing ability. It is much more effective than direct instruction (Krashen, 2004). This finding is consistent with the Comprehension Hypothesis, the claim that we acquire language and develop literacy by understanding language input (Krashen, 2003).
2. Pleasure reading also improves knowledge in a variety of areas: People who read more know more about history, literature, science and even practical matters. Much of this knowledge comes from reading fiction (Stanovich and Cunningham, 1993).
3. Fiction readers positive and valuable “habits of mind:” They have greater empathy with others, and understand that the world is complex (Kidd and Castano, 2013).

Access

It is reasonable to hypothesize that more access to reading materials means more reading and thus more literacy development. This hypothesis has been confirmed in a number of studies showing a positive relationship between library quality and reading achievement in the United States (McQuillan, 1998a; Lance, in Scholastic 2016, and studies reviewed in Krashen, 2004).

International studies show the same pattern, using a standardized international reading test given to ten-year-olds in over 40 countries. Students in schools with substantial school libraries did better on the PIRLS (**Progress in International Reading Literacy Study**) test. (Krashen, Lee and McQuillan, 2012).

Poverty

Children of poverty generally do not do well on tests of literacy: The obvious reason is that they have little access to books and other reading material. Libraries are often their major and sometimes their only source of books. The school library can mitigate the effects of poverty: Some studies show that the library has a larger effect than poverty on tests of literacy (Krashen, Lee, and McQuillan, J. 2012).

As an internationally recognized researcher on reading, what are the trends in reading research today?

Unfortunately, the current trend is intensive systematic phonics, a method that attempts to teach all the rules of phonics in a strict order to all children.

Proponents claim that the research supports systematic intensive phonics and may even suggest that teachers who do not use it are guilty of malpractice. Coles (2018) refers to the current phonics movement as cryonic phonics, referring to bodies once frozen for preservation, and now restored: the phonics movement is suddenly loud and strident after years of quiet. The new movement is largely the result of the media, not the discovery of convincing new research findings.

Here are serious objections to the conclusion that children need to learn the rules of phonics through intensive systematic phonics.

- (1) Researchers admit we have not discovered all the rules. Yet, competent readers behave as if they know them.
- (2) Even among those rules that have been described, some are extremely complex. Still, competent readers behave as if they know them (Krashen, 2002a).
- (3) Many children learn to read with little or even no phonics instruction (McQuillan, 1998b.)
- (4) Studies show that systematic intensive phonics produces strong results only on tests in which children pronounce words out of context. Systematic intensive phonics has little or no impact on tests in which children are required to understand what they read. The best predictor of performance on tests in which children have to understand what they read is real reading, especially self-selected reading. (Krashen, 2009; McQuillan, 2019).

Of great interest is the finding that children who read a great deal do well on both kinds of tests. They have subconsciously “acquired” the rules of phonics (Krashen, 2002b). Those who have consciously learned the rules have only learned a small subsample of the rules and cannot apply them easily to read reading for meaning.

To my knowledge, there has been no response to these objections.

What do you think school librarians should be focusing on with reading in their schools for the immediate and more distant future?

What we should not be trying to do is prepare students for specific employment in the distant future.

The current push is to prepare students for STEM-related professions: We are told there is a serious shortage in this area. But empirical studies have not supported this claim. For example, Salzman and Benderly recently (2019) concluded that “..evidence suggests .. the U.S. education system has produced ample supplies of students to respond to STEM labor market demand. The ‘pipeline’ of STEM-potential students is similarly strong and expanding.”

The shortage myth has been with us for quite a while. Bracey (2009) concluded that "... the impending shortage of scientists and engineers is one of the longest running hoaxes in the country" (<http://www.schoolsmatter.info/2012/08/bracey-impending-shortage-of-scientists.html>)

It has been suggested that the reason for the myth is the desire of corporations to lower requirements for visas in order to hire highly competent engineers from other countries for less money (Teitelbaum, 2014)

“It’s hard to predict, especially about the future.” (Yogi Berra)

We have no idea what kinds of work will be needed in the future and what kinds of preparation they will call for. Today’s preschoolers exposed to STEM activities may develop competences that are useless twenty years from now. What we think are “21st Century Skills” may be obsolete by the middle of the 21st century.

What we should be doing instead: Helping students find their own interests and helping them develop their talents.

One powerful way school and especially libraries can help is to encourage free voluntary reading. As noted above, those who read more not only develop higher levels of literacy, they are know more about a wide variety of topics as

well as develop positive “habits of mind”: these advantages do not come from “study” but from enjoyable reading, including reading a great deal of fiction (Krashen 2004; 2016a)

Support for the claim that pleasure reading contributes to career success comes from a variety of sources.

Simonton (1988) summarized a number of studies and concluded that “omnivorous reading in childhood and adolescence correlates positively with ultimate adult success (p. 111).

Emery and Csikszentmihalyi (1982) compared 15 men of blue-collar background who became college professors with 15 men of very similar background who became blue-collar workers. Those who became professors lived in a print-rich environment and did a great deal of reading when they were young.

Michael Faraday (1791-1876), the most outstanding scientist of his time, grew up in poverty in London: he had to leave school before he was 13 and went to work for a bookbinder, who also owned a small bookshop. His employer encouraged Michael to take some time and read some of the many books surrounding him, Faraday did exactly that for the next five years, From his reading, he developed a deep interest in science, and he started to attend lectures and classes (Howe, 1999 p. 266). Working as an assistant to a famous chemist, Humphrey Davy, Faraday took advantage of the facilities available to him and "plunged into research of his own" (Howe, p. 102) at age 21, and published his first paper at age 25, leading to his stunning career.

We need diversity to survive

Csikszentmihalyi, Rathunde, & Whalen, 1993) argue the survival of the human race depends on people developing different talents:

"If we were all more or less alike, humans would grow into narrowly specialized organisms. It would be difficult for us to adapt to changing conditions ..." (p. 23)

Researchers in academia are compelled to publish and to publish in recognized journals. You have written about the need for open source publishing of research findings; How do you think this may expand for acceptance in the academic communities

I have joined a movement, led by mathematician Timothy Gowers, of scholars and writers who publish their work only open-access journals, and not in the usual “prestige” journals.

Open access journals do not charge the author or the reader for publication. The rise of these journals is a reaction to the very high prices now charged for journal subscriptions, reprints of articles, and professional books. This is happening in several fields and in several countries.

For example, an article in the Guardian (UK) reported that “Harvard University says it can't afford journal publishers' prices ...” The subheading stated:

“University wants scientists to make their research open access and resign from publications that keep articles behind paywalls.”

[<https://www.theguardian.com/science/2012/apr/24/harvard-university-journal-publishers-prices>]

Albert P'Rayan, in a major newspaper in India, the Hindu, supported open-access in “Make Knowledge Free.”

(<https://www.thehindu.com/education/make-knowledge-free/article26348594.ece>)

Recently, the American Mathematical Society recently (October, 2019) posted a list of open-access journals in mathematics

[<https://www.ams.org/publications/journals/open-access/open-access/>].

There are two problems with the open-access plan, but they can be solved and progress is being made on both fronts: First, university scholars need to publish in the usual prestige journals in order to be hired, earn a better salary, and be promoted. If those of us who are no longer concerned with the university ladder of success publish in open-access journals, it will gradually become the norm.

A second problem is the availability of articles already published in prestige journals. As noted above, reprints can be purchased from the journal publishers, but the price is very high (usually around \$40 per article) and the publisher, not the author, gets the money. This problem will gradually disappear as more is published in open-access and as these papers are made available, both by the authors (mine are available at sdrashen.com) and through helpful organizations such as researchgate.

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“Last Lecture” Remarks about the Current Status and Future of School Librarianship and School Library Research

Keith Curry Lance
RSL Research Group

I was very flattered to receive an email from David Loertscher in May 2019, asking me to share some thoughts about the current status and future of school librarianship and school library research. As I am not, and never have been, a practicing school librarian, the only reason I could possibly merit what they are calling “luminary” status is by having been involved in so many school library impact studies since the 1990s. Nobody could have been more surprised than I was that the 1992/93 study, *The Impact of School Library Media Centers on Academic Achievement*—aka *The Colorado Study*—would launch a new, long-running line of quantitative research about school libraries and standards-based test results.

As most well-informed on the topic know, I was not doing anything original. I just happened to come along in the right place, Colorado, and at the right time, the 1990s, to have the opportunity to fulfill, as best I could, a vision articulated by Professor Mary Gaver of Rutgers. If she had lived and worked in an era that included desktop computers with high-powered statistical software as well as ubiquitous state-mandated, standards-based testing, I’m sure she would have done the research herself. Ironically, while most of us understand the profound limits of standards-based testing—not to mention the devastating toll it has taken on U.S. public education—it is a simple fact that a quarter-century of impact studies would not, and could not, have happened had it not been for the ubiquity of such testing and the high stakes put on their results. Except for their ubiquity, the data necessary for the research would not have existed. Except for the high stakes, nobody would have cared enough to bother funding research like ours.

It did not take me and my colleagues long to figure out why so many folks were clamoring to have us conduct replications of the Colorado study in their states. As human nature dictates, everyone likes to think their situation, their community, their state is unique. Something that might have been found to be true in one state might or might not be true in another state. Thus, many felt a need for a study that related the contributions of school libraries and librarians to their state’s test results.

Before going any further, I want to acknowledge another reality: my colleagues and I were not the only people conducting such research. We’ve certainly done

more such studies than anyone else; but others have contributed substantially to this line of research, and many of them have improved upon our work—mostly, those who spent less time tooting their own horns about it. So, know that I acknowledge and appreciate that, while we may have been the most prolific research team devoted to this topic, we were, and are, by no means the only one.

Another peculiarity of the series of impact studies concerned the fact that we—first a team based in a unique library research center at a state library agency, later a team of private consultants—were the ones conducting them. Why, one could be forgiven for wondering, weren't those studies being conducted by library and information science scholars at universities that confer ALA-MLS degrees? I think there are two answers to that question. At the time and perhaps still today, LIS programs, generally speaking, did not, and still don't, employ as faculty many people with advanced quantitative research skills. Surely, there have always been some; but, relative to other fields, such as education research and public administration, surprisingly few. While it is surely an over-simplification, I have joked for years that I built a career on being a number person in a profession full of word people. Another very important factor, I believe, was the funding available for such research. It took 3 years and 3 attempts to obtain funding from the U.S. Department of Education for the first Colorado study. Almost all of the other impact studies in which I was involved were funded by state library agencies, either directly or via grants to, or contracts with, statewide library or education organizations. To put it mildly, they were not big-budget projects, particularly compared to what it would have cost for qualified academics to do them via their institutions. You see, there is this little thing called "indirect cost." Practically all federal grants, whether for research or anything else, involve handing over a substantial percentage of a project's funding to the sponsoring institution. Indirect cost is rationalized as helping to pay for the university's overhead—the involved faculty member's office space, computer and Internet access, office supplies, postage, phone bill, etc. Whether or not you buy that rationale is immaterial; the bottom line is that it bleeds off a big chunk of the available funding for something other than the project at hand. My best guess is that very few academics, even if they did feel qualified to undertake such research, could have afforded to be as generous with their time as they would have had to be, given what little would be left of a modest research grant after paying indirect cost. In short, the only reason so many state impact studies were conducted is because we were able to conduct them on a relative shoestring.

Perhaps you have wondered why someone hasn't done a national school library impact study. The answer is a simple one. There is no available data about national testing results with which to assess student achievement across state

lines. If you know about the National Assessment of Educational Progress, NAEP, tests, you may question this claim. Permit me to explain. Young and innocent as I was at the outset of my involvement in this research, a national study using NAEP data seemed the obvious way to go. One study, covering the whole nation all at once. Easy-peasy; mission accomplished. No. Believe it or not, when I contacted the National Center for Education Statistics back in the late 1980s, when our first study was being conceived, I was surprised to learn that, in fact, district level results, never mind school level ones, on the NAEP tests were not available to researchers like me. Not under any circumstances. Thinking aloud, after confirming that such data did exist, I suggested, with regret, that I would have to take the more laborious route of surveying individual schools and asking them to report their local NAEP results to me. To my shock and consternation, the person on the other end of the line notified me, in no uncertain terms, that such a move would be subject to prosecution. So, believe it or not, that's why there has been no national study of school library impact based on NAEP scores—at least, involving my team. Devoted as we are to this research, we were not willing to risk fine or imprisonment for it. Besides, it probably never would have worked to compile the data in such an ad hoc way, as we would have had no way of assessing the accuracy of the reports.

I doubt there is anyone, particularly in academic circles, who will disagree with my opinion that quite enough school library impact studies replicating and improving upon the work we began in Colorado have been done. Of late, in fact, some have expressed concern that the extant school library impact studies do not meet the supposed “gold standard” of education research, which is large-scale, controlled, randomized trials, or CRTs. Everyone who knows anything about the terms correlation and causation knows that they mean different things: all correlation does not reflect causation, though all causation involves correlation.

There's just one problem with the notion that only one methodology is appropriate for all research questions. It isn't true. Simply put, it is not possible, practically speaking, to conduct a true CRT, a controlled randomized trial, to prove indisputably the impact of school libraries and librarians. Simply having a librarian or not having a librarian, or a librarian with a certain skill set, or a librarian using a certain pedagogy—even if it could be controlled randomly—is never going to be a fair test of the impact of a school librarian or what they bring to the job. It's not the same thing as taking or not taking a purple pill. A school librarian or a school library program is not a distinct, autonomous, self-contained thing apart from the rest of a school; to succeed, it must be part-and-parcel of a school's culture. Having or not having a librarian is unlikely to matter if a school's schedule does not accommodate their work with students and teachers. Having or not having a librarian is

unlikely to matter if a school's principal does not mandate, create, and sustain an inquiry-based teaching and learning environment in which a school librarian's contributions can be made effectively. The impossibility of conducting a meaningful CRT is the reason we conducted the kind of studies we did. They were not, as they are often unfairly and inaccurately characterized, purely correlational. They also involved numerous control variables, particularly poverty, to take into account alternative causes that might have explained away school library impact. And, in later years, we supplemented our quantitative research with qualitative assessments to determine if school administrators, teachers, and librarians themselves associated library contributions with test results. An interesting note about those assessments is that librarians—who one might have thought would overestimate their own value—in fact were quite modest. Generally, teachers rated the librarian's contributions more highly than the librarian did, and, in turn, administrators rated the librarian's contributions more highly than teachers did.

Thinking in “last lecture” terms, there are a few other observations I would like to share with the school library community. I think of these as my “canary in the coal mine” thoughts:

First and foremost, it is time to realize the extent to which school librarians are truly an endangered species—at least, the kind of school librarians which so many seem to advocate for. National Center for Education Statistics data indicate that almost 20 percent of librarian FTEs disappeared between the Great Recession and the 2015-16 school year—that's less than a decade—and it's not even counting the jobs lost between the turn of the millennium and the recession, most of the previous decade. The decline continues; it is not—as some would like to think—rebounding. Undoubtedly, the meager data we have is far from perfect. Most of its imperfections, however, suggest that the counts we have exaggerate the number of jobs that remain. The situations in which the NCES counts are known to be depressed are exceptions and outliers.

It's time to ask difficult questions about why jobs are being lost in such alarming numbers. As the saying goes, the definition of insanity is doing the same thing over and over, and expecting different results. For some time, I have been concerned about what usually seems to pass for advocacy. It hasn't seemed to make a lot of difference, at least most of the time. Advocacy efforts seem to kick into high gear whenever decision-makers announce that librarian jobs are going to be cut or at least cut back. To my mind, this is not the point when advocacy should begin. Indeed, it is the surest sign that, if any advocacy had been being done leading up to such an announcement, it was a failed effort. If advocacy had been done correctly and successfully, job cuts would never have been suggested. Anything that happens after such an

announcement isn't advocacy, it's damage control. By definition, advocacy should be preventative in nature.

To the question--Why are school administrators choosing to cut or cut back school librarian jobs?—there is a simple answer: because they can. Until the mid 1980s, school librarians were mandated by the federal government. Over the next couple of decades, other mandates for the positions coming from state governments and accrediting agencies were also dropped. Since that time, we have been in an era of site-based management. State legislators and education officials at higher levels are still inclined to leave as many decisions as possible to local school boards, superintendents, and principals. And that is just the sharp tip of the iceberg.

We must face the true circumstances of school librarians today. Actually, not just those of librarians, but of everyone who works in public education. Over the past generation, public education has been restructured radically by a variety of powerful forces. Testing, the Internet, and the branding of online learning platforms as well as other corporate incursions have constrained severely what librarians—or anybody else—can do in a school environment. The time available for instruction is focused on what is tested almost exclusively. Those time constraints are exacerbated by the increasingly overwhelming ratios of students to teachers, students to librarians, and teachers to librarians. The school library establishment is still encouraging librarians to serve as collaborators with classroom teachers, despite the fact that the national ratio is about 75 teachers per librarian. In a few states, that ratio exceeds 100, 200, and 300 teachers per librarian. Librarians are also encouraged to be teachers of information literacy skills to students, despite the fact that the national ratio is about 1,200 students per librarian. In a few states, that ratio exceeds 2,000 students per librarian. For today's librarians to fulfill these collaborative and instructional roles is, for far too many, impossible in terms of both time and logistics. It is an achievement to pursue those kinds of activities at pilot project scale. As collaboration with teachers and instruction of students by librarians have been advocated, they are, by definition, high-touch activities. If there is a future in defining successful school librarianship in terms of these kinds of activities, they will have to be pursued in a different way.

When advocating for school librarians or trying to come to the rescue of those whose jobs are threatened, our messaging continues to promote unrealistic expectations about what is possible. Insofar as this is true, I believe school administrators are now “onto” us. They know that, all too often, we are promising more than librarians can possibly deliver under real-world conditions. Indeed, we are setting up librarians to fail, if they are fortunate enough to get the opportunity to try.

Advocates promote school librarians as people who plant the seeds for a lifelong love of reading, and who teach students how to think critically about information, to use a variety of resources on a topic, to use technology to share information, to assess the credibility of information sources, to collaborate with each other as inquiring, self-directed learners, and to be ethical and responsible digital citizens. The advocate's position is, if you don't have a school librarian, students aren't going to be taught these important skills. Given the data we have, it seems obvious that school decision-makers must not buy this argument anymore. Perhaps some of them never did. English and reading teachers can foster the love of reading. Technology teachers can instruct students about how to use technology and be good digital citizens. And all kinds of teachers can contribute to teaching students about critical thinking and collaborative learning. Surely, school library advocates are true believers that certified school librarians can teach these skills best; but, there is little evidence in many states and districts that advocates have persuaded decision-makers to agree with them. We need a far more compelling case about what constitutes the unique contribution that can be made by a school librarian.

There is little evidence of genuine dialog between the school library establishment and the education establishment. Education decision-makers must make Solomon-like choices every year. It's not just a matter of deciding to fund what they think is effective and defund what they think is not. In too many schools, principals face the necessity of cutting staff, knowing that whatever jobs they cut will disadvantage students and their teachers and, most likely, increase achievement gaps. The resources to support everything that is needed, everyone who can make a positive contribution, simply are not there.

And all the while, the proportions of districts and schools in which students and teachers have no experience of a school librarian at any school level continue to grow. How do we advocate for school libraries in the thousands of districts and tens of thousands of schools and for the millions of students who no longer have them—indeed, may never have had them?

What can school library advocates do in the face of such an overwhelmingly dystopian environment? I only see one hopeful option. We must face fully present reality, and somehow come to grips with its implications for the future.

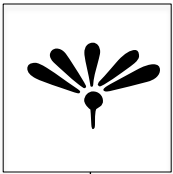
What will that involve? Several existential questions need to be asked urgently to learn what is really happening behind the limited data we have:

1. How many jobs are truly being lost, and how many are changing beyond recognition, perhaps being combined with other positions, and reported differently as a result?
2. To what extent is school librarianship not so much declining as evolving into something else—or, more likely, multiple something-elses?
3. What is happening with students and their teachers in schools and districts where there are no longer school librarians? Is all of the work librarians claimed as uniquely their own truly not being done by anyone? Or, more likely, are various parts of it being done by others, or by some newly configured position no longer viewed as a school librarian?
4. What are the backgrounds, experiences, and perspectives of decision-makers responsible for setting their schools and districts on these “brave new world” courses? How have those factors shaped and directed the evolution of school librarianship, if in fact that is what is going on?
5. And finally, what is the future of school librarianship going to look like? Can we ascertain enough about how it is changing for LIS programs, state library and education agencies, and school library advocates to re-tool themselves and re-focus their efforts sufficiently to equip the next generation school librarians or whatever their successors may be called?

In my opinion, it is probably a good thing that we are on the threshold of a new generation of school library leadership in the U.S. The field in which so many of us have worked for the past three to five decades is facing seismic, structural changes that will likely result in a profession very different in size, shape, and character than we have known. And none of this has happened, or is happening, in isolation. We are not a world unto ourselves. They are consequences of the whole public education environment being reshaped in ways that surviving librarians and their successors will have to cope with.

Actually, I hope this is more of a penultimate lecture than a last one. My colleague and fellow luminary Debra Kachel and I have designed a major study to tackle the above questions, and I believe both of us would like that project to be our professional swan songs. A great transition is now well underway, and, as there is shockingly little data about school libraries and librarians, the field is at a tremendous disadvantage to understand, let alone cope, with it. Much research needs to be done simply to understand present realities and foreseeable trends. Deb and I and the stellar team we have put together can answer such questions, and I believe the perspectives we bring to that work are valuable. Most assuredly, though, it will be for the next generation of school library leaders to decide how to act on what we learn.

Stay tuned. We aren't quite done yet!



An Overview of School Library Advocacy

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Precursors to Advocacy

Going back to 1988, the basic tenets of advocacy can be found throughout the original *Information Power: Guidelines for School Library Media Programs* (AASL, 1988), even though the use of the word “advocacy” is absent from the document. Program planning and cooperation are emphasized, “the library media specialist initiates and directs the planning activities under the direction of the principal” and “planning is a cooperative effort, involving library media professionals and other members of the school community” (p. 44). When referring to the mission, goals, and objectives, the guidelines state, “the goals and objectives of the library media center program all work to support the overall educational goals and priorities of the school and the district” (p. 45). There is a section that addresses promoting and marketing the program and it does say that this involves “more than public relations” (p. 52) and it emphasizes how the library media specialist and library staff are key to “bringing positive visibility for the library media program” (p. 53). These are all key elements of advocacy. But there is no separate section in these guidelines that directly address what school library advocacy is or how it should be accomplished by the school librarian and others. Based on this, it is not surprising that, according to Shannon (1996), library media specialists were not well prepared to be advocates for their programs.

The next set of guidelines were published by The American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT); *Information Power: Building Partnerships for Learning* (1998). This time, the word “advocates” was present in the guidelines, emphasizing leadership, collaboration, and communication, School library media specialists are their own most powerful advocates. Individual library media specialists play leadership roles at every level to make parents and families, members of the community, politicians and educators, and the learning community at large aware of the impact of library media programs on students learning. Strong library media programs are marked by the leadership of library media specialist who build relationships that enhance the program (p. 128).

Still, there is no direct definition for advocacy, nor any separate section earmarked to address what it is or how to accomplish it.

Yet, in tandem with the release of the 1998 standards, AASL offered an Information Power Implementation training session in Illinois in the same year, which included a strong advocacy message within the training agenda. The message was, “people do things for their own reason” and “it is not about you,” meaning school librarians had to advocate for their programs by linking to the agendas of their district, school, administrators, teachers, parents, and community; it had to go beyond the library program, the library goals, and library-centric aspirations. The message was that school librarians needed to get others to work with them to develop the school library program mission, goals and objectives and get those same people to speak for and with them about the importance of school libraries. To do this school librarians had to link the priorities, agenda, needs and concerns of the school library to what was important to those individuals; what *spoke* to them, *their* priorities, agendas, needs and concerns. The same applied when speaking about the library program to other stakeholders, outside the school (e.g., legislators, community members, parents, etc.), the message had to also link to their interests, agendas, and needs. This advocacy goal was to be incorporated into the plans that participants of the 1998 training session were required to draft and take back to their programs and states for implementation of Information Power. The message “it is not about you” became the essence of school library advocacy and later the foundation of the AASL advocacy definition, but not until several years later.

The Evolution of Advocacy

According to a summary of survey findings by Alexander and Carey (2003), “the building level [school library] professional is the only one with the opportunity for day-to-day influence on the perceptions of the principal” (p. 13). In Shannon’s (2002) review of literature regarding interpersonal and communication skills of the library media specialist, there was “...overwhelming evidence of the importance for school library media specialists to possess effective communication and interpersonal skills. These competencies appear basic to all aspects of the work of school library media specialists and are judged essential by school administrators, teachers and school library media specialists themselves.” Shannon found that research (Burks, 1993; Farwell, 1998; Hughes, 1998; Johnson, 1993) shows that “school library media specialists’ confidence, initiative, communication skills and leadership qualities were important factors for those who were active players in the total school curriculum and instructional program” (Shannon, 2002). This all connected to advocacy and the dispositions needed by school librarians to be successful advocates.

By the 21st Century, advocacy was becoming a focus for successful school library programs with conference advocacy strands, more and more research

about advocacy efforts, columns and columns and articles dedicated to advocacy, book chapters and the development of an AASL advocacy institute and an online AASL advocacy toolkit. In 2009 AASL published *Empowering Learners: Guidelines for School Library Media Programs*. These guidelines included a subsection within the chapter Building the Learning Environment, stating, “the school library media program is guided by an advocacy plan that builds support from decision makers who affect the quality of the SLMP (p. 41-42).” The AASL advocacy definition, which had been developed and shared in 2006, was used in this section of the 2009 AASL guidelines,

Advocacy is an ongoing process of building partnerships, and begins with a vision and a plan for the SLMP that is then matched to the agenda and priorities of stakeholders. Advocacy involves a combination of public relations efforts—one-way communication to promote who we are, what we do, when and where we do it, and for who—and marketing, a planned and sustained process to assess the customer’s needs, and the to select materials to meet those needs (p. 42).

Also shared in this section was the advocacy planning strategies that emerged from the 2003 3M-AASL @your library Retreat and, which became part of the AASL Advocacy Institute, launched in Reno, Nevada in 2007. The Actions listed in the AASL guidelines (2006), the use of the advocacy definition, and the overview of the advocacy planning strategies, was the first time advocacy had been directly covered in AASL guidelines. But as Burns (2017) reveals, there is little information relating to how well school library advocacy is understood,

Little research (Burns 2015; Ewbank 2011, Haycock 2003) currently exists to examine school librarians’ understanding of advocacy or how they translate this understanding into practice and engage in effective advocacy that extends beyond program promotion. Examining the advocate as educational leader situates the school librarian in a leadership role with the intent to influence stakeholders and build an informed base of support (p. 47).

Burns (2018), also shares,

There is little research available to school librarians about effective advocacy practice. In recent studies (Burns, 2014; Ewbank, 2011), school librarians had differing perceptions of advocacy. Practicing school librarians often confused the AASL definition of advocacy—“the ongoing process of building partnerships so that others will act for and with you, turning passive support into educated action for the library program” (AASL, 2007)—with definitions of public relations and marketing by practicing school librarians seeking guidance (Burns, 2014). Further, Ewbank (2011) found that while most school librarians

supported the need for advocacy, few participated in advocacy activities (p. 8).

Basically, well into the 21st Century, school librarians, still remain unclear about the meaning of advocacy or how to make it a systemic part of their program goals and objectives and their actions; “there continues to be a misunderstanding of advocacy and public relations” (Burns 2017, p. 48), a misunderstanding and differentiation that was intended to be addressed through the AASL Advocacy Definition (2007a). Burns research (2015) revealed that only 16% of school librarians surveyed had an advocacy committee and only 3% had a written advocacy plan.

Clearly the 1998 Information Power training, the efforts of the 3M-AASL @your library Retreat of 2003, the presentation of the AASL Advocacy Definition in 2006, the AASL Advocacy Institute, launched in 2007, and the inclusion of advocacy in *Empowering Learners* (2009) have not been successful in seeing the realization of advocacy efforts for school libraries. An advocacy planning and implementation process was spelled out through the AASL Advocacy Institute but it reached a limited audience. Burns research (2015) shows the need for further, focused efforts for advocacy education, planning and implementation. It should be part of preparation and training programs for school librarians and should become a more exact target by AASL through their guidelines, literature and examples of professional practices for school librarians. As Burns (2017) states, there is a “...need for continued work to merge what theory, research, and professional literature reflect as the best practices for successful advocacy leadership on the part of the school librarian” (p. 52).

A Personal Perspective on the Development of School Library Advocacy

For me figuring out advocacy was like constructing a tapestry over several years. I wasn't sure I knew where it was going but sensed a more complete meaning. There were many people, presentations, and professional literature, combined with on the job experience that helped me weave it all together. After the 1998 Information Power training I wrote, “Thanks to an AASL-sponsored Information Power training retreat, which focused on a definition of advocacy for school libraries, [I] was better able to clearly and succinctly articulate all that [I] had pieced together over the years” (Levitov 2007, p. 29) Also, as I worked with my district Library Power Project (a program supported by DeWitt Wallace Reader's Digest) it became clear that,

SLMSs needed a vision for moving the library media program into the center of the learning community. Along with a vision, they needed a plan of action based on a keen sense of connecting the library media

program with what was important to others. To paraphrase Ken Haycock, people do things for their own reasons. This message became [my] key to advocacy, a message [I] internalized like a mantra (Levitov 2007, p.29.).

For me, this was what advocacy was all about. I felt an especially urgent need for an advocacy definition for school libraries after I was invited to and participated in the 2001 ALA- 3M Corporation's multi-type library "@ Your Library" campaign planning retreat at the Wonewok Centre in Minnesota, "How to Market @ your library™ Creating Your Five-Year Campaign. The retreat focused on building a marketing plan for libraries and as it was rolled out, it became evident to me and another school librarian invited to the workshop, that the approach was not going to work for school libraries. The marketing element was too library centric and it was not in line with what had been developed through Information Power training (1998) that focused on advocacy and the "it is not about you" message for school librarians. Instead of an advocacy focus, the "@ Your Library" campaign was all about PR and marketing, which was ALA's goal. But it was a campaign that could not be fully successful in the school library setting. School librarians needed an advocacy planning process that involved others in the planning and linked to the needs and priorities of stakeholders, which would result in the championing of the school library program by many.

After the retreat, I returned to Nebraska and tried to massage the ALA @Your Library Campaign plan into something that fit with my new understanding of advocacy that would work for school libraries. I used many of the tools provided at the 3M workshop and reapplied them, trying it out with school librarians in my district in the fall of 2001. I also wrote and received an ABC-CLIO leadership grant in 2002 "Advocacy @your library and Leadership & Technology @ your library Workshop" for the Nebraska Educational Media Association (NEMA), which included a presentation of the reworked ALA @Your Library Campaign to better meet the advocacy needs of school libraries.

Two years later, in 2003, I was invited to return to Wonewok as a workshop presenter for another 3M-AASL @your library retreat, "Every Student Succeeds @your library. I brought my revised approach for school libraries from the 2001 retreat, but it was a hard sell with the PR representative from 3M who was leading the workshop; she didn't understand the differentiation I was making between PR, marketing and advocacy or why it was so essential for school library settings, plus it was really not in line with the ALA marketing plan. It was difficult, under those conditions, to gain traction for the idea of school library advocacy but, in the end, the work at Wonewok did lead

to the creation of an AASL definition for advocacy with differentiation between advocacy, marketing, and PR for school librarians.

After the 2003 Wonewok workshop, AASL published *The Campaign for America's Libraries: Toolkit for School Library Media Programs @ your library*®. The booklet was promoted as providing “marketing, branding, and other communication strategies” (2003 p.1). The goal was to sharpen marketing skills and put the @ your library brand to work. It mostly focused on one-way communication and messaging. The examples involved telling the library story and creating events to promote the library and its resources and potential. There was a section in the toolkit on advocacy (pp. 24-26) that did embrace the role of stakeholders but it did not promote the idea of linking to the stakeholders’ agendas based on the, “it’s not about you” and “people do things for their own reasons” message. The toolkit was a good resource and well written but since it was very centered on marketing and PR; it seemed like a missed opportunity to better raise advocacy awareness and bring school librarians to a shared definition.

After the 2003 retreat I was asked to chair the AASL @ your library Special Committee for AASL which evolved into the AASL Advocacy Special Committee, which I chaired from 2005-2007. Also, in 2006 I participated in the AASL Standing Committee Review Task Force and as a result of the work of the task force, the Advocacy Special Committee was charged with developing the AASL Advocacy Definition (2007a) that distinguished the difference between advocacy, marketing and PR, which was missing from the ALA @your library campaign. The committee presented the definition with the AASL session, “Transforming the Support of School Library Media Programs Through Advocacy,” in New Orleans, Louisiana in 2006. The definition was then made official by AASL in 2007 and is the same definition used by AASL today,

Advocacy

On-going process of building partnerships so that others will act for and with you, turning passive support into educated action for the library program.

It begins with a vision and a plan for the library program that is then matched to the agenda and priorities of stakeholders.

Public Relations (PR)

One-way communication of getting the message across:

- who we are

- what we do
- when and where
- and for whom

Marketing

A planned and sustained process to assess the customer's needs and then to select materials and services to meet those needs.

- know the customer's needs
- who are they?
- what do they need?
- when and where can we best deliver it?
- what are you willing to pay? (\$) (2007).

After the development of the AASL advocacy definition, I was asked to co-create the AASL Advocacy Institute with Nance Nassar. The goals of the Institute were to:

- Gain knowledge of all components of advocacy
- Understand the difference between public relations, marketing, and advocacy
- Become aware of the resources available related to advocacy
- Understand the planning process for long term advocacy work
- Begin developing an advocacy plan
- Become aware of resources to support advocacy planning (AASL 2007b, unpagged).

We were also charged with incorporating the ALA @your library campaign within the institute content.

The Institute emphasized that PR and marketing are much easier than advocacy and that the advocacy focus had to come first with a vision and a plan and then the marketing, messaging and promotion could follow. We focused on the AASL Advocacy definition. Participants were provided Advocacy Action Plan sheets with guiding questions about target audiences/stakeholders, how to match agendas. Since it was essential for school librarians to work with others to envision the plan for advocacy, in the Institute, they could only get as far as identifying who the stakeholders could be, how they would plan to bring them into the fold, and draft, in some way, a rough outline of where those partnerships would lead in terms of an advocacy plan for the school library, and from that imagine how to proceed with integrating PR and marketing ideas. The Institute was a good start to developing a process for advocacy planning and planting the seeds for understanding of advocacy. It reached a limited audience, only those who were

able to pay for the Institute, but out of that came many people who “got” it and began spreading the word and philosophy of school library advocacy but it wasn’t enough.

School library professionals are divided about what is most important in terms of advocacy. Some focus solely on legislative advocacy, others on local program advocacy, and then there are those who still feel it is all about PR and marketing (one-way messages). It is really a blend of all of these elements balanced into one effort that is ongoing. Elevator speeches are essential but they are not going to accomplish a real understanding of advocacy without going through establishing a vision for the program, working with others to figure out what that looks like and how to accomplish it (the advocacy planning process). The elevator speech becomes a mechanism for moving your advocacy plan forward with the help of others; it becomes the talking points that the school librarian and others on the library team can use to communicate about the school library program. When stakeholders speak out for the library program, this is the most powerful advocacy of all.

It is important to first get school librarians to focus on their home setting so that everything becomes a part of advocacy and then you naturally branch out to include legislative advocacy while PR and Marketing is how you communicate the advocacy plan. This is the way to cement the role of leadership of the school librarian as a prerequisite to successful advocacy. Leadership is a disposition that must be developed on the part of the school librarian. As stated by Bush and Jones (2010), “simply put, leadership is influence (p. 4, 102). Over time advocacy becomes part of the fiber of school librarians and everything school library.

Conclusion

After presenting an AASL advocacy session several years ago, with Christie Kaaland and Deb Kachel, someone came up afterward and said, “I thought we were done with advocacy.” It was a stunning statement; how can you ever be “done” with advocacy? This is a good example of the misunderstanding or missed understanding of what is stated in the AASL definition about advocacy being “an ongoing process.” It is not a one-time event and the planning and goals have to be revisited and revised on an ongoing basis. It must be realized that,

Although there is no cookie-cutter, one-size-fits-all solution to advocacy for school libraries, there are strategies and guidelines that can be transferred, applied, and incorporated into plans fitting to the locale... an advocacy plan is long-term, collaboratively developed and implemented over time. It is a combined, many-faceted effort resulting in the creation of advocates for the school library and program; efforts

that are successful, recognized, and sustainable. In the end, all will link back to the leadership of the school librarian (Levitov 2017, p. 42).

It is clear that more effort is necessary to help school librarians understand the AASL definition for advocacy and embrace a process for advocacy planning that leads to using PR and marketing skills. The question is how to assure it is part of the fabric of being a school librarian? Especially when the most recent AASL guidelines (2018) only allude to advocacy and lack substantive content on the subject. In Appendix H, under the heading for advocacy it lists, “circulating petitions, legislative testimony, and writing press releases” (p.262). This is a backward step that dilutes what was present in the 2009 AASL guidelines related to advocacy and the training that supported the 1998 guidelines. As Burns has shown in her research (2015) school librarians do not understand what advocacy is or how to do it, which makes more than disappointing that the newest standards to do such a poor job of addressing such an important topic when, as Kachel and Lance (2018) show, school library positions continue to be cut or eliminated across the country. An understanding of advocacy and a process for advocacy planning should to be a top priority for post-secondary programs, AASL, state associations, districts, and individual librarians. The work is not done and hopefully there will be more chapters to write about school library advocacy.

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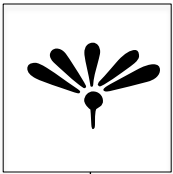
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Note: There are more resources than can be listed here related to school library advocacy. *School Library Monthly* was the first professional school library magazine that ran an advocacy column that was published for 10 years (2005-2015) and is still available in online databases. *Teacher Librarian* has published a column called Advocacy for the past few years, written by Debra

Kachel that is filled with essential advice and resources related to school library advocacy, also available in databases. And, both of these journals have had numerous articles related to advocacy that have been featured over the many years of publication. AASL's *Knowledge Quest* has also featured advocacy in several issues. There is an immense archive of materials related to school library advocacy there for the taking.

Deborah Levitov spent 30 years with Lincoln Public Schools in Lincoln, NE, first working with Head Start/Home Base, then as a middle school AV/communication specialist, an elementary school librarian and finally as a district school library coordinator. She then became managing editor for *School Library Monthly* for 10 years, editor of *Teacher Librarian*, current; AASL Advocacy Institute developer-presenter, school library consultant, speaker, and author. She has written numerous articles, book chapters and a book about school library advocacy. Her dissertation was also related to advocacy and the role of principals.



A Passion Uncovered

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One has many ways in life to discover one's passion and mine came about because of institutional rivalries. Newly married, my wife Sandra got a great job as a registered nurse at Primary Children's Hospital in Salt Lake City, so I transferred to the University of Utah (U of U) from Brigham Young University. Taking my minor in mathematics to the U of U math department, they refused to take any of the credits from *that* university. So, I searched the catalog for every 20 hour minor available. Ah ha! There was a minor available in library science. Well, of course I liked to read, so why not, it was just anything to get finished. First class? Then, I was hooked! That was 1962.

The next decade was a flurry of jobs, education and a growing family that would finally number 7 boys and 2 precious girls. There was the stint of being a sort of Pied Piper in Elko, Nevada as an elementary school librarian, then off to a Master's in Seattle at the University of Washington where I met Eleanor Ahlers and Mary Gaver in addition to the great storyteller Spencer Shaw. Next, I became the first librarian at Skyline High School in Idaho Falls, Idaho where I would invent for its time, a very different library program in a non-traditional educational setting.

One day, while reading *School Library Journal*, I read of a doctoral fellowship opening at Indiana University. Wow! It happened and what an opportunity! In 1970, it was the only university in the U.S. that had doctoral programs in both library science and audiovisual education. Meeting Blanche Woolls as a fellow doctoral student) who would type my dissertation (on a fancy IBM Selectric typewriter), we had the fortunate opportunity to study with the greats: Margaret Rusvold, Margaret Sheviack, Denny Pett, Carolyn Guss, and Harvey Frye) the inventor of the overhead transparency). We were in heaven experimenting with sound filmstrips, 16mm films, phonograph records, mounted pictures on cardboard with rubber cement that were new learning technologies promoted in the *1960 Standards for School Libraries*.

We can all probably remember a teacher who made a major difference in our lives. So it was with me in a doctoral seminar when Margaret Rusvold said, "All of you now know pretty much everything you need to know about the library profession. Now, what new knowledge are you going to add?" We were at that time trying to accept audiovisual media alongside our treasured print resources...and since that time, we have never had a moment's rest as the Internet, microcomputers, the explosion of information, and social media have

caused so much disruption for our profession, for our society, and for the emerging generations of children and young adults.

Facing that early transition to embrace multimedia alongside print, I wondered how librarians were facing change. Thus, the basic questions of the doctoral dissertation: What services are librarians offering and how are teachers and the services of the library responding? By visiting every grade 10-12 high school library in the state of Indiana in 1973, I began to see forward looking practices, traditionalist holdouts, and leadership practices that both concerned me but also inspired ideas and questions that still haunt our profession.

Beginning with my proposing a taxonomy of the school library, that time from 1973 until now was filled with banning bird units, flipping the school library into a learning commons, collection mapping, doing workshops, conference addresses, doing research, being President of AASL, working with Blanche Woolls in the Treasure Mountain Research Retreats, being the editor of *Teacher Librarian*, and being a professor at Purdue University, the University of Arkansas, the University of Oklahoma and finally for several decades at San Jose State University.¹ My current efforts explore eight different roles for the teacher librarian in “The LIIIES Model, a vision for young people to develop their own innovative learning skills in the I CAN Model, and a proposal for transforming the entire school into a learning commons.² In addition, and in the spirit of the ideas of connectivism, I envision young people taking a much larger role in coming into command of their own learning. With the siloing of search engines and the rise of artificial intelligence, the young generation and the rest of us are going to have to learn how to partner with algorithms and

¹ It all began with an article I wrote for a prominent library periodicle: Loertscher, D.V. (1982). The second revolution: A taxonomy for the 1980s, *Wilson Library Bulletin* 56(6), 417-421. That same year, a famous Canadian document appeared that would affect my thinking: Partners in Action: The Library Resource Centre in the school Curriculum. Ontario Ministry of Education, 1982. See at: <http://edselect.com/Docs/partners.pdf>. In 1986, Koechlin, Zwann and I were recommending: *Ban Those Bird Units: 15 Models for teaching in information-rich and Technology-rich Environments*. By 1988, I had written the book: *Taxonomies of the School Library Media Program*. Published by Libraries Unlimited. That book went through two editions, but when starting to revise a third time, I decided that so much had changed in the world of information and technology that a whole new approach was needed. Teaming with two brilliant Canadians, we wrote and published: *The New Learning Commons Where Learners Win!* In 2008. That same year, I wrote a popular article about the concept of the learning commons in *School Library Journal* entitled “Flip thisLibrary: School Libraries Need a Revolution. And, along the way, being concerned about the “balanced” collection in school libraries, I published a new model for collection mapping that is now in its third edition: *Collection Development Using the Collection Mapping Technique: A Guide for Librarians*.

² Eight ways the librarian can make a major difference in teaching and learning in the school is exhibited in the LIIITES Model website at: <https://sites.google.com/view/liiitesmodel/home>

smart machines.³ Current efforts have also centered on researching the practice of coteaching using a micro-documentation technique that looks at unit by unit intervention by a librarian who partners with the teacher. It appears to be the strongest evidence yet, that librarians embedded in learning experience make a powerful impact on student learning.⁴

Admittedly, there is much to be discouraged about. I worry about mediocrity in the field, the reliance on or hope that governments will guarantee our jobs, and the invisibility and stereotyping of our profession in the larger educational community. I worry about a new set of AASL standards that project a singular role for the profession even when the evidence that when charter schools are being invented, the need for a library is absent.

And yet, watching a few brilliant stars transforming, re-inventing, creating, and showcasing cutting practices gives me hope for a future if we can just out our disruptive progress loudly from the tops of the Internet mountain. I admire those who claw their way back from hanging over a precipice by their fingernails and step forward into exciting experimentation and creativity. These are the folks may not always have the title of “librarian,” but who will invent a new themselves as well as the schools in which they practice.

Now in my 80th year, I dream of visiting a school where the Library Learning Commons is:

- A place both physical and virtual where the creation of knowledge co-exists with the consumption of the best of what is already known.
- A makerspace that has been transformed into a design center, invention laboratory and entrepreneurial launch pad.
- A place in the school where adults are experimenting with major educational ideas and practices; the design center of the school and community that it serves.
- A physical and virtual space where children and teens are adopting and inventing technological tools that make them master learners as they collaborate with artificial intelligence.
- A place in elementary schools where “fixed time” visits to the library learning commons are transformed into self-directed learning time, discovery time, project based learning time, genius hour, or other

³ For taking command of our learning, see the I CAN Model at:

<https://docs.google.com/document/d/1C4ZsPAoFTWUqt7YrYVIhM5Um4mlSae3g0bMDMvYLTY/edit> and the I CAN Academy at: <https://sites.google.com/view/icamacademy/home>

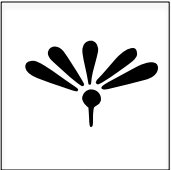
⁴ My first recent study about coteaching was published as follows: Loertscher, David V. “Collaboration and Coteaching: a New Measure of Impact.” *Teacher Librarian*, vol. 46, no. 2, p. 8-18, December, 2014. The replication study soon to be published can be viewed and read in: https://docs.google.com/document/d/1Zq1XqyRTepbD4ywf6_xK6ALIGy7VB4i8L1QzWs5-2_U/edit?usp=sharing

personalized learning that results in a diary from each noting their personal progress and releases their librarian to conduct more coteaching learning experiences with the classroom teachers of the school.

- Library professionals who not only take into account standards documents in their own field but those in the wider field of education such as ISTE, ASCD, ILA, etc.
- Centers of literacies that mentor not just readers of fiction, but offer diverse learners, languages, cultures the skills to achieve their dreams and compete in the world.
- Learners who reinvent the world of information beyond a destructive battleground into a universal learning space where civility is the governing rule.
- The center of powerful and collaboratively co-taught learning experiences that are memorable to young people because of their deep learning opportunities.
- A place where all the specialists in the school coteach; not just the librarian; thus making coteaching a common experience across the school.
- A place of personalized guidance to be all that I can and want to be as an individual, a family, a community, and a citizen of the world.
- A place where I as a child or teen take much more command of my own learning.
- An entire school that has been transformed into a learning commons and lifetime learning community.
- A place where the librarian earns a position in a national showcase of excellence and cutting-edge practices as a library learning commons.

And now, to you in the young generation, I repeat the challenge that Professor Margaret Rufsvold gave me that became the cornerstone for my lifetime of passion: You have experienced school libraries as they are now, but, what are you going to invent? What new knowledge? What new ideals? And what young people will you mentor to solve the major messes our generation has heaped upon them?

Finally, Why not you?



School Librarians as Teachers of Reading

Judi Moreillon

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People can be reading proficient without being information literate. But they cannot be information literate or engage in inquiry learning without being proficient in reading.

Judi Moreillon

Reading Promotion

School librarians have long considered promoting reading one of their primary responsibilities. Through collection development, reading initiatives, literacy events, displays, book talks and trailers, reader's advisory, and more, putting books and resources into the hands of young people is a main goal of the profession. This research-based goal of providing equitable physical access to reading materials supports youth in becoming lifelong readers (Krashen 2004).

But what about intellectual access? Is promotion enough when the importance of students' reading proficiency is now more crucial than ever? In many states, children are required to be reading at grade level by the end of third grade or be held back. Students at all grade levels, whether engaged in independent reading or curriculum-based inquiry, will likely encounter texts in multiple formats that are above their proficient reading level. They will be challenged to make meaning from texts for which they lack sufficient background knowledge, vocabulary, or familiarity with the organization or format of the text.

What is the school librarian's responsibility in ensuring that students achieve intellectual as well as physical access to ideas and information?

Information Literacy

Many school librarians claim teaching information literacy as their specialty. "Information literacy is knowing when and why information is needed, where to find it, and how to evaluate, use, and communicate it in an ethical manner" (cited in AASL 2018, 277). What then is the relationship between information literacy and reading proficiency? When school librarians teach information literacy, does our responsibility end at teaching location skills?

"Deep reading for comprehension and meaning making is the foundation for constructing knowledge" (Todd 2015,13). Evaluating, using, and communicating new knowledge require comprehension, which is, therefore, a

foundation for information literacy. Teaching and coteaching reading comprehension strategies such as activating background knowledge, questioning, making predictions and drawing inferences, determining main ideas, or synthesizing information from multiple sources, must be essential tools for readers. Whether the text is a printed or electronic book, an audiobook, or a movie, reading comprehension strategies help students fill in the gaps in their understanding. School librarians must be able to teach these strategies in the context of information literacy and reading multimodal texts.

Online Reading Comprehension

School librarians who will lead students as critical users of ideas and information must do more than promote reading and teaching a truncated version of information literacy. From reading researchers' point of view, online comprehension appears to be related to searching effectively online, including the relative importance of search engine hits, determining the authority of website authors, and evaluating the currency, accuracy, and bias of online information" (Leu et al. 2005). From a school librarian's view, this is a description of information literacy, and these are precisely the skills on which school librarians currently focus a great deal of their teaching.

When students are evaluating resources for currency, accuracy, bias, authority, and more, students need to learn/relearn and apply reading comprehension strategies. Applying these strategies at the point of need are what strategic readers do; they are what strategic inquirers do, too. School librarians must join with content-area teachers in teaching reading in the context of their disciplines. If English language arts, math, science, and social studies teachers are "teachers of reading" then so too are school librarians.

Reading Proficiency: A Foundational Skill for Today and Tomorrow

The importance of the foundational skill of reading can support or hinder a student's ability to negotiate meaning in all types of texts. In these times, school librarians can and must do more than promote reading. School librarians must be teachers and coteachers who provide just-in-time instruction to individual, small groups, and whole classes of students who struggle with making meaning from texts. "Classroom teachers and school librarians who codesign, coteach, and coassess instruction for students to see the connections between reading comprehension strategies and information literacy can help them become more strategic readers who will use these skills effectively over their lifetimes" (Moreillon 2012, 164).

Being a lifelong reader requires that students have physical and virtual access to texts and acquire intellectual access as well in order to make meaning from texts. Educators can show students that becoming literate is a lifelong process in which readers apply strategies in various combinations at the point of need in order to deeply comprehend and think critically about ideas and information. Integrating information literacy with reading proficiency development is a pathway to success for the students of today and of tomorrow.

It is also a pathway to leadership for school librarians.

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Building Bridges both Professional and Personal Saying Yes! To Opportunities

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Saying “Yes!” to opportunities to interact with library colleagues across the globe on both professional and personal levels begins with the willingness to reach out and risk forming new friendships. My first opportunities were in high school with exchange students from Bolivia and Uruguay. During long conversations about their lives and the cultural norms in their home countries, my fascination with international friendships began. In college, I volunteered to tutor a woman from Saudi Arabia so she could improve her English enough to take her driver’s education test and get a license. Our relationship became the next of many wonderful friendships with fellow teachers, students, and librarians who were not born in the United States.

A conversation with an academic librarian friend who had grown up in Uruguay and Brazil taught me a powerful lesson about the difficulty people born abroad have finding real friends among people who have been born in the United States (National Communication Association, 2012; Gareis, Merkin, & Goldman, 2011). This conversation was in response to my mentioning a foreign student I thought would be an ideal best friend for any classmate, and how hard it had been for her to find a close friend. True international friendships are rare, and my international friendships are gifts that provide glimpses of the world from other perspectives. Perhaps these experiences made it easier for me to say “yes” so many times.

When the International Federation of Library Associations (IFLA) scheduled its 2016 conference in Columbus, I agreed to help coordinate the school library tours. The conference was going to take place before local schools began their academic years, so Ohio Educational Library and Media Association, the state association for library media specialists, scheduled and paid for a bus for IFLA attendees interested in an official tour of local school libraries. Arranging some of these tours was my introduction to an international adventure like no other: one of the librarians from Kazakhstan on a tour approached me to suggest a fully funded visit to their country. I was intrigued and said I would be interested.

A few months after the IFLA tour in 2016, I was invited by my Kazakh colleagues and the Nazarbayev Intellectual Schools (NIS) to present a three-day workshop in Astana (now renamed Nur-Sultan), Kazakhstan, in June 2017 (Nazarbayev Intellectual Schools, [2017], June 30). The content of the workshop was to include library-related interventions to improve spatial skills, my research area, as well as reading and literacy promotion. My elementary school colleague, Annie Ruefle, covers that content extensively in her book *Creating a Culture of Literacy*. I asked if it would be possible to extend an invitation to Annie Ruefle and they readily agreed. We developed a program built around those requests for the first workshop.

The purpose and vision of the NIS Libraries is described in an abstract for a conference paper published by the International Association of School Librarians (IASL). Part of the mission of IASL "... is to provide an international forum for people interested in promoting effective school library programs as viable instruments in the educational process..." (International Association of School Librarianship, n.d. *IASL Vision*). The abstract (and the article) help readers to understand the impact of the NIS system on education in the country of Kazakhstan.

Nazarbayev Intellectual Schools (NIS) are a testing site for piloting innovations in teaching and learning in Kazakhstan's formal education system. Fostering the development of multicultural, strong-minded students is a key component of a NIS school, and the library certainly plays an important role in the formation and development of students. This article presents the practical knowledge of NIS librarians which was gained through such practices as the use of applied gaming methods to promote reading, the development of information and functional literacy, the development of research skills and the development of functional literacy. School library activities should not have limitations; the school library is a center for reading, creativity and intellectual development. By using new methods, constantly improving and maintaining a friendly atmosphere, the school library will be able to maintain its relevance for students. Additionally, the school librarian will act as a guide for students as they explore the worlds of reading, imagination and academic achievements. (Agadil, Salamakhina, & Tubekbayeva, 2017, p. 22).

The former president of Kazakhstan, Nur-Sultan Nazarbayev created a network of elite public schools in 2011, the Nazarbayev Intellectual Schools, to move the country forward in the STEM (Science, Technology, Engineering, Math) fields by educating its best and brightest students. Each NIS graduate is expected to be fluent in English, Kazakh, and Russian and be ready for success at competitive colleges all over the world (Nazarbayev Intellectual

Schools, 2019, April 16). The teachers and librarians at NIS schools participate in extensive professional development and in turn share best practices with their colleagues in the public schools so that all Kazakh students can benefit.

Before we left the U.S., we discovered some amazing facts about Kazakhstan, including that both apples and tulips originated there, and that the history of the steppes intersected the western world history in more ways than we knew (Zhansagimova, 2013; Robbins, 2010; Masey & Basilevksy, 1968; Davis-Kimball & Littleton, 1997; Gleason, 2019). The warm hospitality of our Kazakh colleagues during our first visit is impossible to describe adequately. We were welcomed, honored, and feted during both our on and off-hours. We were taken to sites of historic and cultural importance, and we sampled Kazakh dishes of all types, each one of which was delicious. One Kazakh colleague asked, “What does your mother think of you being over here?” My answer caused a quiet chuckle: “What would your mother think if you were visiting the United States?” We may live in different places on the globe, but there are universal human experiences.

We were in Kazakhstan from June 11 to June 18, 2017 during which time we presented a three-day workshop between the hours of 9:00 AM to 5:30 PM each day which included two tea breaks (morning and afternoon) and a lunch break. While we were in Kazakhstan, my co-presenter, Annie Ruefle, prepared a blog post to highlight some of our experience which was reposted in part in Kazakhstan (Ruefle, 2017; Nazarbayev Intellectual Schools, 2017, September 8). We were greatly impressed with the dedication and the professionalism of the school librarians, teachers, and administrators in the NIS network as well as the vision and the mission of the schools.

After our first visit, we saw evidence of the implementation of our recommendations through *Facebook* posts by individual NIS libraries. These posts showed the applications of Ruefle’s innovative reading promotion ideas and my strategies for spatial skill development interventions (Ruefle, 2009; Swarlis, 2016, 2018; Kris, Feb 23, 2016; Kris, Feb 22, 2016). We saw photos and texts on the *Facebook* posts from individual libraries that included students creating Eric Carle type illustrations and working through puzzles to build spatial skills, to name just a few. We used *Facebook*, *Skype*, and email to stay in touch and keep the connection vibrant.

Invited back to Kazakhstan July 16-21, 2018 to present a three-day workshop on effective library co-teaching models, I contacted Tasha Bergson-Michelson, Instructional and Programming Librarian at the Castilleja School in Palo Alto, California and former Search Educator at Google. We brainstormed ways to introduce co-teaching strategies to the Kazakh school librarians. Tasha Bergson-Michelson developed the curriculum for her part of the workshop, but

unfortunately was unable to travel to Kazakhstan. Using the material developed by Tasha Bergson-Michelson, Dorcas Hand, former Director of Libraries for an independent school in Texas and currently an independent consultant for school library advocacy, stepped in to co-present with me in Shymkent, Kazakhstan. I knew both Dorcas Hand and Tasha Bergson-Michelson through our independent school network and through presentations at national conferences. Our 2018 Kazakh workshop was titled *Engaging Students, Teachers, and the School Community* and photos were posted by NIS on *Facebook* (Nazarbayev Intellectual School of Chemistry and Biology Shymkent, 2018). We began by introducing tools to develop a vision for the library program through the lens of current trends based in part on predictions by the American Library Association's Center for the Future of Libraries. Among the trends we introduced were flipped learning and data everywhere (American Library Association, 2019).

As a scaffold to introduce standards, guidelines, and frameworks in the United States and internationally, I used the mission of the NIS system published at the time I was preparing for the workshop, which was:

To enhance the intellectual capacity of Kazakhstan through the development and implementation of an innovative, mathematics and science-orientated, trilingual, model of school system that integrates the best of Kazakhstani traditions, and that meets international standards of best practice.

One of their strategic tasks we used:

Creating a learning environment that helps students to become functionally literate lifelong learners who are polylingual, patriotic, responsible citizens, creative and critical thinkers with a healthy lifestyle and able to enter prestigious national and international universities.

We also discussed the differences between frameworks and content standards and the role of threshold concepts. Note: The NIS mission and tasks have changed slightly since our presentation (Nazarbayev Intellectual Schools, 2019, June 24).

Since one of the strategic tasks of NIS was to have their students qualify for prestigious international universities, it made sense to explore the Association for College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education as a way to prepare their students for college-level research and to garner administrative support for the librarians to be involved in co-teaching with subject area teachers. We spent some time on the IFLA guidelines and AASL (American Association of School Librarians) frameworks as well (American Library Association, 2016; IFLA School Libraries Section Standing Committee, 2015; American Library Association, 2018).

One of the ACRL frames is scholarship as conversation, yet it is difficult to be part of the global scholarship conversation if the global community of readers does not know your literature. Therefore, I introduced participants to organizations that could share Kazakh literature with the global community of readers.

To introduce effective data visualization, we used the Center of the Future of Libraries trend of “Data Everywhere” as a springboard. We gave the librarians hands-on practice in creating infographics and data visualizations (American Library Association, 2019). We spoke about source literacy as well as the idea of interrogating your sources to make for stronger research projects (Bergson-Michelson & Seroff, 2016, p. 7).

To give the school librarians and subject specialists tools to use with students beginning new research, we walked participants through hands-on tutorials called write-arounds in which students interact with a source and to each other silently through writing (Daniels & Daniels, 2013, pp. 155-191). Because learning to ask the right questions is a critical component in the research process, we introduced another tool in a hands-on session, the Question Formulation Technique developed by the Right Question Institute (Right Question Institute, 2019).

In the midst of this workshop, news crews from the local Kazakh and Russian-speaking television stations arrived to film a short news clip about our presence in Shymkent (NAR TV, 2018; Shimkent [sic] Live, 2018). That this was deemed newsworthy illustrated to me the importance of collaborative STEM teaching in Kazakhstan. The Shymkent school’s technology team also created a video of our visit (NIS Shymkent, 2018). Here are the links to television clips and the school video.

NIS Shymkent Visit News Story in Russian (Shimkent [sic] Live, 2018)
NIS Shymkent Visit New Story in Kazakh (NAR TV, 2018)
NIS Shymkent Technology Team Video from the Shymkent Visit (NIS Shymkent, 2018)

I learned more than I could have imagined from the dedicated professionals at the NIS network schools, whose devotion to their students and to their own professional development is impressive. Some of the librarians travelled 24 hours by train to attend the workshops. They were outstanding participants at each session and even enthusiastically attended after-hours professional development meetings. We once again were treated to dinners and to outings to cultural heritage sites, as well as current Kazakh music at local halls.

Through my work as a librarian I hope to draw attention to the importance of Central Asia and Kazakhstan. During a five-day course on Kazakhstan in the 2019 May Program at Columbus School for Girls, I focused on Kazakh history and culture. In collaboration with our students we hosted daily lively Skype conversations with NIS students in Taraz (Swarlis, 2019; Nazarbayev Intellectual Schools Taraz, 2019). Additionally in my research I have found some intriguing information about women's history and about trade routes along the Silk Road during the centuries from 476 C.E. to 1492 C.E. I hope to make connections for students with Central and East Asian History.

I recommend the following articles, videos, and websites as a starting place for learning more about the hidden impact of Central Asian history. The medieval trade route map could explain how a medieval female scribe had pigment in her teeth that could only have come from a particular area of Afghanistan.

Medieval Trade Route Map (Routley, 2018)

(Zhang, 2019)

How did Precious Lapis Lazuli End up on the Teeth of a Medieval Nun? Alison Beach has Some Ideas! (Ohio State University Arts and Sciences, 2019)

Current events, such as the new Road and Belt project are worth your attention. It is the new Silk Road with global economic implications.

China's New \$900 Billion Silk Road: What You Need to Know (Bruce-Lockhart, 2017)

Road and Belt: China's Trade Superhighway (Bloomberg, 2018)

Stepping out of our comfort zone can be intimidating, so based on my experience, I have some small suggestions and large action steps I recommend to either prepare for an opportunity when it presents itself, or to have the tools to seek out an international experience when you are ready.

1. Seek out conversations with librarians and educators from other countries and cultures whenever possible. They are far from home and

usually appreciate some kindness and warmth from a stranger. The librarians and educators who receive funding to attend conferences often are gifted professionals with much expertise to share. It can be difficult to make the first move in starting a conversation, but saying yes to opportunities for exchanging ideas and best practices can be hugely enriching.

2. Join the International Association of School Librarianship (International Association of School Librarianship, n.d.). The conference is held in a variety of locations around the world. In 2020, the annual conference will be in Denton, Texas. Attend and volunteer, you never know what may result.
3. Read literature from other countries to view the world from a different lens. Ann Morgan's list provides an excellent place to begin (Morgan, 2012). If you prefer movies, see as many of the movies from other countries as you can. This list is a good start or this one (Petsko, 2018; Haamer, 2019).
4. Offer that welcome hand of friendship and warmth to all of your international students. The gift of kind words and gestures can go a long way toward building bridges. I have learned much from my international students and friends. A recent editorial writer, John White, suggested hosting international students as a way to have well-adjusted children and lists several examples of the benefits of the experience for himself and his own children (White, 2017). Dorcas Hand had hosted seven international students which made her the perfect choice for a Kazakh co-presenter.
5. Take advantage of global study opportunities offered through universities. One list of teaching resources is available here (National Association of Independent Schools, n.d.). *Edutopia* publishes a list of travel grants (Davis, 2017). The Ohio State University offers lectures, classes, and study opportunities on a wide variety of global issues through their Office of International Affairs, as does our local office for the World Affairs Councils of America. The National Consortium for Teaching about Asia (NCTA) also offers terrific workshops, classes, webinars, and lectures.
6. Leave yourself open to opportunities that may come your way.
7. As you broaden your knowledge of global issues and history told from a different perspective, share that knowledge with your subject teachers and make curricular connections when you can.

Most of all, remember that every step we take to build bridges to other countries and other cultures will make a positive difference to our current and future students. Saying "Yes!" to opportunities also creates enduring, enriching, and authentic relationships with colleagues that benefit us professionally and personally.

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Looking Back on a Lifetime of Lessons Learned

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When I began writing this paper, I started by describing my career chronologically. While this approach allowed me to engage in a lovely walk “down memory lane,” I decided that as interesting as it was for me, it would have little appeal for anyone else. Therefore, I decided to try another approach and attempt to synthesize some of the lessons that I’ve learned in my past 45 years in the school library profession. But first, a little background. . .

I was fortunate to come into the field near the end of the time period that I’ve always called the “golden age of school libraries.” My career began near the end of the ESEA Title II era. It was a time a change for the field. Funding was available for creating and improving school libraries. Leadership at the national, state, and district levels provided support for professionals entering the field and expectations were high for these newly minted school librarians. Collaboration between classroom teachers and librarians was expected and valued. Technology offered new opportunities for meeting students’ and teachers’ learning and teaching preferences. It was an exciting time to enter the field. Sadly, in many parts of the country – particularly in urban areas – these expectations have been severely eroded. Perhaps, by considering the following lessons that I learned throughout my career – most of which are simply based upon common sense and none are earth-shaking, it might be possible to re-imagine the school library profession for 21st century learners.

You learn more from talking with individuals who think differently from you than from ones with whom you agree.

Early in my career I accepted a position as the district supervisor in a small rural district in the snow-belt area of upstate New York. In this district, the school board decided that it was important to have libraries in only the middle and high schools because “children in the primary grades didn’t need a library because they didn’t know how to read.” This was era of Title II Special Purpose Incentive Grants, which offered funding to establish elementary school libraries. Applying for the grant required School Board approval and so I had my first nail-biting chance to make a Board presentation. It was a wonderful opportunity for me to begin to articulate my beliefs to “non-believers” about why all children deserve quality libraries. Fortunately, the Board approved my impassioned request to submit a proposal and after it was funded, chose to provide space, furniture, and local funding to establish the district’s first elementary library.

Collaboration between classroom teachers and school librarians is possible in any setting.

I began my work as a school librarian in a junior high school that was in the process of becoming a middle school and enrolled more 1200 sixth through ninth grade students. I was exceedingly fortunate to be hired in a temporary position for an extremely competent and highly respected librarian. She left the position only because she had not completed her MLS degree. During her five years in the school, she had developed an exemplary program, which was completely integrated into the educational program of the school. The nine sections of sixth graders all had scheduled “library time,” but the remaining grades all were flexibly scheduled. My predecessor had developed a “team-teaching” relationship with the English, science, and social studies teachers and it was simply assumed that I would continue to work with them in this way. As a twenty-three-year old “newbie” who had never worked in a school environment and who had only an abstract understanding of the challenges of working with early adolescents, it was terrifying, but the best introduction that I could have had to the school library profession. It was a textbook example of true integration of the library program into all aspects of teaching and learning in the school.

My next position was in a small, extremely wealthy suburban district – much like the fictional “Lake Wobegon” -- where all the children were well above average and parents engaged private tutors for any kindergartners who were not reading fluently before they entered first grade. Again, as was true in my earlier position, I followed a highly qualified, well-loved librarian, who had integrated the library program into all aspects of the school’s curriculum. Again, I was expected to co-teach science and social studies units. Although I met with the primary grades weekly for short library classes and book exchange, the teachers always accompanied their students and the library was always open for all students. My principal at this school was a “fearsome” woman who had extremely high expectations for everyone including teachers, students, and staff. She actively encouraged inquiry-based learning and supported -- both intellectually and financially -- creative approaches to teaching and learning. She made it clear that I wasn’t her first choice to fill the position, but I was so grateful that I had the opportunity to work for this exceptional educator.

The value and importance of mentoring cannot be under-estimated.

The principal described in the lesson above was one of my first and most important mentors, although she terrified me! She expected everyone to excel and I desperately wanted to live up to her expectations. She was the individual

who most actively encouraged me to pursue my Ph.D. and was indirectly responsible for enabling me to work with my next mentors, Dr. Maggie Kimmel and Dr. Blanche Woolls at the University of Pittsburgh. Although Blanche and Maggie had very different mentoring styles, they were consistently “cheerleaders” for the doctoral students. They supported us through challenging times and encouraged us to take risks and explore unexpected opportunities. It was Blanche and Maggie who taught me how to mentor others because they always treated doctoral students as colleagues who had value rather than inferior beings who needed to be enlightened. I had a wonderful time during my doctoral program because of Maggie and Blanche and the other faculty members at Pittsburgh.

The school library program is the responsibility of everyone in the school community.

Among the accomplishments of which I am most proud from my time as the Executive Director of AASL was my work with the AASL/AECT Joint Writing Committee that created *Information Power: Guidelines for School Library Media Programs* or as I always referred to it -- *Information Power the First*. I came into the challenge of working with the representatives of the two associations, which were not particularly collegial, in 1986 – after they had experienced many years of frustration trying to raise money to support the effort and trying to manage a collaborative writing approach that was simply untenable. While I could be rightly criticized for being prejudiced because I was a part of the effort, I firmly believe that *Information Power the First* is surpassed only by the 1960 Henne *Standards* in importance to the profession. I hold this belief because of three significant ideas that were introduced in the work -- the mission statement, which clearly focused on enabling students and staff to be “effective users of ideas and information;” the assertion that the creation and maintenance of an effective school library program was shared by all members of the school community; and the delineation of the three roles (which were appropriately expanded in future guidelines) of the library media specialist.

The value of shared responsibility became even more evident during my time as the Coordinator of the National Library Power Program, a \$40 million initiative of the newly created DeWitt Wallace-Reader’s Digest Fund. Although never widely publicized, Library Power was the demonstration project for the 1988 *Information Power* guidelines, much like the Knapp Project was a demonstration project for the 1960 *Standards*. Among the requirements for receiving funding, was the creation of partnerships at all levels. At the 19 project sites, teams made up of administrators, curriculum representatives, librarians, and classroom teachers were required at both the district and building levels. I replicated this shared responsibility model when

I implemented the Learning Power initiative, based upon the Library Power model, in the Chicago Public Schools. When schools took this requirement for shared responsibility seriously (and not all did), the integration of the library program into the curriculum was much more successful.

Change cannot happen until trust is established

I began my work as Director Libraries and Information Services in the Chicago Public Schools as an absolute outsider. Although I had lived in the city of Chicago and had worked at the American Library Association for more than 14 years, I had never set foot in a Chicago Public School. It was not that I wasn't interested, it was simply that I didn't know anyone in the school district and wasn't sure how to gain permission to visit a school. When I was hired, the build-level librarians had been without leadership at the district level for many years. While the district required that every school have a library space and a certified "library" teacher (but not necessarily an individual with library credentials), it offered no district-level support nor funding for collections or programs. All support was at the discretion of the principal and the local school council.

The District CEO and School Board, which had been appointed by the Mayor of Chicago, had been convinced by leaders in the library community that good schools required good libraries. Their first attempt to provide services was to ask the Commissioner of the Chicago Public Library to take over school services. She wisely countered that if the Board really wanted to provide quality school library services that the district should take the more than \$2 million that they offered her and reopen the Department of Libraries.

While I had no experience in the Chicago schools, I was able to hire eight extraordinary women who had grown up in the district and were highly respected librarians in their elementary or high schools to join me at the district-level. It was these women who convinced their colleagues to give me the benefit of the doubt, if not rousing support. We followed a few simple rules – spend as much time as possible in the schools working directly the individuals assigned to the libraries; provide significant matching funds to encourage librarians to weed their collections (which had been purchased primarily with ESEA Title II funds more than 30 years earlier); encourage principals to allocate funds for updating materials; offer principals guidance in raising expectations for their library programs; and NEVER promise anything that we couldn't deliver. It took almost a year before elementary librarians believed that we really were committed helping them improve their programs and almost twice as long to engage high school librarians; however, by consistently exceeding expectations for the support we provided and always being absolutely transparent, even when we had to say that we didn't know

the answer or couldn't provide the assistance that they needed, the library programs in many of the schools began to improve significantly. It was satisfying to me that after I left the District in the summer of 2000, my replacement was an extraordinary high school librarian, who had come into the District during my time as Director as a member of the Teach for Chicago cohort. For many years, the Department remained open and viable with the new Director and the extraordinary leaders that I had hired to provide guidance at the district level.

The school library program does not “belong” to the school librarian.

This lesson is a corollary to the earlier lesson about shared responsibility. As a faculty member in the school library preparation program at the University of Maryland, I tried, with limited success, to encourage students to NOT refer to the library as “their” library or “their” collection or “their” program. As noted above, I firmly believe that the library program “belongs” to the entire school community. If the school librarian believes and defines the program or the space or the collection as his or her personal property or responsibility, it's much easier for policy makers to reduce budgets or staffing or space because “after all it only affects Mr. or Ms. Librarian.” It's much more difficult to withdraw support from a program or a space that “belongs” and is vital to the entire school.

An effective school library program must be based upon the “why” not the what, how, or who.

When my research team at the University of Maryland received an IMLS grant in 2011 to create the Lilead Fellows program, we decided early in the planning process that we didn't want to offer a traditional professional development. I think that this decision was influenced by my impassioned diatribe that the library profession had changed little in the past 40 years. I expressed my frustration that we have continued to use the same, often self-serving, vocabulary to talk about the importance and value of libraries; continued to launch the same often futile campaigns to increase budgets and save professional staffing; and continue to bemoan the fact that “nobody knows what librarians do.” As a result of this tirade, we created the “manifesto” for the Lilead Fellows Program. We decided that we didn't want to simply help school library professionals be better at their jobs, we wanted them to think about their jobs differently. We decided that we wanted to create a community of risk-takers, who would question the status quo, ask hard questions, and be willing to fail in their efforts to bring about positive change in their schools and their communities. We decided to create a community of school library leaders who could become resilient change agents.

As we went through the process of creating the curriculum for this new approach to professional development, Christie Kodama, a doctoral student on the UMD research team, found Simon Sinek's book, *Start with Why: How Great Leaders Inspire Everyone to Take Action*, which became the foundation of our program. After watching Sinek's videos, reading his books, and discussing his ideas, we determined that as school library professionals, we are very good about explaining "what we do," "how we do our work," and "who should do our work," but we are much less effective about explaining the "why." **Why** are libraries important? **Why** do all children deserve quality library programs? **Why** do good schools require good libraries? Starting with **why** requires us, and the Lilead Fellows and Lilead Leaders with whom we work, to change our mind-sets and to consider the outcomes we want to achieve at the beginning of our efforts. This process can be frustrating at times for all of us, but I really believe that by changing the rhetoric of how we talk about libraries in general (and school libraries in particular) and backing our words with verifiable evidence, we can change the field and ultimately make a difference in people's lives.

So many lessons, so little space . . .

It is challenging to coherently describe the lessons that I have learned over so many years as a library professional; however, as was true in my experience of making a presentation to the "non-believer" school board so many years ago, thinking about how my experiences have contributed to why I believe so passionately in the value of school libraries has been a very satisfying endeavor. In the space that I have left, I'd like to add a few final lessons, which I hope will be useful as we think about the future of the field.

Completing a graduate-level preparation program is only the beginning of learning what it means to be an information professional.

School librarians must be prepared to be "aggressively helpful," but mindful of their limits.

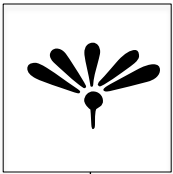
A community of peers is critical for successful risk-taking.

Advocacy and activism are not synonymous.

Effective advocacy depends upon evidence.

The school library profession is not for the timid.

A satisfying career can be created with absolutely no career planning.



The Story of an Early Interactive Display

Brenda White

Coordinator of School Media Centers and Computers in Education in
Danbury, Connecticut, retired

When I became a school librarian in 1966, school libraries were in the midst of a sea change, from book room to media center. This great change began with the passage of the National Defense Education Act of 1957 (NDEA). This act was intended support school improvement in the areas of science, mathematics and foreign languages on all levels. It was a result of the scrutiny of many aspects of American life, including public and private schools, following the launch of Sputnik, the Russian space satellite, on October 4, 1957.

The Elementary and Secondary Education Act of 1965 followed NDEA as a program of grants to public schools. As with NDEA, the goal was to improve the education of young Americans. This goal was addressed through the six sections of the act. The second section, Title II, addressed school library resources, textbooks and other instructional materials. State plans were required to guide expenditure of funds and to provide accountability. This funding for school libraries resulted in significantly improved materials collections as verified by multiple studies.

With the emergence of information in many media forms in the 1960's, it became clear that children and adults needed new skills to use the new information sources. In Pennsylvania the school librarians' group, the Pennsylvania School Librarians Association (PSLA), profited through its contacts with leadership from the University of Pittsburgh graduate library program and the undergraduate programs in the state college system. The result was that we were aware of the research and information about child psychology as it applied to teaching and learning. We were aware of experiments in new ways of organizing schools to better educate our students. All influenced our thinking about library services.

In addition to PSLA, many school library professionals participated in national associations including the American Association of School Librarians (AASL), the Association of Educational Communications and Technology (AECT), and the American Library Association (ALA). A collaboration of AASL and AECT resulted in creation of school media standards – *Media Programs: District and School*. This landmark publication codified our ideas of how a library media center and staff should contribute to the education of students.

When the idea of the first White House conference on libraries arose, PSLA was ready to assume a role. After much thought and conversation, the idea of a

multimedia display began to crystalize. The display needed to be a multimedia picture of the changing role of school library media centers, as well as teaching and learning. The ideas about the role of the center and the specialist in the educational process could seem abstract and unclear to a public which had only experienced the library as a book room. A multimedia display could give concreteness and reality to those ideas, could bring the ideas to life. Such a display could bring our thoughts to the public in way that bypassed jargon and spoke directly to the viewer. The display itself would model different ways that information could be processed, that teachers and students used the center.

During these years, I was on leave from my school library media position, studying in the University of Pittsburgh School of Library and Information Science doctoral program. While I profited with a deeper understanding of school libraries/media centers, I also was focused on my studies. My involvement with the display project was limited. Celeste DiCarlo Nalwasky, PSLA president, took the lead. Our many discussions clarified our ideas and intent.

To make these ideas come alive, we decided on a conceptual model of an ideal school library media center, not a blueprint. Each concept would have an area on the rectangular surface. Each area would have a visual and an audio component. The surface would be laid out to show the activity areas of a library media program. Each area would have an explanatory script, slice-of-life mini dramas, that would be heard through listening devices located on the edge of the table. Once a phone was picked up, a tape would play and lights on the tabletop would illuminate the area being discussed. For example, if the chosen area illustrated teacher-specialist planning a unit of instruction, the tape would include their conversation and the area on the tabletop representing a conference area would light up.

BroDart, the library supply company located in Williamsport, Pennsylvania, was well known to all of us as the supplier of quality library furniture. The company was interested in discussing how their products could support the emerging school media centers. When we crystalized our display ideas, BroDart was a natural partner. They provided major funding for the project. An East Liberty, PA display maker was chosen to build the display. The finished display had distinct areas. Each area had miniature people using the miniature furniture and equipment necessary for the function of the area. Our media professionals loved it. The public did, too, and seemed to understand our message.

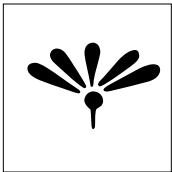
President Nalwasky worked with a group of library media specialists to provide the scripts and the voices. Ideas were shared, scripts written, edited, revised and rewritten to capture in a slice-of-life the idea being shared. She

worked with the actors including friends, colleagues, children and adults to record the tapes that would bring the display alive.

The display debuted at the 1978 Pennsylvania Governor's Conference on Library and Information Services, October, 1978. It was subsequently displayed at the Ohio, Indiana and other governor's conferences. Following the White House Conference, it was dismantled around 1980.

All of us who worked on the project were sad indeed to see it go. It represented our best ideas of libraries, media centers, teaching and learning. Its multimedia approach showed in an understandable way those ideas that we all struggled to make clear. As Lucille Thomas would say – "Showcase! Showcase! Showcase!" And we did.

Now it is time to consider another such project using the most current available media. New times require new responses. Students of all ages should be involved in the planning and execution of such a project. They can code, make sound videos, produce 3-D models and virtual reality. This is the next step. Just think what we can showcase and do it. Then share your successes with others so they can be successful with their showcases.



Then, Now, Forward

Blanche Woolls

Director and Professor Emerita, San Jose State University

Needing a part-time job my sophomore year at Indiana University, I responded to an ad to work typing catalog cards in the University High School Library. Pondering the choice for a minor to go with a major in Fine Arts with my “boss”, Margaret Griffin, she suggested library science. Because that was not an “allowed” minor in Arts and Sciences, I had to seek approval from the Dean of Fine Arts, a rather formidable red headed man with a large red moustache. His response was, “we need more art in libraries,” and then he signed my permission slip.

Then

The luck of the draw, my first library job was in a large K-8 school in Hammond, Indiana with 1245 students where my assignment was to serve grades 4-8 because the position was titled “junior high school librarian”. I was the only elementary librarian in the district. My spectacular principal allowed me to slowly expand the library program to include grades 2 and 3 with first graders coming in only the second semester after they could begin to print their names on the library cards. It was busy, but you can imagine my astonishment when the new 1960 standards suggested a great deal more staff for that number of students. It was helped because we “special” teachers were not a planning period break, and teachers remained with their students although I often suggested they go get a cup of coffee if students were exchanging books or listening to a story. With no electronic check-out system, two students were assigned to stamp out books for any library period, and books were re-shelved at the end of the day by students in grades 6-8 during their activity period. Among their other activities, they put on book jackets, sent out overdue notices (before all the privacy laws), and put up bulletin boards for which they had to cut letters as they were taught by the art teacher.

The first three summers after graduating meant returning to Indiana University to complete a master’s degree, talk with Miss Griffin to get ideas for improvement, and also complete requirements for a teaching certificate since my AB degree had not left room for those courses. My library teaching experience relieved me of the student teaching obligation, and some of the course work was done during the school year at the Gary “branch” of what is now a four-year college in the Indiana University system.

For a wonderful 8 ½ years I worked with every teacher and class from 1-8. Because adding six, (the three half-day kindergarten) classes simply couldn’t

fit into any sort of schedule with the 32 classes of other grades for assigned visits. Flexibility wasn't possible with students coming at three arrival times, missing the two recess periods morning and afternoon and three dismissal times.

Facility size was another problem. Long before my arrival, the very large library room had been divided into two rooms as student numbers increased the already overcrowded school. The library had a very thin wall between music classes, not ideal, but it was what it was. When the first grades started coming their second semester, the plan was to send one reading group from each of the four first grade rooms to learn and teach their classmates how to sign out books, listen to a story (sitting two to a chair on 8th grade size library chairs). The next visit was divided into two first grades each period and then we moved to each class coming alone.

One afternoon, the other librarians in the district came to my school's wide first floor hallways because my principal hosted the annual two-week Books on Exhibit display. Since our school hosted the event, our students as well as the teachers could help make choices for their classrooms. Other elementary schools had no libraries. Offering coffee for the high school librarians in my library, my principal came by tell us that the district was going to appoint a coordinator of school librarians. One of the high school librarians was aware of this and was actively going after the assignment but was not telling us. However, when the assistant superintendent asked us as a group who they thought would be the best choice, they suggested that I be given the opportunity. The district was in the process of building several elementary schools, and, considering my experience with elementary children, it seems a good fit.

Leaving my school, I told my principal I would really miss my students. His reply was that many of the principals would be as challenging as any of my more difficult students, and he was correct. Meeting these other principals over time, it was easy to recognize why my school had very little turnover with teaching staff. Teachers applied to come to my building when any opening became available.

My continuing education from then on at every opportunity and especially at conferences came from talking to others about what a coordinator should be doing and how do it, learning as much as possible about working with administrators and also architects with building new buildings. It was the time of ESEA Title II and the book orders for parochial schools came under my job description. I was given two secretaries to process book orders for everyone, accept shipments, and divide materials to be sent to individual schools. We ordered printed catalog cards whenever possible. Supply orders included

plastic jackets because it was still up to the individual librarians to put jackets on books.

Slowly we began building collections for new schools, sometimes combining classroom collections from existing collections for their new building and library. Creating school libraries meant collecting classroom collections from teachers who were reluctant to part with them even though their children had gone through all they were interested in by December of any school year. Luckily, Title II funds as well as district funds meant new books could be added to these collections, and a professional school librarian became a part of their staff making it quickly apparent that things were better than second semester stale classroom collections. Happily, professional school librarians were hired for these new libraries.

Building schools was great with my first superintendent, but when he left, the new superintendent was old school, traditional appointment from within the district, and if the architect was equally traditional, it was difficult to insist on enough size for a school library. One afternoon, my superintendent called me into the office to look at plans for the next new building. When I said it wouldn't be possible for my name to go on the dedication book at the opening of that school, he suggested that wasn't my choice. So, I resigned. It was easy to leave the school district for someone else to manage. When none of the high school librarians wanted the job, they advertised outside the district for applicants.

Roswell City Schools were in charge of the former assistant superintendent who had hired me in Hammond. He gave me three years to have a library in every one of the then eight elementary schools, a challenge met in one year even though a sudden combination of the county and city school districts that first fall thrust me in charge of an additional seven elementary schools and two middle schools. The audiovisual center production and film services, an audiovisual specialist and a curriculum person with three clerical staff, the delivery person and his truck, and the custodian became my responsibility. As each elementary school opened, a library aide was hired and these needed to be trained. Funding was not sufficient to add professional staff.

Another change in superintendent made applying for and being admitted to a doctoral program another escape. Perhaps it was cowardly, but cuts back meant no hope for professional librarians, a situation that remains all these years later. All the elementary libraries had been created expanded in size by opening two or more classrooms, with collections organized and furniture in place. They were well managed by their aides, so perhaps some of the challenges were no longer there.

Arriving back at Indiana University as one of six new to the doctoral program, in 1970 it was my privilege to meet David V. Loertscher. For the next three years we attended many classes together and state and national conferences, gave joint presentations, and prepared to teach and conduct research as a professor in a university library science program when we graduated. Doctoral studies provided time to read research and make connections between what was happening in schools and what was being written about in the literature including dissertations and other research reports being published.

As a newly hired professor, keeping up with what practitioners were actually doing was easy because of practicum placements and visiting schools to see what those students were doing. It meant attending and presenting workshops and conferences, researching and writing, and keeping up to make courses relevant. We were more than encouraged to seek funding for projects and an institute to teach school librarians those research methods useful to evaluate their services brought David to Pittsburgh. The first was designed for Pennsylvania school librarians with a second funded national institute for participants from other states. David and I were then asked to conduct similar sessions in other states by personnel in Department of Education or at conferences.

Librarians had begun to adopt applications for mainframe computers and we were introduced to online searching. At the University of Pittsburgh, we were invited to take workshops in online reference even though access to the major databases was too expensive for most school librarians. However, this was soon overcome by the introduction of microcomputers in schools and the products being developed by vendors.

A grant from the Pennsylvania Department of Education allowed me to teach school librarians how to use microcomputers. This was followed by opportunities to for David and I to go to other locations to teach computer use including Connecticut and the Virgin Islands.

The need to conduct research and publish the results was difficult as school districts had tired of college students and professors wanting to “test” students and teachers in any way. This led to the creation of Treasure Mountain to allow professors and practitioners to discuss research needs and outline the best ways to conduct this research enlisting cooperation with practitioners..

Continuing education became a major part of my life when Dr. Elizabeth Stone asked me to join the Continuing Education Network Exchange and she moved me into an international arena. This resulted in planning two pre-conferences for the Continuing Professional Education Roundtable before the International Federations of Library and Information, the first in Barcelona and the second

in Chester, VT. Helping choose the presenters and editing their papers added to my publication production.

A small notice in a professional publication led me to become a charter member of the International Association of School Librarianship. Later, it was my privilege to host two IASL conferences, one in Pittsburgh and one in Berkeley, CA for that association. Serving in a variety of positions on the board resulted in my election to IASL President. International travel, meeting other librarians from around the world, visiting their libraries and talking about similarities and differences was awesome.

A final change in positions meant giving up teaching school librarians and visiting practicum sites to become director of a library and information science program at San Jose State University. It had been a requirement that my students visit their legislators to learn how to talk about school libraries to law makers and also that they should attend both state and national conferences whenever possible. Suddenly responsibility for budget, assigning classes, responsibility for all students and not just school librarians made some of my world a little different while some things remained the same. This SJSU program had two locations, one in northern and one in southern California with telecasts between both and more and more online. This program was honored by the Smithsonian Institute at a program in Washington, D.C. Efforts to meet the needs of students offering programs in sites throughout California opened the door for a totally online presence at SJSU after my retirement.

Now

Today, the threat of persons considering all the information they need is available on cell phones is a reality. Many teachers and other adults do not realize the challenge of teaching students to recognize fake from reality or to research facts to find out what is actually accurate vs. what is opinion or frankly false. One has to acknowledge that school libraries and school librarians are at risk when they should be recognized as essential to help students discover fact from falsehood, to check and recheck to find the difference.

Change is critical and changes in the facility are needed. School librarians have taken on maker spaces to try to help student become independent thinkers. David Loertscher is on task with trying to get librarians to move from a collection of information to build a learning commons for all teachers and students to work cooperatively, coteaching to foster creative thinking learning. The ability to discard reference collections and reduce the number of books has opened some spaces for different applications.

School librarians are creating websites for their teachers and students to host information, homework assignments and other critical information that keeps the school library before parents and the community. Such advertising is critical.

Forward

School librarians need to become better advocates, telling their stories to the world so that communities recognize their necessity in the life of children, what they offer in the education of the students and teachers in their buildings. School librarians must continually be active lobbying their teachers and administrators and also parents, their neighborhoods, and their government officials.

At one point, David and I proposed a project to Marilyn Miller then President of ALA for the three divisions serving school and public children's librarians, A Billion Bucks for a Billion Books. David's math showed that the revenue from an investment of a billion bucks would provide \$1.000 each year for every school and public children's librarian in the United States. It fizzled for a variety of reasons which are not for print but perhaps in a quiet corner at a conference at some point. However, going after a large sum from one of the billionaires with money could be a way to ensure that each librarian working with youth would have a yearly sum to enhance their program, collection, or activity. It would not be for the faint of heart and perhaps ALA was the wrong place for us to start because others in ALA wished to use the money for something other than children's and school librarians.

School librarians need to work with school counselors when they are a part of the school staff and especially if the school has a counselor assigned other duties or, in worst case, no counselor to help students beginning in kindergarten with career literacy. Career literacy begins for students to recognize they need a plan to complete high school and then to move into the workplace. This plan has information about what education is needed for what vocations, costs for that education whether in a higher education institution or in a vocational school and the probable salary they will earn in that job. They need to be informed of scholarships available to them for training after high school and taught the long term "costs" of borrowing money, financial literacy, to pay for education as opposed to working to save to pay tuition.

Students need to be taught in math classes how to calculate credit card debt before they sign up for credit cards. They need to be aware of obligations such as rent or borrowing money to buy a house or a car, the cost of food to live, and what to budget so they have something left for recreation. For this to be done

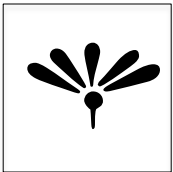
at every grade level requires the efforts of school librarians to help teachers integrate this into their courses.

Students need to be encouraged to register to vote and what it means to vote throughout their school years. They can be taken to register to vote as soon as they are 18 with field trips to a place to register.

Protecting intellectual freedom is essential in any period where freedoms are being challenged. Access to information is a right of every citizen in this country, and it may well be librarians who are the last stronghold in our democracy. Helping students understand their rights as a citizen in the U.S. and leading them to understand what the loss of access to information and freedoms provided in a democracy may be a school librarians most important assignment.

Reviewing the legacies of the giants who preceded today's school librarians may help fill in the needs for the future. Doing this as a group such as what Treasure Mountain provided is one way to do that. School librarians need to work in every group they belong to whether school, church, or community to keep information channels open for our children.

Nothing is as important as the education of students. School librarians work with all the students and all the teachers all the time. If they can continue to work together in their school districts and with their colleagues in public libraries, sharing the responsibility for keeping parents and the community aware of the importance of access to information as well as the contributions of school librarians in the lives of the entire school community is more than a goal, it is a necessity. If this is going to happen, it is the responsibility of each one of us to make a plan for more than one year, but for many years in the future.



Is It in Your DNA to Make a Difference?

Terrence “Terry” Young, Jr., M.Ed., MLS

Librarian on a Forever Vacation

School libraries came into my life over fifty years ago. When I began high school at McGill Institute, a Catholic boys’ high school in Mobile, AL, administered by the Brothers of the Sacred Heart, I joined the Library Club. Under the direction of Brother Colin, S.C. and Eleanor Benz I was initiated into the world of school libraries. In 1971 at the University of New Orleans (UNO) I was a student worker, where else, but in the library. The UNO library was so big and had dozens of departments. My favorite place to work was Government Documents. While pursuing my degree in Science Education, with a minor in Library Science, I was exposed to so many aspects of UNO’s library operation. The fascination continued when I began library school at LSU-Baton Rouge, School of Library Science. This journey took 4 years, as I was simultaneously pursuing a M.Ed. at UNO. After teaching high school science for 2 years I became the school librarian in the 1979/80 school year. Time has flown by since that time.

Never stop Networking: Never, Never, Never!

Networking is the action or process of interacting with others to exchange information and develop professional or social contacts. Networking often begins with a single point of common ground. The most obvious is a professional affiliation. For professionals, the best networking opportunities may occur at trade shows, seminars, and conferences, which are designed to attract a large crowd of like-minded individuals. Networking is the heart of involvement in professional associations. We network with local and national colleagues, authors, vendors, etc. Networking helps us keep up with current events in the field, and often develops relationships that may boost future business or employment prospects. Become a known quantity as you network like crazy!

Colleagues are best network friends. Each person has a unique niche or perspective that provides colleagues with a great resource.

Vendors want you to network with them. Vendors exist to sell products that librarians will purchase or share with their administrators. Conversations with vendors begin with an introduction. What are you looking to purchase? What feedback can you provide to a vendor to improve their product?

At the 2013 ALA Annual a collaboration project began to incubate. No one knew at that time that an email would evolve into a collaborative project and the final product: the Roald Dahl’s Miss Honey Social Justice Award which

recognizes and encourages collaboration and partnerships between school librarians and teachers in teaching social justice through joint planning of a program, unit or event in support of social justice using school library resources. This monetary amount: \$2,000 to the librarian, up to \$1,000 travel and housing reimbursement to attend the AASL Awards Ceremony during ALA Annual Conference, and a \$5,000 book donation by Penguin Random House. Yes, we can make a difference when we collaborate. In case you are interested, the initial email was to plan a one day event around the 50th Anniversary of *Charlie and the Chocolate Factory*.

Active Participation in Professional Associations: Get Involved!!

Merely paying your dues to your local, state, or national association is the bare minimum or the bottom rung of the professional involvement ladder. Think about it, if everyone only paid dues and chose not to take an active role in their professional association(s), what would happen? While a passive member for several years, I finally got my big toe wet and stepped into the pond of professional involvement. Since that first step I've never turned back. Some highlights include: Caldecott Committee; Sibert Committee; Margaret Edwards Committee; and currently chairing the 2020 YALSA Morris Award Committee.

While award committees are the cream of the crop, I have also served as either a member, chair, or both of the following committees: AASL: Nominations, Technology, Conference Program; Bylaws & Organization, Best Apps for Teaching and Learning, Best Websites for Teaching and Learning, Distinguished Library Service Award for School Administrators, Collaborative School Library Media Program Award (SLMPY), ICONNECT Task Force; YALSA: Technology for Young Adults, Partnerships Advocating for Teens. While these are a few of the national committees there are also state and local association committees. Getting involved in your state chapter of ALA, and in the various divisions which focus on your areas of interest, will assist you in getting known and build your professional skills.

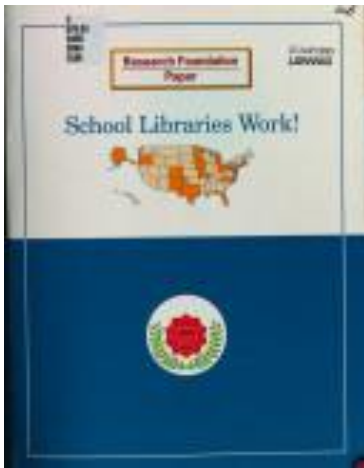
Go to National, State and Local Conferences!

Attendance at professional gatherings is where the action and most importantly, decisions are made and voices are heard. Advocate for what you believe in and let the powers that be know your passions. I've attended every ALA Annual and Midwinter for 40 years, and all but 3 AASL National Conferences. Meeting the session presenters, and often being a presenter, provides great networking and sharing of ideas with others who are new to the profession. Often you will meet colleagues who share your passion but have never stepped out into the national arena.

Professional Publications are Important

Writing for professional journals is another way to share your expertise with colleagues. Why do you want to write for journals? What is your purpose? Are you writing for research assessment? Or to make a difference? Are you writing to have an impact factor or to have an impact? Do you want to develop a profile in a specific area? Will this determine which journals you write for? Have you taken their impact factors into account? I've shared my ideas and thoughts with articles in: *School Library Monthly*; *Library Talk*; *The Book Report*; *Chemecology*; *Science Books & Films*; *Book Links*; *Library Media Connections* and *School Library Connection*. For ten years I wrote *Net Worth*, the longest running column in *Knowledge Quest*, the official journal of AASL. The e-reference column in *School Library Journal* was written the first two years by me. Other journals include state library journals and subject journals. In addition, I chaired the American Association for the Advancement of Science (AAAS) Science Prizes in the Children's, Hands-On, and Middle School Categories for 14 years. The AAAS/Subaru SB&F Prize for Excellence in Science Books celebrates outstanding science writing and illustration for children and young adults. The prize is meant to encourage the writing and publishing of high-quality science books for all age groups.

People know me for Scholastic's research publication, *School Libraries Work!*



How did it begin? At the American Library Association annual meeting in 2003 I was handed a copy of Scholastic's "Classroom Libraries Work!" My first reaction was "We need one with the title "School Libraries Work!" I was told that title would never happen. Well, after many discussions and emails it came to me. Since I was the person who spoke up I was asked if I wanted to write it...of course. The first edition of *School Libraries Work* (SLW) was meant to be a marketing/sales tool for the Scholastic Library Publishing's sales team. Little did we know at the time the impact SLW would have on the school library community.

The first edition of *School Libraries Work* was in 2004. The 17 page publication was a compilation of position statements from a variety of organizations and school libraries and library media specialists on learning outcomes.



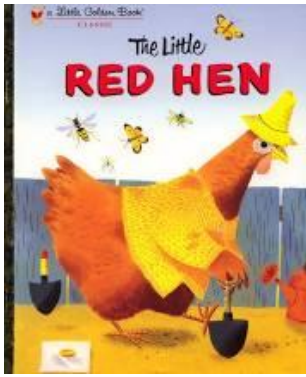
The second edition of School Libraries Work was in 2006. The 16 student achievement studies compiled in this edition lent credence to principals' influence. Most of the library media program variables linked to student achievement are under the direct control or influence of the principal: budget, professional and support staff, collection size, time devoted to teaching, and extent of collaboration with teachers. The third edition (2008) was 28 pages. It provides a synopsis of the nineteen states and one province that have produced similar studies with links between effective school libraries and student achievement.



The current edition (2016) of SLW was released at AASL's 17th National Conference in Columbus, Ohio. The infographic downloadable document builds on the 2008 edition. It consists of more than 30 separate national and state research studies pointing to the impact of school libraries and librarians on teaching and learning and proving that when school librarians are cut, student achievement suffers. All editions include links to

the research studies and a bibliography of professional publications.

Over the years, in its four published editions, SLW has armed stakeholders who care about the role of school librarians and school libraries in a school's learning culture with the most powerful research-based frameworks, recommendations, and support.

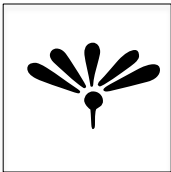


The story of *The Little Red Hen* is a time-tested cautionary tale about how we reap what we sow. We must get involved; we must venture into the unknown. It is amazing how school librarianship has changed since I became a school librarian. Back in the beginning there was so much work that was considered secretarial and technical: managing and scheduling audio-visual equipment; filing and pulling catalog cards; orders and correspondence was my snail mail. I remember when Apple IIe computers were the backbone of school

libraries. There was a very active Apple Library Users Group. Then we had the 3/4" umatic VHS vs. Betamax. The Reader's Guide to Periodical Literature and hundreds of periodicals filed away. Then along came CD-ROM towers, microfiche, etc. Today we have instant access to information...if we can afford it. What has happened as a result of this transformation is school librarians now have the time to strengthen instruction across the curriculum. Mundane tasks are now seamlessly automated into the school library's operation.

Today's School Librarian's Challenge: Are School Librarians Still Needed Today?

What do you think of when you envision the work of a school librarian? Get involved and be the school librarian that today's students and teachers need. Even in today's society with the internet being a commodity, things like ebooks, apps and online blogs make it easy but it's not the same as the personal touch. If students are to be effective users of ideas and information, they need a skilled school librarian. Hopefully you are that school librarian.



Futurism and the Library Learning Commons

A Bibliography of Cutting edge Resources

Compiled by

David V. Loertscher, Masters Students
School of Information, San Jose State University¹

The idea for the changing role of the library has been a slow revolution across the centuries: from scrolls to printed books, to multimedia, and now to digital. The challenge to us as school librarians is whether we can reinvent ourselves fast enough to stay relevant in the eyes of teachers and even more so in the lives of children and teens. The drag of tradition threatens us with extinction like Kodak if we do not respond fast enough in a very different world than the one in which we all grew up.

The purpose of this interactive paper and bibliography is to gather disruptive ideas for consideration by librarians, district and state library leaders, educators of school librarians, and anyone else interested in a change that would re-enthroned the library as the center of creativity and learning in the school. It becomes a participatory community that challenges youth to make a major difference in their own lives and in the communities where we all live.

In order to access all the creative and futuristic ideas in this paper, the reader needs to log on to the link where all the collaborative ideas were created at The Symposium of the Greats conducted in Louisville, KY on November 14, 2019 at the famous Seelbach Hotel.

Resources to Stimulate Your Ideas

Overview

- Ark, T.V. (2019, October 8). What is 21st century learning? How do we get more? *GettingSmart.com*. Retrieved from <https://tinyurl.com/y4tu22zg> Does my school library or library learning commons have a place in 21st century learning?

¹ The following SJSU students participated in constructing this bibliography using the best articles they encountered on their own personal learning journeys:
Shannon Britten, Wendy Guyer, Krista Schmidt, Constance Oakes, Jason Patrone, Katherine Hartrich, Rebecca Blauch, Kimberly Jones, Justin Villena, Joselle Garfias, Nalani Ngoon Warde and Jessica Fibelstad.

New Role?

- Lynch School of Education and Human Development, Boston College. (2019). *M.A. in Learning Engineering*. Retrieved from <https://tinyurl.com/yy5j2hqv> Sure, this is an ad, but what is the difference between a learning engineer and a librarian who is comfortable in the coteaching mode?

Literacies

- Gamber-Thompson, L. (2019, October 7). How sustained silent reading keeps students curious and engaged. *EdSurge.com*. Retrieved from <https://tinyurl.com/y64dgt7q> SSR is still a good idea; something that students can do in self-directed fixed learning time in the LLC while the librarian is coteaching with another teacher.
- Mastria, Serena, et al. (2019). How does emotion influence the creativity evaluation of exogenous alternative ideas? *PLoS ONE*, 14(7), 1-16. Retrieved from <https://tinyurl.com/yxjmethw> Article that describes how an emotional state in a classroom can increase creative learning and thinking. Thus trying to focus less on assessment and curriculums.
- Fetters, A. (2019, October 15). Every child can become a lover of books. *The Atlantic*. Retrieved from <https://tinyurl.com/yyhkuhtj> Reading motivation in a multicultural world.

Information Skills

- Terada, Y. (2019, March 14). The science of drawing and memory. *EduTopia.com*. Retrieved from <https://tinyurl.com/yy26exce> Help student to draw ideas as a way to learn.
- Richard, R., & Valentine, S. (2019, September 9). Teach students to think through problems- not Google them. *EdSurge.com*. Retrieved from <https://tinyurl.com/yxjz97gw> Here is an idea for a problem past, present, and no doubt, the future.
- Whiting, J. (2019, September 4) Everyone has invisible bias. This lesson shows students how to recognize it. *EdSurge.com*. Retrieved from <https://tinyurl.com/y543fgec> With a repertoire of embed teaching topics, this librarian comes to the rescue just in time.
- Library Resources. (2017, December 18). Ten tips to master social media at your library. *EBSCOpost*. Retrieved from

<https://tinyurl.com/y43kcm7y>. While some of the advice is obvious, the article provides a link to the frequently updated EBSCO site featuring new ways to advance your library's social media presence.

Instructional Designs

- Niehoff, M. (2019, September 21). 5 ways PBL facilitates lifelong learning. *GettingSmart.com*. Retrieved from <https://tinyurl.com/y34txqfo> The librarian is really smart when teaming with a teacher interested in PBL. Two heads make this one really superior.
- Kaplin, M. (2017, August 1). Let learners get in their zone (of proximal development). *EdSurge.com*. Retrieved from <https://tinyurl.com/y4sdaqjy> Personalized learning can be achieved much easier when librarians and classroom teachers coteach.
- Berg, K., Kramer, J., & Werle, M. (2019). Implementing and evaluating instructional partnerships. *Knowledge Quest*, 47(3), 32–38. Retrieved from ERIC - <https://tinyurl.com/y2w8sj75> A study of a school district implementing coteaching.
- Kaufman, S. B. (2017, July 24). Schools are missing what matters about learning. *The Atlantic*. Retrieved from <https://tinyurl.com/y7tcyufy> The role of curiosity in student learning.
- Mackenzie, T. (2018, July 16). Four inquiry qualities at the heart of student-centered teaching. *KQED Mindshift*. Retrieved from <https://tinyurl.com/y2q4yyr8> Helping students gain ownership over inquiry.
- Cohen, R. M., & Mule, L. (2019). Collaborative pedagogy in a design thinking education course. *InSight: A Journal of Scholarly Teaching*, 14(1), 29-42. [PDF file]. Retrieved from <https://tinyurl.com/y48wufko> While focused on design thinking in a college setting, this article has a great bibliography and explains many of the benefits and challenges of coteaching.
- Lee, L. (2019, August 8). Simple ways to integrate four evidence-based teaching strategies. *EduTopia.com*. Retrieved from <https://tinyurl.com/y4qkwyhy> Strategies to help learners during coteaching experiences. Encouraging much more student ownership of inquiry and their own learning.

- Spencer, J. (2017, December 5). *What is inquiry based learning?* [Video file]. Retrieved from <https://tinyurl.com/y8b3lhfm> Demonstrates what inquiry based learning is like, and how it can be effective rather than a standardized learning process.
- Zurek, S., Newby, T. J., Lowell, V., Watson, S., & Watson, W. (2017). Formative research on an instructional design theory for fostering self-efficacy through gamification, *ProQuest Dissertations and Theses*. (Requires subscription). Retrieved from <https://tinyurl.com/y4ztkqme> A research study worth the inspection.

NOTE: Though Reading and Writing Workshop have been around for a couple decades, these two articles serve as ‘addendums’, offering updated resources to give a facelift to these still innovative discovery learning techniques.

- Crowder, T. (2018, July 9). A defense of writing workshop: Choice, challenge, importance. [Blog post]. *Teacherman Travis*. Retrieved from <https://tinyurl.com/yxkl3rm8> Best practices of a K-12 teacher incorporating discrete reasons why he feels this choice-based model is superior to traditional, top-down instruction. The true value of the article is that he emphasizes the teacher’s role: they are not passive observers and need to establish routines, benchmarks, and activities.
- Gieras, J. (2019, August 23). Motivating resistant student readers with PBL in the reading workshop. [Blog post]. *Literacy Daily*. Retrieved from <https://tinyurl.com/y6p58yuq> Choice on its own does not guarantee instant student buy-in. Using basic, affordable technology, Gieras proposes engaging ways for students to collaborate on their independent reading. While some activities, like ‘character interviews’, are old hate/standard fare, the ‘newsreel’ project has kids writing and filming a broadcast that synthesizes elements of their independent reading books.
- Concordia University, Portland. (2019). Full STEAM ahead: STEAM + STEM resources and project ideas for teachers. [Blog post]. *Room 241 Blog*. Retrieved from <https://tinyurl.com/y5fc98aa> Project-based learning skills are used to add a language arts / humanities element to STEM curricula, resulting in STEAM. Allowing for a more creative element to the formerly cold, logical science and math disciplines, STEAM activities allow for open-ended essential questions and real-world application. This site also contains links to special ed resources, a feature that is sadly lacking in many other educational resource sites.

Research on Coteaching

- Hardiman, M.M., JohnBull, R.M., Carran, D.T., & Shelton, A. (2019). The effects of arts-integrated instruction on memory for science. *Trends in Neuroscience and Education*, 14(March 2019), 25-32. DOI: <https://doi.org/10.1016/j.tine.2019.02.002> Here is a “gold standard” piece of research using randomized trials to study whether the infusion of art into STEM learning experiences make a difference in the learning of science. The answer is yes but what is not studied is an added impact that an art teacher could have as a coteacher. What additional benefits would accrue? Note: this must have been a very expensive research study.
- Brendle, J., Lock, R., & Piazza, K. (2017). A study of co-teaching identifying effective implementation strategies. *International Journal of Special Education*, 32(3), 538-550. Retrieved from <https://tinyurl.com/y2xmtqmx> Are we surprised that one of the major things needed to coteach effectively is professional development targeted at what and how to do it effectively in order to make a major difference in student learning. . Coteaching by special education teachers and classroom teachers may be happening in your school. If so, the special education teacher should be a part of the LLC staff since both the librarian and they have coteaching in common.
- Helmboldt, E. (n.d.). Co-teaching efficacy: What does the research say? [Factsheet]. *Virginia Commonwealth University Autism Center for Excellence*. Retrieved from <https://tinyurl.com/yxc6mn24> Here is a meta-analysis of various research studies about coteaching in special education. It would be wonderful to have such a study in our field, but there are too few studies being done. We do have the Keith Lance studies and the Ross Todd studies. We need more.
- Schwartz, S. (2018, December 5). What it takes to make co-teaching work. *Education Week*. Retrieved from <https://tinyurl.com/y5255c44> Here is an interesting case study and up to date look at coteachng in the world of special education.
- Loertscher, D.V. Collaboration and coteaching: A new measure of impact.” *Teacher Librarian*, 46(2), 8-18. Find this on your databases or download from *Teacher Librarian* if you are s subscriber) Using a technique called micro documentation, Loertscher looks at specific cotaught learning experiences in 12 schools. A simple and almost non-intrusive measure asks the classroom teacher and the librarian to report how many students met or exceeded both their expectations using their normal assessment measures. The resulting impact on teaching

and learning is spectacular as compared to either one of the professionals teaching a learning experience alone.

- Loertscher, D.V., & Zepnick, J. (2019). Coteaching revisited: The replication study. Manuscript in progress. Available from <https://tinyurl.com/y4kw8t7y> In a second research study of coteaching between the classroom teacher and the librarian, 33 learning experiences are reports using the same micro-documentation approach. The results match the first study where 70-1000% different cotaught learning experiences achieve the same high impact on meeting or exceeding adult expectations occurs. This study should appear in print late 2019 or early 2020.
- Loertscher, D. (2018). *We Boost Teaching and Learning*. Learning Commons Press, 2018. Available from LMCSOURCE.COM. For a wide variety of other measures that can be used to link the contribution of teacher librarians to achievement, check out this book.

More Innovative Practices

- Papas, C. (2016, August 19). The transformative learning theory: What eLearning professionals should know. *eLearning Industry*. Retrieved from <https://tinyurl.com/y2dowarp> Yes, this talks about online learning experiences, but it is valuable when you are using various online tools to affect what and how something is learned.
- Admin. (2018, March 13). Understanding the difference between eLearning and mLearning. *Shift: Disruptive Learning*. Retrieved from <https://tinyurl.com/yy2nve8m> eLearning is well known, but mLearning refers to mobile learning that is a technique worth considering.

Technology

- Howell, M. (2019, October 9). Screen-free days in a 1:1 school. *Edutopia.com*. Retrieved from <https://tinyurl.com/y627jgb8> An example of a middle school that institutes occasional screen-free days where technology is put away to redirect the focus on social interaction, collaboration, and instructional risk-taking.
- Lynch, M. (2018, October 15). Saving school libraries: How technology and innovation help them stay relevant. *The Edvocate*. Retrieved from <https://tinyurl.com/y2dscz8k> How libraries can adapt to the changing digital world and provide students with the services that they need.

- Poth, R.D. (2019, September 28). How can we prepare K-12 students for the future? *EdSurge.com*. Retrieved from <https://tinyurl.com/y37mjcv7> trying new things with technology would be great cotaught opportunities for librarians to shine.
- Leeder, K. (2009, October 14). Learning to teach through video. *In The Library with The Lead Pipe*. Retrieved from <https://tinyurl.com/yxfby76t> This article describes how short videos that focus on one subject can help students learn and retain a lot more rather than videos that are lengthy and contain so much information.
- Snow, J. (2019, January 15). AI technology is disrupting the traditional classroom. Here's a progress report. *NOVA Next*. Retrieved from <https://tinyurl.com/y2ps2km2> A very thoughtful article that pushes librarians into another frontier if they want to participate rather than left behind. How a new title for the librarian: Director of Innovation?"
- Mies, G. (2016, May 24). Using big data to address local needs. *PublicLibrariesOnline*. Retrieved from <https://tinyurl.com/y2r8v29m> Do librarians want to use the big data systems to know about as much about their patrons as Facebook does or Google? How would you use such info if you had it?
- Educatorstechnology. (2017, May 2). 40+ iPad apps to help you in your teaching. *Educational Technology and Mobile Learning*. Retrieved from <https://tinyurl.com/y2x8hu39> Just one example of lots of lists of the best of the best tech tools. Find them, Use them. Pick and test tools with your Tech Sherpas and harvest the best of the best for larger trials. Provide teachers and students with those that really boost teaching and learning.
- Heick, T. (2018, April 30). 4 stages of Edtech integration from a student perspective. *Teachthought.org*. Retrieved from <https://tinyurl.com/y6y3zjd9> Compare this article with the SAMR model of tech integration. Can one or both help your teachers and students?
- Pope, H. (2018). Virtual and Augmented Reality: Creating special spaces within the library. *American Libraries*, 49(9/10/2018), 54. (Requires subscription). Retrieved from <https://tinyurl.com/y5w6gtdx> Probably available through your databases.
- Lamb, A. (2017). What's in your Pocket? A Decade of Interactive Online Tools for School Libraries. *Teacher Librarian*, 44(5), 56–60. (Requires subscription). Retrieved from <https://tinyurl.com/y4gyfss9> Annette Lamb

has been gathering and publishing lists of the best for some years in Teacher Librarian.

- Figuerora, M. (2018, March 1). In a virtual world: How school, academic, and public libraries are testing virtual reality in their communities. *American Libraries*. Retrieved from <https://tinyurl.com/y4x7sjxb> Six librarians and a tech entrepreneur share anecdotes about VR applications and best practices. Products discussed include Google Cardboard, Oculus development kits, and CoSpaces. Some remarkable demonstrations are mentioned as well: in one notable expo, the librarian got to witness a virtual open heart surgery while the University of AZ is using SecondLife and CAVE Games to create a Harlem Renaissance virtual walkthrough.
- Goldstein, P. (2019). Tips for launching a public library virtual reality program. *StateTech*. Retrieved from <https://tinyurl.com/yytldzmt> The library provides opportunities for patrons to get their hands on and try out the newest learning tech to 'look before they buy'. Patrons can also learn how to use new tech items so that they are not being left behind when the tech becomes mainstream.
- Rojo, S.L, & Taomina, M. [Sicilia Tiratazo]. *Stanford specials collections' virtual archives in SecondLife* [Video file]. Retrieved from <https://tinyurl.com/y2m7n2ev> SecondLife is a program where you can create an avatar (electronic alter ego) to explore an online universe very similar to real life. Since your avatar is not beholden to earthly constraints like money and gravity, they can explore and access areas that were formerly out of reach. In this demo, we see avatars exploring various Stanford special collections which, while animated facsimiles, contain the same content as the originals. The repercussions equity-wise are huge, since by using this free service, anyone can now access these prestigious collections.
- Moorefield-Lang, H. (n.d.). *Tech 15*. Retrieved from <https://www.techfifteen.com/tech-15.html> Keeping up with lots of ideas about how technology can help boost teaching and learning can be found in connecting to various blogs. Here is one good example to follow.

Learning Commons

- Miller, A. (2019, September 29). Is the transition to flexible spaces that challenging? *GettingSmart.com*. Retrieved from <https://tinyurl.com/y4pam7gh> Flexible learning spaces are not only for

the classroom but also for an umbrella library learning commons that becomes a whole school learning commons.

- Snelling, J. (2019, May 1). Tech leaders: STEM & STEAM dreamers. *School Library Journal*. Retrieved from <https://tinyurl.com/yyjvctds> Innovative examples of libraries becoming centers for STEM/STEAM and librarians becoming Tech Leaders. Examples include drones, LEGO walls, and a slide connecting the first and second floors. Read this and then just try to resist the urge to get on a plane and go visit yourself.
- Ark, T.V. (2019, October 1). Kansas City high schools add real-world learning. *GettingSmart.com*. Retrieved from <https://tinyurl.com/yybbcqsc> Re-invention of schooling initiatives happen all the time, but are librarians at the table? What will happen if you are not? Does the school become a learning commons and you remain invisible?
- DeRue, S. (2018, September 24). Open loop education: Codifying the lifelong learning partnership between students and institutions. *Evolution.com*. Retrieved from <https://tinyurl.com/y3acorbe> Read this one to think through career education, lifelong learning, and how to prepare kids and teens for a world of changing expertise.

Challenge Problems for You or Your Group to Solve

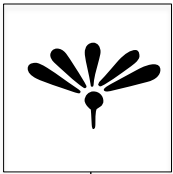
The following challenges were used at the Louisville conference for tables of attendees to create futuristic strategies for school librarians to implement. The ideas from all the participants can be found on the Google document at: <https://preview.tinyurl.com/y24g7d7k>

1. Fixed/Flex. Your challenge is to reinvent the half century old elementary library program of either a fixed or a flexible schedule. Requirement: You must be able to defend the plan as one that moves the library learning commons into the center of teaching and learning in the school. Hint. Try a both/and approach. What if fixed library time is self-directed learning time that requires little or no adult supervision. And, the librarian and another teacher are co-teaching a unit close by while the fixed teacher has a break.
2. Coteaching. Problem: If the librarian is the only one in the building advocating co-teaching, then it is as a voice in the wilderness. Challenge: How can coteaching become a central focus across the school? Hint. Start with the question: “What could other specialists in the school contribute to a coteaching experience?” What could an art teacher

embed in a history unit? What could the counselor embed in a social and emotional learning unit? What could the instructional coach contribute in a design thinking challenge? What could the tech integration specialist contribute to the countries of the world unit? Now suppose that each specialist in the school had a goal to coteach once a month and held a joint appointment on the staff of the library learning commons?

3. The Whole School Learning Commons. Challenge: Since during a cotaught learning experience, the merger of the classroom with the space of the library learning commons acts like the extension of an umbrella extending from the LLC to the classroom, why not just extend the LLC umbrella over the entire school? Why? Advantages? How? So what?
4. Taking Command of their own Learning. Challenge: Why do librarians and teachers always seem to try to impose inquiry, reading, and technology skills on learners? Shouldn't learners develop their own life-long learning skills? Hint: Examine the I CAN Model and the I CAN Academy for beginning ideas. Create the foundation idea of a LLC devoted to the creation of lifelong learning.
5. The OPAC as a Learning Community. Challenge: The OPAC and its predecessor has always been considered to be the property of the librarian and a one-way street from librarian to patron. Challenge: Suppose the OPAC were to become a learning commons or two-way street where everyone; adults and students; are contributing, sharing consuming and connecting? Hint: How does Destiny make one step in that direction?
6. The Embedded Curriculum. Challenge: Instead of a step by step curriculum of "library skills" to be taught at specific grade levels, suppose a just in time curricular approach based on sophistication level of the learner allowed the librarian to insert the right skill at the right time alongside the classroom teacher in various types of learning experiences? What if each learner tracked their own sophistication level across the years by being able to demonstrate not only what they know, but what they can do?
7. Collaborative Intelligence. Challenge: Is it enough to measure inquiry, reading, technology, information, and other learning skills solely as individuals? What about cooperative learning and collaborative intelligence? What careers require such additional skills? How can they be taught/learned across the grade levels? What is the impact of grades on the idea of measuring, and do we need them?

8. Disruption and the LLC. Challenge: What if the LLC were the center of professional development and experimentation in the school; where the principal and the librarian were in league to change the direction of the school? What might happen? How? Why? So what?
9. Makerspaces and Design Thinking. Challenge: Suppose your current makerspace has evolved into a craft center and you are being criticized as having a Crayola Curriculum. How can the makerspace evolve into a much higher level Design Center where creation, invention, experimentation, entrepreneurship, and problem solving community center could happen? How do we ensure that Makerspaces are not just centers for trinket manufacture, but contribute to a broader agenda of social and cultural development. (Ross Todd)
10. Tech Sherpas. Challenge: For many years, library helpers have done mundane work in just keeping the place open. Suppose a school-wide group/club/class of expert students of all ability levels, be LLC ambassadors throughout the entire school?
11. The Data Swamp of Ocean of possibilities? Challenge: How do kids and teens create and use data sets to build evidence and solve major problems in the home, community and the world? What tools do they need for data creation and analysis? What are the ethics connected to data collection, analysis, and actions taken by individuals, groups, governments, and other organizations? Who is collecting data about me and who owns that data? What is the role of the librarian in the creation of learning experiences and design thinking projects?



Appendix

Debbie Abilock: Friction: A Timely Cognitive Shift

Ross Todd. The Power of the (in) the (Im)possible

Phil Turner. Helping Teachers Teach: To Do or Not to Do?

David Loertscher: Coteaching Revisited: The Replication Study

Friction: A Timely Cognitive Shift

Debbie Abilock

NoodleTools, Inc.

Author's Note

Debbie Abilock, a former school administrator and school librarian, co-founded and directs the education vision of NoodleTools, Inc., a full-service online teaching platform for academic research (<http://www.NoodleTools.com>). She co-authored *Growing Schools: Librarians as Professional Developers* with Vi Harada and Kristin Fontichiaro which was awarded LMC/ARBA 2013 "Best Professional Guide for School and Youth Librarians." She writes a column for Library Media Connection (http://www.librarymediaconnection.com/lmc/?page=featured_articles) about "friction," the design of slow thinking into the research process, and will co-teach with Jole Seroff and Tasha Bergson-Michelson a full-day AASL preconference, "Friction: Teaching Slow Thinking and Intentionality in Research." Correspondence concerning this article can be addressed to debbie@noodletools.com

Time-honored

I remember the collective sigh of relief among school librarians when a glorious flowering of information literacy ideas based on inquiry offered us constructivist (Perkins, 1999) alternatives to piecemeal library skills lesson plans. How logical it felt to interpret information problem solving as a practical algorithm by suggesting that teachers and students use the easy-to-remember Big6 model (Eisenberg & Berkowitz, 1990). How fruitful were our conversations about low-level research reports when we could point teachers to the REACTS research questions (Stripling & Pitts, 1988) grounded in a taxonomy (Bloom, 1956) they were already using. How much more intentional we could become when approaching teachers of math and science, after Stripling teased out distinctions between information literacy and inquiry (Stripling, 2003) and Harada showed us how to apply inquiry thinking across the disciplines (Harada, 2003).

Once upon a time

When challenged to step-up my own instruction involvement (Loertscher, 2000) I co-designed and co-taught independent research projects school-wide with various teaching teams. What saved me from giving up during late-night bouts of exhaustion was the conviction that we were collaboratively learning to anticipate stages of confusion and to decide how to intervene (Kuhlthau, 1994; Kuhlthau, 2003). I remember being struck by the thought that unless we could design projects so that inquiry felt transformational, that is, unless it resulted in a significant

shift in student understanding (Abilock, 1993) beyond school (Callison, 1986), we would merely be assisting students in accumulating inert knowledge, easily forgotten.

Timely space

Today, thanks to 30+ years of inspired thinking and teaching among our colleagues, a rich representation of whom are here as Treasure Mountain participants, bedrock models have bloomed into a variegated garden of professional research, inquiry designs and constructivist implementations, reinterpreted for a networked information landscape and seeded by close observations of students who are being transformed by exploration and wonder, finding and evaluating, applying and creating, together and individually.

In the river of time

Recently I've been noodling about how to craft focused interventions in which students must engage in purposeful, slow thinking (Kahneman, 2011) the goal of which is to transforming their understanding of conceptually difficult or counter-intuitive knowledge (Meyer & Land, 2003; Wiggins & McTighe, 2005). My thinking pulls from **Time-honored** and **Once upon a time** to interpret teaching in a **Timely space** in which we are also committed to *Growing Schools* (Abilock, Fontichiaro, & Harada, 2012). How might this play out in practice?

Time and time again

We know that evaluating sources is conceptually difficult but that it is essential knowledge worth teaching (Wiggins & McTighe, 2005), because of its centrality to inquiry and problem-

solving in every discipline and everyday life. Currently it's taught within an information literacy process, either before students begin to search, on the fly as they search, or after they've gathered sources but before they take notes. Our teaching is largely ineffective. Schools overuse CRAAP-type tests that decontextualize evaluation by using a generic checklist rather than situating evaluation as an audience-, genre- and needs-specific thinking process. If students are assigned to work through a hoax site, typically they conclude that their biggest problem will be site creators who are deliberately out to deceive them. A second take-away is usually that objective sources are the "gold standard." Objectivity is seen as synonymous with credibility, even when the ideal source for a particular need might be a truthful but not objective eyewitness of an historical event, an expert but not credentialed report on hydraulic fracking problems, or a believable but not entirely truthful speech that models the use of compelling arguments, logic and evidence for a student's debate. Indeed, I've often chuckled at how objectivity is privileged in evaluation even as Wikipedia is vilified, given that Wikipedia's goal is to write from a neutral point of view and cite only "reliable, third-party published sources... credible published materials with a reputation for fact-checking and accuracy [and]... the opinions only of reliable authors, and not the opinions of Wikipedians who have read and interpreted primary source material for themselves" ("Identifying Reliable Sources," 2013).

When they search for information students automatically deploy a rule of thumb based on the faulty assumption that certain top-level domains (.edu vs. .com) are credible or they are lulled into accepting that software, using this same domain formula, can evaluate sources as "credible" for them. They apply everyday rules of thumb like "good looks" and personal

preferences like “easy-to-use” as surrogates for credibility and critical thinking. They are guided to trust results from “authoritative databases” or custom “sweet” searches and, when a search engine delivers good enough results, mistake general relevance for need-specific credibility.

The result is a process filled with inert knowledge, ritualized behavior (Perkins, 1999) and misconceptions about evaluation; a perfect storm in which intuitive decision-making and faulty rules of thumb are reinforced by “solutionism software” (Morozov, 2013), that is, software designed by well-meaning programmers to automate and make “easy” what should be tasks worthy of human analysis and judgment.

Timeless understanding

Embedded in evaluating sources is a “threshold concept” which, when understood, will shift teachers and students to a “qualitatively different view of subject matter” and transform their behavior, feelings and attitudes (Meyer & Land, 2003, p. 4). When the definition of “credibility” is grasped as a contextualized and nuanced set of judgment calls based on varying criteria, students will modulate how they select, evaluate, take notes and use their sources in papers. The cognitive and behavioral shift is irreversible because one has acquired an enduring understanding of a “previously hidden interrelatedness” (Meyer & Land, 2003, p. 4). During pre-searching, a source might be judged by relevance or reading level. Later, in order to determine relative authority among sources, one would weigh the expertise or credentials of writers against each other. Data and evidence can be subjected to tests of both accuracy and strength. Trustworthiness surfaces when one corroborates sources or compares publishers to determine

how members of a community or discipline regard them. An argument is no longer framed as a report of conflicting information but rather as the “moves” that one uses to enter a conversation among ones sources (Graff & Birkenstein, 2006).

Out of time or time out

In a fast-moving, networked information landscape in which most librarians no longer get the time to shepherd students along an entire research process, we cannot continue to teach a sequence of lessons matched to the information literacy timeline. Our cognitive shift is to confront timeline thinking and design interventions to systematically address pervasive concepts that are poorly understood but essential knowledge. I’ve been calling these interventions “friction” because they target misconceptions, inert or ritualized knowledge by activating System 2 which “allocates attention to the effortful mental activities that demand it” (Kahneman, 2011, p. 21). In the specific example we’ve explored, our goal is to transform the learner’s (teacher and student) enduring understanding of evaluation as a sustained attitude not an event. Evaluation is a mindset in which discipline-, context- and needs-based judgment calls permeate how one finds and uses sources for a need. Once internalized through practice, evaluation of information becomes less effortful and more effective.

Carpe deum

During Treasure Mt. 2013 we’ll identify and work through an example of applying friction to see how it plays out in terms of teaching and learning.

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“The reality of our lives is shaped by what we believe to be possible or impossible.”

The Power of (in) the (Im)possible

Principles of the Possible

DR ROSS J TODD

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At first, I just did not know what to title this paper. I wanted to focus some formative ideas around “*possible*” and “*impossible*,” as they pertain to the ongoing development of school libraries, and to use the lens of my ongoing research to explore these ideas further.

And so there were a number of variations: “The Power of the Possible,” “The Power in the Possible,” “The Power of the Impossible,” and “The Power in the Impossible”—all with subtle implications. Embedded in this play on words was the sense of moving forward, overcoming contextual, perceptual, and personal limitations that get in the way of development. Two quotes have stuck with me on the impossible–possible dichotomy. First, that of Audrey Hepburn, who once said, “Nothing is impossible; the word itself says ‘I’m possible!’” (Brainy Quote 1). And then there is George Bernard Shaw’s statement: “Progress is impossible without change, and those who cannot change their minds cannot change anything” (Brainy Quote 2). I see the impossible–possible dichotomy essentially as a construction of the imagination, a limited one at that, reinforced by complex contextual dynamics. The reality of our lives is shaped by what we believe to be possible or impossible. The challenge is to dream beyond the borders of our own experienced world and its boundaries, letting go of the limits to our own imagination and action. Notions of possible, impossible, and limits all revolve around “i.” To think the impossible wraps us in an impermeable boundary or, indeed, locks us out of a world of opportunities.

POSSIBLE PONDERINGS

Russian psychologist Galina Ivanchenko argued that the sphere of the impossible lies “beyond” the limit of the possible and defines an individual negatively. She speaks rather of the sphere of the possible, “a system of interconnected target values that can be achieved through

changes of the subject’s actual situation due to either its own immanent dynamics or the subject’s activity” (Ivanchenko, 1993, p. 1). According to Ivanchenko, at the heart of the possible is understanding the context of individual action, compelled by a belief that the current system and context can be transformed, that it is not fixed and unable to be changed, either in the short term or long term. Her work was deeply influenced by psychologist Lev Vygotsky, whose socio-cultural approach to cognitive development and educational action has contributed the notion of the zone of proximal development. According to Vygotsky, the zone of proximal development is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). Vygotsky speaks of the possible, not the impossible.

SCHOOL LIBRARIES AND THE IMPOSSIBLE: ENOUGH IS ENOUGH

An analysis of the history of school libraries and their development over the last century is a testament of realizing the possible. It was often slow and sporadic, lacking local support, and without precedent for procedure. It is a history filled with the story of champions, often including children raising money for their early upkeep,



JUNIOR NONFICTION

BUZZING BEES

Albright, Rosie. **Bee Detectives/ Abejas Detectives.** (Animal Detectives/ Detectives del Reino Animal). Rosen/ PowerKids: Editorial Buenas Letras, 2012. 24p. LB \$20.34. 978-1-4488-6717-2. Grades K-3. This split-page dual-language series of six titles offers young readers the opportunity to learn about animals that help people, such as police dogs and bedbug-sniffing beagles. Did you know that bees can detect land mines? Also available in English.

Ang, Karen. **Inside the Bees' Hive.** (Science Slam: Snug as a Bug: Where Bugs Live). Bearport, 2014. 24p. LB \$21.54. 978-1-61772-905-8. Grades 1-3. Enlarged, close-up color photos distinctly illustrate the parts of a bee and the bee hive. The simple text, labels, and fact boxes are easy to read. A simple activity, glossary, and index conclude the title.

Markle, Sandra. **Case of the Vanishing Honeybees: A Scientific Mystery.** Millbrook, 2014. 48p. LB \$21.95. 978-1-4677-0592-9. Grades 3-6. Markle presents well-documented information about the dwindling bee population with beautiful photographs, illustrations, migration map, glossary, research sites, and index. "Will the Future Be Sweet?" describes the on-going problems facing beekeepers.

Winters, Kari-Lynn. **Buzz About Bees.** Fitzhenry & Whiteside, 2013. 48p. LB \$19.95. 978-1-55455-202-3. Grades 2-6. Beginning with a true/false quiz, the reader is set to uncover the answers, for example: "Honeybees are native to North America" and the answer is found in Chapter 5, "Bees of the World, Disperse!" Activities, side bars, and bright pictures enhance the text. Back matter includes an answer key for the higher-level activities, glossary, index, further reading, and photo credits.

and numerous setbacks along the way. One of the early researchers on the impact of school libraries on student learning was Mary Gaver, a professor in the Graduate School of Library Services at Rutgers University. She led a major research study, *Effectiveness of Centralized Library Service in Elementary Schools*, (1963), involving 271 schools in 13 states. She compared the test scores of students in three learning environments: schools with classroom libraries, schools with centralized libraries run by nonlibrarians, and schools with centralized libraries run by librarians. Students in schools with centralized libraries managed by qualified librarians tended to score higher than students without centralized libraries or qualified librarians. She held the strong belief that "with the school library literally the heart of the educational program, the students of the school have their best chance to become capable and enthusiastic readers, informed about the world around them, and alive to the limitless possibilities of tomorrow" (Gaver, 1958). Gaver's pioneering study blazed a trail for school library research at a time when school libraries were in their infancy. She saw the possible.

As a researcher gathering data over many years now examining the status, continuous improvement, and impacts of school libraries, I have heard many stories of the impossible, such as:

I formally teach grades K-4 and have not had the opportunity to collaborate on projects with the classroom teachers in those grades. I see the children 40 minutes/week. This is a 100% increase over last year, when my predecessor saw grades 2-4 only 20 times per year. Under these conditions, it is not possible to identify specific learning outcomes resulting from library instruction. (Todd, Gordon, & Lu, 2010, p. 170)

I am the teacher's prep, and I teach 33 classes a week in Library, Multi-Media (I've become the quasi-computer teacher), Remedial Math classes, and last year I taught Family Life classes for 35 classes. I have no time to collaborate with my colleagues on projects, and it is very difficult to get time to plan my classes and have access to the library for students and teachers. I would

love to be more active within my county professional organization, but so many meetings are scheduled after school, I can't attend. (Todd, Gordon, & Lu, 2010, p. 190)

A commonly stated impossibility centers on getting "administrators to really understand what we do so that they would see the instructional value of our programs and not just a place to find a book or schedule an event (closing us down)—some get it, but some really don't" (Todd, Gordon, & Lu, 2010, p. 190). Enough is enough.

SCHOOL LIBRARIES AND THE POSSIBLE

Helplessness is a way of defining the impossible. We feel we have no control over or impact on our situation. According to a long history of experimental and qualitative research in psychology and sociology, helplessness is a learned behavior (see, for example, Peterson, Maier, & Seligman, 1993). Peterson, Maier, and Seligman (1993) argue that helplessness is shaped by the problems that arise in the wake of a sense of uncontrollability and is reinforced by constructing a mental model of the impossible. Simply put, the future of school libraries, left in the hands of the impossibilists, means that there is no future.

On the other hand, the two most recent research studies that I have undertaken remind me that school libraries, in the hand of the possibilists, do have a strong and vital future. The two studies that inform this paper were firstly, Phase 2 the New Jersey School Library Study "One Common Goal: Student Learning," which was undertaken by CiSSL researchers in 2010-2011 (Todd, Gordon, & Lu, 2011), and secondly, my current study through CiSSL titled "Collaborative Inquiry in Digital Environments" (Todd & Dadlani, 2013). For the purposes of this paper, these are labeled Study 1 and Study 2, respectively.

Study 1 (Phase 2 of the New Jersey School Library research) sought to examine the dynamics of twelve school libraries that were considered to contribute richly to the learning agendas of their schools, and ones where their future was well within the realm of possibility, at least as assured by



YA NONFICTION

TEEN ISSUES

Benjamin, Daniel. **Steroids.** (Dangerous Drugs). Cavendish Square, 2014. 64p. LB \$23.95. 978-1-60870-826-0. Grades 6-10. The series also includes titles on alcohol, prescription and non-prescription drugs, and the health and legal consequences. Real-life examples make for an easy-to-read warning, with a section on getting help. A glossary, further information, and an index conclude the title.

Miller, Malinda. **Dual Diagnosis: Drug Addiction and Mental Illness.** (Illicit and Misused Drugs). Mason Crest, 2013. 128p. LB \$22.45. 978-1-4222-2430-4. Grades 7-12. The beginning chapters compare the function of the brain in normal circumstances and after drug use. The series addresses the abundance of misinformation that is available about common drug questions: "Is cigarette smoking more addictive than heroin? Is marijuana safer than alcohol?" The readability is user-friendly and helpful, personally and educationally. Concluding is a section on rehabilitation programs, a glossary, bibliography, and index.

Smith, Marilyn E. **School Violence and Conflict Resolution.** (Teen Mental Health). Rosen, 2013. 48p. LB \$25.15. 978-1-4488-6891-9. Grades 7-12. Why are students committing violence? is asked in chapter one, "Violence: A Serious Problem in Schools." Following chapters pose answers and solutions. Here is a good resource for teens touched by violence. Following a listing of organizations offering help is a glossary, further readings, and an index.

Scherer, Lauri, ed. **Underage Drinking.** (Issues That Concern You). Greenhaven, 2013. 118p. LB \$28.27. 978-0-7377-6300-3. Grades 7-12. Sixteen well-researched articles present different viewpoints about teenage drinking. Even the introduction includes footnotes! Extensive back matter includes organizations to contact, bibliography, and a detailed index.

school principals of these schools. Using stories and narrative forms as methodology, the researchers formed twelve focus groups as the basis for data collection, to gather detailed insights into students using and learning through school libraries, faculty and administrators' attitudes toward and values of school libraries, use of school libraries including enablers and inhibitors, faculty and administrators' perception of the school library's impact on student learning, sources of evidence of impact, principal/administrator support for school libraries and their impact on learning outcomes, and perspectives of the future of school libraries. Data were collected from ninety-seven participants: 49 percent were classroom teachers; 22 percent had school librarian positions (either full time or part time); and 29 percent had school or district administrative positions. Sixty-five percent of the focus group participants were female, and 35 percent were male (Todd, Gordon, & Lu, 2011, pp. 11-16). Full documentation of this study is available at the CiSSL website. Additional publications from this study are Todd, 2012a, 2012b, and this paper also draws on ideas expressed in these.

Study 2 ("Collaborative Inquiry in Digital Environments") is ongoing. It seeks to understand the process and outcomes of an inquiry-based project involving teams of students collaborating for the creation and production of knowledge of a curriculum topic. The research involved two classes of ninth-grade English students in a New Jersey public co-educational high school. The school has a long history of collaborative inquiry involving the school librarian and classroom teachers. In this study, we are tracking the process of how student teams work together to build a shared representation of knowledge, examining the dynamics of this co-construction, and tracking students' engagement with information sources and how they transform their information into knowledge. Forty-two students were randomly assigned to thirteen groups and given a research task centering on the construction of a scholarly argument surrounding the literary merit of a chosen work of fiction. In addition to class-based instruction, students undertook

their inquiry task in a class wiki environment set up by the school librarian, where the students, teacher, and school librarian came together to discuss research topics, establish working relationships, plan and manage tasks, collect information sources, and work together through the process of co-constructing their products, which included a class presentation, visual display, and annotated bibliography. The wiki environment enables researchers to capture and track their research and writing processes, their use of information sources, interpersonal dynamics and decision-making processes, and feedback from the instructional team. In addition, data were collected using the CiSSL-developed Student Learning Through Inquiry measure at the start and end of the inquiry task to capture cognitive, affective, and behavioral dimensions of learning (available at <http://cissl.rutgers.edu/joomla-license/impact-studies/57-impact-studies-slim>). Students also wrote daily reflections and commented on other students' journal entries, generating 336 journal entries (Todd & Dadlani, 2013).

PRINCIPLES OF THE POSSIBLE

In the schools that we have studied, it is clear that libraries are part of the possible. They are valued as part of the culture of the school, a value that has been built up over time, positioning the school library as an integral part of the identity of the school and its operation, inextricably linked to the learning going on in the school and the learning success of the school. What made this possible? Several core ideas, which I have labeled "Principles of the Possible," emerge out of the two studies identified above and are illustrated by a selection of statements made by participants.

Principle 1: The primary function of a school library is pedagogical, with access to quality information as the foundation of meaningful pedagogy.

From the perspective of the participants in Study 1, the school library was not primarily viewed as an information space; rather, it was seen as a pedagogical space driven

by a learning-centered vision, one where access to quality collections both print and digital was seen as essential. They saw that the library functioned primarily as a whole-school pedagogical center for all faculty and students to develop intellectual capacity through engagement with information in all its forms and to realize core curriculum outcomes. The library was viewed as a common instructional zone for the whole school—both students and teachers. It was perceived as different from the regular classroom. For the students, its primary purpose was building capacity for critical engagement with information and producing knowledge; and for faculty, it was seen as a common center of learning innovation, experimenting with information and technology to enhance teaching skills using information and technology, and integrating multiple media:

The library serves as a learning tool to support every avenue of education rather than just as a microscope just supporting biology or a chalkboard just supporting note taking. So the library becomes more all encompassing as a tool that supports learning. (language arts supervisor)

I think calling it a library is not accurate—to me it's become a learning center that has resources. When I see students in here, they're doing research, maybe teacher-directed, but you know, I see a lot of them come in just to find out general information, to learn something—maybe not related to school—so to me it goes far beyond what we think a library was, and the place is always hopping. (principal)

Teachers in Study 1 believed very strongly that the pedagogical work with the school librarians had a significant impact on their own teaching processes in the school and the improvement of their teacher quality, as well as student engagement with learning:

It's turned my world upside down. I've thought as I've never thought before; I've taught as I've never taught before; and I see kids going places—in their minds, in their lives, and in their goals they never dreamed possible. (social studies teacher)

The librarian encourages a collaborative spirit. . . . I'm doing a blogging project in January, and back in October the librar-

ian spoke to me about collaborating with me and helping me teach the children how to use resources that frankly I wouldn't do as good of a job doing by myself. (language arts teacher)

And that teaching the teachers, that has really been beyond books and research, really the tools that they have made available to teachers have made me a better teacher, have helped me to create more meaningful and efficient ways to assess the kids as well as to engage them. So it has made my classroom so much more diverse in terms of what teaching modalities as well as ways that they can demonstrate that they understand the content. They have given me so many tools for my toolbox that have made me a better teacher. (English teacher)

Basically like guided inquiry on students' and teachers' side as well—like they're guiding you along the way, and they're helping you break down preconceived notions of something you need to research. I think of the library here as a think tank. . . . That's true inquiry. (science teacher)

Principle 2: The role of the school librarian is primarily that of teacher, coteaching with classroom teachers to develop curriculum standards.

Part of the cultural dynamics of the schools in both studies was the high expectation that school librarians were primarily coteachers who undertook a very direct, active, and visible role in engaging in shared instruction to meet curriculum standards.

From a curriculum perspective, the library is the place where the curriculum gets implemented. And not just pieces of the curriculum but the whole curriculum. For me, [the school librarian's] ability to work with other teachers is very important for that. She's not seeing one part of the knowledge that we're trying to impart to students; she's seeing the whole picture and that allows her to bring language arts skills, to science skills to history, and so on makes it easier. (director of academic services, district curriculum supervisor)

I really think that because the librarians are coteachers for the most part, the kids get to see us working together with another

adult. And I think that's really important. They get to learn how to collaborate, how to be curious, and how to work through problems together. Maybe that's a hidden type of learning, but I think that's one of the most valuable things that they get out of it is that they get to see us work together and model what we want them to be able to do in small groups and together as a class. (English teacher)

We're still in a time where we don't believe our information centers are as powerful as they are, as our educators believe. Our librarian is a powerful educator. Our information center is as good as the teaching that goes on there. (principal)

The librarians are not necessarily librarians—they are media teachers. They're teachers first. And their role is entirely different here than anywhere else I've ever been. Because they are part of the growth concept. And they have challenged themselves to be on the cutting edge of what's going on and what teachers need. So what they do is challenge themselves to go out and figure out how best to service what our needs are. And in order for them to do that, they have to listen very well, they have to be willing to get outside of their comfort zone and be educated, and then they work to integrate this through their teaching. . . . I really think it's the collaborative atmosphere that really brings us together as school, and the library, as we talked about, is the center of that. (principal)

The school librarians' role as teachers defined, defended, and sustained their presence in the school and was the basis for the allocation of funding to ensure that this instruction was underpinned by a strong and quality information and technology infrastructure. Their role as coteachers was clearly expected, understood, valued, and tangibly supported.

Principle 3: An inquiry-centered pedagogy defines the instructional role of the school librarian.

The school library was seen to contribute directly to quality teaching in schools through the provision of inquiry-based instruction and implemented through in-

structional teams. The instructional role was not seen by participants to be underpinned by some professional mandate to teach information skills; rather, it was founded on a pedagogy of resource-based inquiry that focused on developing analytical and critical capacities to build deep knowledge and understanding of curriculum content. School librarians were clearly seen as bringing an articulated, resource-based pedagogy to their instruction, and they were valued as experts in this regard. As quality teachers, they had a strongly visibly pedagogy that they brought to the table. The school librarian in Study 2 had a well-established pedagogy centering on Kuhlthau's (2004) Information Search Process (Harrington, 2011), which very visibly framed the sequence on lessons the students engaged in as they progressed their inquiry (Todd & Dadlani, 2013). Teachers in Study 1 were aware that the core professional knowledge of librarians centered on creative pedagogies for enabling both students and teachers to become expert users of information and producers of knowledge. Teachers freely spoke of learning in the school library as involving inquiry, developing students as expert researchers, and modeling the process of resource-based inquiry for them as teachers to enhance their own teaching in the classroom:

There are the ideas such as media literacy, visual literacy, information literacy—they're all folded under the umbrella of 21st-century inquiry skills . . . and inquiry is the heart of our school. (supervisor of instruction)

So in terms of contributing to the learning process, the library does it, but on two different levels. In terms of content support, but also inquiry skills support. And sometimes those skills are more imperative than the content because they are lifelong skills that the teachers are supporting through their content as well. (language arts supervisor)

They teach the students, but then they are also a resource for the students that are learning an inquiry process that is very sophisticated and really asks a lot of them. (English teacher)

The staged process of inquiry-based learning was valued by classroom teachers. Students were not left to their own devices

to undertake substantial research projects; rather, the inquiry-centered instruction provided jointly by collaborating teams was carefully planned and staged to take students through a research journey and was used to carefully diagnose particular learning needs to ensure successful research:

I would like to say the librarians do two things exceptionally well in process: [they] spend a considerable amount of time planning for teachers to understand the research process and helping them align what part of research cycle or stage they might want to start with. So they model for teachers what is good practice of inquiry and do the same for students. They model student-learning behaviors. And they seem to be able to seamlessly do that, whether they're working with adults or students. (teacher)

We really see the connection between what we're doing in our own classrooms to what we could possibly do here. It's a great experience for the students to not only learn how to research, and to learn how to explore and inquire through various media, but to have somebody else who is a support and a guide and a facilitator, besides the classroom teacher. . . . That collaboration is highly effective. I look at that as one of the strengths of our current program. (teacher)

They spent a lot of time with us understanding the components of research. Within that they made sure we knew process but we knew the also tools and how to use that within context of any class that a teacher wanted to do research in. We can model effective research for the students. (supervisor of instruction)

Principle 4. The focus on curriculum content and knowledge development enables the integration of inquiry capabilities in a meaningful way.

For years I have heard the claim that school librarians are not about content but rather about process. I think this is problematic. Students learn curriculum content, and teachers teach curriculum content. Students learn declarative knowledge about geography, history, science, and the like. Effective learning of curriculum-based knowledge, however, engages the mind with ideas—the

information base to creating curriculum knowledge—and cognitive and affective processes to do this in a powerful way. In Study 1, instruction through the school library first and foremost sought to enable the development of core content curriculum standards. Teachers recognized that resource-based inquiry was directed first to content knowledge and enhanced in a deep way through inquiry-based interventions that developed engagement, depth of knowledge, and mastery of thinking processes to create knowledge. Teachers saw that the school librarians were not implementing a "library" curriculum in isolation to the core content standards; rather, they were curriculum content experts bringing to the learning experience the intellectual and technical capabilities of engaging with information to construct knowledge and to use a range of creative tools for students to represent that knowledge. This required considerable professional trust, negotiation, openness, sharing of viewpoints and opinions, and stepping outside of the box to engage in collaborative learning directed to the transformation of information into knowledge:

I know from my administrative capacity I think one of the things we're stressing is the idea of providing multiple pathways for learners to demonstrate understanding—opposed to traditional assessment methods of valuing memorization and recall—envisioning new ways learners can demonstrate their understanding. Can they put together a podcast, a multimedia presentation? Again, it's just not putting something together because it looks pretty, but embedded within that are core principles that students are achieving. (supervisor of instruction)

I would start by saying that probably the greatest asset is that the librarians see themselves as coteachers in every situation, instead of maybe what we always thought of as a traditional librarian. So I see that as our greatest strength. They are individuals who truly believe that they are coteachers with teachers. They are impacting a very specific type of knowledge that they want the students to come away with, whether it's research or media literacy leading to content knowledge. They are approaching it from a teaching standpoint, which has

not always been my experience. (principal)

They are learning to think through all of the information around them, develop their ideas. The main business in this library is thinking. (principal)

The library ... represents that thirst for knowledge—where students can go if they want more. I think not only physically is it that space, but also psychologically representing that to them, because our jobs is also to create a thirst of knowledge. ... Having that space for them is important for them, to go there, and to know that's there, and that someone will guide them through. (teacher)

The expectation that coteaching would lead to the development of content knowledge was clearly expected in Study 2 by the students, where they worked in teams to produce an argument about the merit of a literary work. As shown in Todd and Dadlani (2013), students highly valued the opportunity to work in groups because of the affordances it provided for them to build knowledge. Their posttask reflections predominantly centered on curriculum knowledge. Students particularly valued the group process for providing opportunities for sharing and critiquing different perspectives and viewpoints on their chosen fiction to build their argument, and at the same time, expanding their own repertoire of knowledge about the work under study. They saw the outcome in terms of a better quality product:

I like working in a group. When working with others, I get so many other views and ideas that I had not previously thought of. This really adds depth to the final product. (student)

I really like working in groups. It gives different perspectives on the same big topic. (student)

Working in groups allows for different ideas to come in to play, creating a sharper focus for the task. (student)

Principle 5: The collaborative nature of teaching is the core dynamic for integrating the school library into the culture of the school.

In Study 1, the collaborative nature of teaching emerged as the central dynamic of

enabling the work of the school librarian to be integrated so widely and so deeply into the learning fabric and culture of the school. Underpinning the notion of “team work” and “team player” was the mutuality of working toward one common goal—enabling core curriculum content standards—and this was clearly the case in these school libraries (Todd, Gordon, & Lu, 2011, p. 67–72).

And [the school librarian] will be in your classroom working with you as well. When we do our research paper with our juniors, the media specialist has come to my class, with my freshmen as well, multiple times, and there is a skit we go through together as we are teaching plagiarism. And you know they have fantastic lesson plans—they are not just attached to the books, attached to the media center—they are all over the school and part of the team. That helps to lure the kids back here as well. (English teacher)

We have a nice teamwork approach. I have my strengths as a historian, [the librarian] has her strengths as a media specialist, and we work really well together. (teacher)

The collaborative teaching role is key. . . . They are helping you build your lesson—you're not just coming up here and saying here's what I want you guys to do. They are helping you build that lesson and working together with teaching it. (history teacher)

Where there's a strong coteaching model, it's hard to know who the regular teacher is, who the special ed teacher is, where one person's role ends and another person's role starts, and in a really good coteaching model there is joint ownership of the lessons, presentation, the learning that goes on, not just for some of the students but for all of the students, so I think what you see here is a true coteaching model where there is teaming going on. So what happens is, I think, the librarians challenge the teachers to step outside of their comfort zone because they step outside of their comfort zone. (principal)

Principle 6: School libraries constitute and advance social justice.

While there are multiple interpretations of the concept of social justice, at its heart is

the belief that all people deserve equal social, political, and economic rights; treatment; and opportunities and that even at the cost of broader social welfare, such rights should not be foregone (Rawls, 1971; Zajda, Majhanovich, & Rust, 2006). Concepts such as freedom of information and access to resources have long been central to professional and scholarly literature of libraries. Vincent (2012), writing in the context of public libraries, cited a definition of social justice as “every one of us having the chances and opportunities to make the most of our lives and use our talents to the full” (p. 349). Given the substantive discourse surrounding the future of libraries and their perceived value in society, we examine the extent to which social justice concepts and principles were embedded in the narratives surrounding effective high school libraries (Dadlani & Todd, 2013). The Study 1 analysis revealed the predominance of four social justice categories embedded in the broader social justice scholarship: (1) utilitarianism, (2) equity of resources, (3) equity of access to advantage, and (4) equality of capabilities; these attest to the role of the school library in advancing social justice concepts.

The first category, utilitarianism, contains comments and strategies that support the greatest good for the greatest number. For example, teachers decided to use collaboration between the teacher and librarian to provide equitable access to information, instructional expertise, and personal attention through a division of labor:

I've got 25 kids—how do I help 25 kids in one 42-minute class period? But when you have someone else who's on the exact same page that you are, the kids get so much more assistance and personal attention. (teacher)

In the second, the equality of resource category, teachers spoke about how time and the variety and quantity of technological resources (including both individual experts and physical equipment) either helped them in achieving more equal treatment of their students (in the cases where these resources were available) or hindered them (where the resources were wished for):

Because 42 minutes—six minutes to get

them all seated, set, and ready, another five minutes to go over what you need to go over, if not longer—you only have about 20 minutes to grab it up and then they're out. . . . We just need more equipment. . . . It just extends the bounds. (teacher)

The third social justice category, equality of access to advantage, centered on creating opportunities for lifelong learning. Teachers saw the school library, its leadership, and its resources as lifelong and welfare based, and as such, would enable their students, and indeed themselves, to deal with twenty-first-century information and technology complexities beyond the school environment:

Empowering students to be able to control their own learning to be responsible for it. To know how to go about it. How to figure out “how to figure out.” Giving them those 21st-century skills that they're going to need to move forward. So it's almost about empowering them with a skill set. (teacher)

The fourth category, equality of capabilities, focused on school libraries providing equal opportunities to those who are disadvantaged through not having access to resources outside of school, as well as providing a comfortable and safe environment in which one could elicit the particular help required on an individual level:

So many of our students, in addition to their households not having Internet access, a lot of their households don't have a lot of things that teachers take for granted. . . . It's just that they know that they can get work done here that they can't at home. . . . We need special resources. . . . We looked at their skills . . . and matched those up with materials, so we came up with this solution, which helps the kids; it helps the teachers who are not particularly well equipped to deal with that issue in their class. (principal)

From the perspective of the forty-two students in Study 2, social justice was expressed in terms of equity of contribution, with the widespread concern that the intellectual input and workload to complete the group task would be shared equally and fairly across the group. Students valued the affordances of group work in terms of

having the work “split up evenly” and being “spread out among the group”; when the workload was shared among the group members, they believed that “no one would be overloaded.” They were concerned about equal effort and all team members contributing their fair share of work (as opposed to social loafing), as well as all team members receiving the same assessment credit when effort was not evenly distributed: “Usually the entire group does not work together,” and when this does not happen, “to grade several students on one project is unfair.” Students valued commitment to equitable division of labor: “The best part about working in a group, which is why I prefer it over individual projects, is that the workload can be divided among the group members. For individual projects, one must do all the work by himself, but for group projects, each member needed only to do 1/3 of the actual work, making it a lot less stressful for us.” “There is less pressure on one person because the work can be divided” (Todd & Dadlani, 2013, pp. 8, 11). The collaborative inquiry project provided rich opportunities for students to develop, experience, understand, and value social justice at work.

Principle 7: School libraries connect community and the world through digital citizenship and learning for life capabilities.

Participants in Study 1 saw the school library as a community connector—connecting people inside and outside of the school to expertise, resources, and space and to life, living, and working in the world. School libraries were a schoolwide opportunity to open the beyond-school doors. This was further enabled by the instructional role of school librarians in situating meaningful learning experiences with digital information and information technology and developing students as digital citizens with life skills of recognizing, accessing, and using quality information in multiple modes and across multiple platforms; learning to participate in digital communities in collaborative, ethical ways to share ideas, work together and produce knowledge; and understanding the identity, life, and safety issues inherent in learning,

living, and playing in digital communities:

I think there's some broad assumption that because we're in the 21st century, people understand they may understand this. . . . The assumption that kids know because they're digital natives is one you can't make. (supervisor of instruction)

Students are also learning how to be responsible online—teaching students they're responsible for what appears on that screen. (language arts supervisor)

Basically, digital literacy is not an add-on here. It's infused [in instruction] through the school library, where students can access each content area of the school curriculum. . . . [Digital literacy] is not a standalone; it's cohesive and fluent, and pretty well received by students and faculty. (principal)

In Study 1, faculty saw that school libraries make lasting contributions rather than temporal ones, such as test score achievement, particularly in terms of developing a range of capabilities and dispositions that can last a lifetime and have salience beyond schooling and not merely school-based achievement. This included career skills, communication skills, building self-esteem and self-efficacy, personal management skills, and project management skills:

By getting [students] involved in the changes to prepare them for this century and the digital world . . . so that they have the skill set that they need. It's about process not product. [School librarians] jumped right on that, so they were willing to give up their [traditional role] and look at, “What does our role need to be as we move forward to prepare our kids?” So because they have been in that discussion for at least the last two years, I think we've benefited greatly. (principal)

In Study 2, students reflected on their group experience and believed that they learned important life skills, such as interpersonal skills, skills related to the mutuality of working to a common goal, and project management and conflict negotiation skills, for example: “The group project was a good experience. It helped me know some students more intimately; more importantly, it taught me how to compromise and work with others” (Todd & Dadlani, 2013, p. 11)

FUTURES POSSIBLE: CONCLUSION

The principles of the possible outlined above are the start of a *futures possible* conversation for effective and sustainable school libraries. These principles center on the school library as a center for pedagogical development, innovation, and experimentation; the pervasive visibility of the school librarian as a teacher and coteacher; an inquiry-centered pedagogy; a content knowledge–outcomes orientation; and the advancement of social justice and learning for life capabilities.

These principles orient the school library of the future from an information function to a pedagogical function. Such an orientation raises fundamental questions for the education of school librarians and what is at the core of their professional information: pedagogy or information. It suggests the formal evaluation of school librarians as teachers and the measurement of learning outcomes through coteaching. It raises the possibility of employment decisions made on the basis of quality teaching measures. The principles also offer insights into how school libraries might be envisioned, marketed and connected to wider community initiatives and social agendas.

“There is no use trying,” said Alice. “One can’t believe impossible things.”

“I daresay you haven’t had much practice,” said the Queen. “When I was your age, I always did it for half an hour a day. Why, sometimes I’ve believed as many as six impossible things before breakfast.”—Lewis Carroll, *Through the Looking-Glass*.

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Helping Teachers Teach: To Do or Not to Do?

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NOTE: "In deference to the current Standards, "School Librarian" is used as the practitioner title throughout this paper.

When Dave and Blanche asked me to contribute a "last lecture" to this special edition of the Treasure Mountain Retreat, I was reluctant on several fronts. First, when someone is in their 70's, the idea of a *last* anything hits a bit close to home. Second, my career was overtaken by library education and university administration diminishing the opportunity for significant involvement in school librarianship for the past two decades. Since I was heavily involved in implementing the first Treasure Mountain Research Retreat, I feel a duty to participate and do so humbly and with gratitude.

Let me begin by providing a bit of personal professional history as context. I started my career as a junior high school math teacher who, at the age of 20, found himself teaching in a non-airconditioned portable classroom in Florida. This was in Brevard County, Florida which, at the time, was deeply involved in an experiment in which students were placed, not by age, but by achievement. I had accepted a position as a "Phase I" teacher which meant that my students (nominally 7th, 8th, and 9th graders) had all achieved less than the 5th percentile in the math section of the standardized tests. There were Phase I teachers for each subject area, and, by the Holiday Break, I was the only one who had not quit.

I think I survived by listening to my students and discovering that the main reason that they had uniformly abysmal math achievement was lack of belief in themselves. Acting largely on intuition, I told the students to put their modern math textbook in their locker for the duration and focused on teaching a single concept each day, reinforced with a game. On the way, we replaced many mathematical terms with more relatable ones, e.g., fraction numerators and denominators became "first and last names" and divisor and quotient became "the person knocking at the door and the person on the roof". At the end of the year, these students had the highest achievement test gain in the state. My principal kidded me that I was costing the school the special funding that they received for Phase I students since, ultimately, there was only need for one Phase I section, consisting largely of 7th graders. During this time, I developed an intense interest in how students learn and realized that my mathematics degree really didn't prepare me in this area.

Lessons Learned: Teaching is probably one of the hardest jobs there is. Listen to those you serve and be willing to take risks. Seek out situations where risk taking is encouraged.

Driven by an interest in learning and the learning process, I pursued a masters degree in educational media and also took courses in the area of school librarianship. Again, I ended up employed in an innovative experimental environment. This time, it was in a junior high school in Green Bay, Wisconsin. The Green Bay school system was using modular scheduling in which students' schedules had up to 60% unscheduled blocks during which they were supposed to go to resource centers. Classroom time varied from large group to very small.

The school system at the secondary level was also experimenting with staffing the library by placing a second school librarian in each school whose emphasis would be in the non-print area. My school had 1,800 students and I was hired into such a position. Expectations, to put it mildly, were not high as the previous person in the position had left under duress and the faculty had petitioned the principal not to fill the position.

Because of the modular scheduling, I had access to large numbers of student assistants for the library. Their work ranged from assistance in processing and delivering materials and equipment to helping to produce a wide range of instructional materials. My goal was to assist every one of the teachers in that school at some level, and I recall the joy I felt when, in my third year, the grouchy science teacher sent a poster to be laminated! In the spring of that year, I was honored to be selected by the faculty as Teacher of the Year.

Lessons Learned: Listen to those you serve. The support of the Principal is crucial and being a school librarian can be the best job in the world with it, but one of the worst without it. If approached humbly, teachers are eager for assistance and this assistance can make a real impact on the teaching and learning in the school.

K-12 education was undergoing accelerating change engendered by emerging technologies, changing demographics, ever-higher expectations of graduates, to name few of the drivers of change. As a practitioner, I wondered who the change agent/instructional consultant/cheerleader in the school should be? Historically, this role had fallen to the principal and, while the principal still played a crucial supporting role, the necessity for ever-increasing due diligence requirements made taking an instructional support role difficult. Another question was whether there was a more systematic method of approaching teacher assistance than my *ad-hoc* method existed.

These questions contributed to my decision to resume graduate education that resulted in a doctorate in educational communications and technology and a masters of science in library science. When I began the program, my plan was to return to the school library, but an opportunity arose with a position at the University of Alabama that combined my interests in learning with the developing roles of the school librarian.

These roles were evolving rapidly as evidenced by standards published just 6 years apart (1969 and 1975). Systems Theory and the resulting systematic approach to instructional design had impacted industry and found a home in higher education. What role should the school librarian have in the instructional design process in the K-12 arena?

Based upon numerous conversations with practitioners and principals, the literature, and the results of several major research projects, several conclusions became apparent.

- Teachers want assistance in doing their job and principals welcome this assistance
- School librarians were not amenable to taking on the role of instructional designer
- The two-position (traditional library and instructional design) in each library solution was too costly
- The terminology out of instructional design in industry and higher education was off-putting
- Expectations of a traditional instructional design role were not a realistic add on to the traditional school library position

So, the need for instructional assistance was there but the role of the school librarian as instructional consultant was not being disseminated, despite its presence in the standards. To address this dilemma, we developed a levels approach to instructional design consultation. This approach posited that the school library program had three functions:

- Promoting and enabling reading
- Providing information skills
- Helping teachers teach

What made this approach different was the assertion that helping teachers teach could be accomplished at three levels:

- Initial Level: The librarian selects and maintains materials, equipment, and facilities that assist teachers
- Moderate Level: Interaction with teachers of a limited duration and is often spontaneous. Changes in teacher's knowledge and values can occur, but not as the result of a systematic program.
- In-Depth Level: Involves extensive interaction with between the librarian and one or more teachers with enhanced teaching skills and attitudes often the goal. Usually includes serving as a member of an instructional team or providing an inservice.

Stated succinctly, instructional consultation by the school librarian was broadly defined as being anything that the librarian does to help teachers design, implement, and evaluate teaching. This could be as simple as purchasing an item for the professional collection or as complex as delivering a workshop on using smart phones in the classroom.

If this definition of instructional consultation is utilized, virtually every school librarian is involved in instructional consultation. The challenge was to map out the current instructional consultation activity of the library program and decide where, whether, and how a higher level might be reached for any particular step in helping teachers teach. As an example:

During the previous school year, the school library had acquired iPads, video cameras, and Green Screen software and made these available for check out. The school librarian posted information about these resources. and also answered several teacher's questions about creating Green Screens (Moderate Level Instructional Consultation at the Materials Selection Step).

At the start of the school year, based on expressed needs of several teachers to incorporate simple video production by students into their lessons, the school librarian provided a workshop on simple video production and the use of Green Screen Software (In-Depth Level).

Why was it and why is it still important for the school library program to help teachers teach? The school library remains one of the largest single expenditures and the question of return on investment is justifiable. What impact does the school library have on student learning? The impact of direct instruction by the school librarian would be the simplest to ascertain. The impact on student learning engendered by helping teachers teach can be considerably greater, though much more difficult to document.

Although represented in differing terms, the helping teaches teach role has been in school library standards for fifty years and it has been 35 years since *Helping Teachers Teach: A School Library Media Specialist's Role* was published. The *2018 AASL Standards* includes school librarian/teacher collaboration throughout the Evaluation Checklist. It seems safe to assume that the school librarian

profession thinks that helping teachers teach is a good idea. It might also be true that, if legislators believed that this function was being carried out, support of school libraries would be much stronger. I remain convinced that the school library program is in the best position to provide the assistance that teachers need and I close this lecture with a call for renewed discussion and research to answer these questions:

- *What does it mean to help teachers teach?*
- *What is the role of the school library in doing this?*
- *What are the perceptions of school librarians, teachers, principals, and other stakeholders?*
- *What preparation and support do school librarians need to enhance this role?*
- *How can we measure the impact of the school library helping teachers teach (on teachers and students)?*

Thank you for this opportunity to revisit and explore our important profession.

Editor's note: The three challenges of the papers in this proceedings about coteaching by Lance, Todd, and Turner are amplified in this research study for consideration by the attendees at this Symposium. This study is likely to appear in print soon, so it is a glimpse at the ideas here.

**Coteaching Revisited:
The Replication Study
By
Dr. David V. Loertscher
Jaclyn Zepnick**

Like a pesky mosquito, the question keeps arising: Does a school library and a credentialed school librarian make a difference to teaching and learning in the school? Numerous research studies across sixty years¹ have pointed to a variety of benefits that accrue when credentialed librarians staff the school library. However, the 2008 downturn in the U.S. economy and its effect on school budgets caused many districts to eliminate all special personnel from the school except for a single professional teacher for each classroom. art, music, gifted/talented, counselling, and library positions all took a hit, and while improved economic conditions have helped revive specialist hiring, the school librarian still remains an endangered species.

Given the opportunity to restore any specialist where resources allow, a larger question looms: "Which kind of specialist will bring the largest return on the investment?" Given that the stereotype of a library is a dusty collection of books with an ancient librarian to guard them, the answer for teacher librarians has been no. This is particularly the case in the charter school community. When Kodak invented digital photography, somehow, corporate decision makers felt that the general public would never adopt such a disruptive idea and that business as usual was worth preserving. Wrong; it was a disastrous and fatal solution.

A decade ago, the world of information was exploding and Google search engine seemed to be the silver bullet. It appeared to be the death knell of the library. That, coupled with high tech in the palm of the hand and the massive change in young people's social media presence, made it apparent that the concept of the library must be reinvented. Both the library as a place and the librarian as its vision required total rethinking. Loertscher and Koechlin proposed that the library should be transformed into a learning commons: both a physical and virtual space where the creation of knowledge alongside the consumption of knowledge might offer a breath of fresh air that would be worth the investment.²

Loertscher and Koeschlin proposed that the centerpiece of the library learning commons would be its merger of classroom during a number of learning experiences over the school year. During these special learning experiences, both the physical and virtual resources plus the adult expertise would be combined.

¹ Much of this research has been done by Keith Curry Lance across a number of states in the U.S.

² Loertscher, David V. Carol Koechlin, and Sandi Zwaan. *The New Learning Commons Where Learners Win! Reinventing School Libraries and Computer Labs*. Hi wWillow Research & Publishing, 2008.

Disruption is a hard sell, and the calls for evidence of impact rose immediately. The first library learning commons opened in January of 2009 at Chelmsford High School in Chelmsford, MA under the direction of Valery Diggs. That and the article “Flip This Library” in *School Library Journals*³ encouraged many creative librarians to report their creative directions in *Teacher Librarian*. Yet the call for evidence continued.

Much of the excitement centered around the response of children and teens in their new flexible physical spaces. Loertscher and Koechlin also noticed that it was this idea of coteaching and the merger of library with classroom that was having the largest impact on moving this new vision into the center of teaching and learning in the school. In an effort to capture this impact, the most effective research seemed to be the idea of micro documentation, rather than trying to capture a macro documentation, which had been the usual pattern of research.

Micro documentation of results is a research technique that examines the results of coteaching between a classroom teacher and a librarian on a single unit of instruction. It is a tiny case study, unit by unit, teacher by teacher, school by school, examining any patterns that might emerge across cases that might be worth further investigation.

The First Research Study

The first micro documentation research was published in *Teacher Librarian* in 2014.⁴ With a small grant from the ALA Baber Award, Loertscher asked for volunteers and was able to look at coteaching in 12 schools throughout the U.S, across all grade levels. In order to establish a baseline, the librarians were asked to reach out to five to ten classroom teachers who taught in the classroom. There were 100 responses across the grade levels and as they reflected on a recent learning experience, estimated that about 50% of their students met or exceeded their expectations for that unit of instruction.

In these same schools, the researcher asked the librarian to select a recent unit of instruction that was cotaught by the classroom teacher and the librarian. Then in a simple analysis, each partner was asked to identify the topic of the learning experience, the number of students in that experience, and the number of students who met or exceeded *both* adults' expectations using their normal assessments. The results across grade levels ranged from 70-100%. This success rate was judged as extremely significant in comparison to the 50% success rate when classroom teachers taught alone.

For the study, the term *coteaching* was defined as a classroom teacher and teacher librarian partnering on the creation of goals and objectives, assessments, and teaching activities. Each

³ Loertscher, David V. “Flip This Library: School Libraries Need a Revolution,” *School Library Journal*, vol. 54, no. 11, p. 46-48, 2008.

⁴ Loertscher, David V. “Collaboration and Coteaching: a New Measure of Impact.” *Teacher Librarian*, vol. 46, no. 2, p. 8-18, December, 2014.

member was also asked to reflect on the partnered experience. In the words of the conclusion was this statement:

Thus one can expect in any successful cotaught or embedded academic experience that the sum is greater than the separate parts, or

$$1 + 1 = 3$$

The Current Replication and Methodology

During a Sabbatical semester granted by San Jose State University, the author and his graduate assistant conducted a replication study of the original. Data collection happened during the Fall semester of 2017 and continued through May of 2018 to capture cotaught learning experiences that happened in both fall and spring semesters. Invitations for volunteers were issued through social media, while the Future Ready Librarians organization helped publicize the study. No monetary rewards were granted as had been true in the previous study and only generous gratitude and anonymity was awarded.

As a baseline of success, we held the results from the first study classroom teachers who taught alone as the 50% success rate for students who either met or exceeded expectations. Also, from the first study, we used the baseline of a 70-100% success rate figure when the unit was cotaught. Again, we were interested in our micro documentation of teaching and learning success when a classroom teacher and a teacher librarian partner to formulate goals and objectives, create assessments together, and teach the learning activities together from beginning to end.

Both professional partners were asked to fill out a Google form that asked the topic of the cotaught learning experience, the number of students in the class, and the number of students that met or exceeded both adults' expectations. Finally, each partner was asked to reflect on the experience as a cotaught strategy. Our assumption was that both adults, as professional educators, possessed the knowledge and ability to assess the learning and make the judgement of success or failure. Since the entire class participated in the learning experience, simple percentages sufficed as authentic measurement for that single experience. Thus, the micro documentation measured each experience as a single mini case study that we then used during our analysis to look across many cases for patterns. If only one partner answered the questionnaire by the deadline, that case was eliminated from the research.

The following chart shows the success rate by elementary, middle and high school participants:

Level	# of schools	# of units cotaught	# within 70-100 %
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			range
Elementary Schools	6	7	6
Middle Schools	8	10	9
High Schools	11	16	13
Total	25	33	28

The librarians were encouraged to report more than one cotaught learning experience, which resulted in eight additional learning experiences on record. Across all schools, a total of 2,107 students were cotaught in this study. If these same students had been taught by a single adult, using the baseline of 50% success rate, we would have expected that 888 students would have met or exceeded that teacher's expectations. However, when we totaled up the number of students who met both adults' expectations in this study, the success rate was 84% or 1,776 students. The powerful phrase that two heads are better than one is clearly evident.

Of course, we realized that in the real world, coteaching will not always succeed. Reasons given for failure to reach the 70-100% success rate included lack of time to plan; interruptions; teachers' personal problems that were beyond their control; transfer of knowledge due to difficulty in the concept being covered; scheduling; teaching method needed work; problems accepting technology, and behavioral challenges.

Conclusions of the Second Study

This study of coteaching in 25 schools across the U.S. replicated the findings of the first study. Thus, the message remains exactly the same: If a classroom teacher teaches a unit of instruction alone in the classroom, one can expect about half of the students to meet or exceed the teacher's expectations. However, if the classroom teacher coteaches a unit of instruction alongside the teacher librarian, 70-100% of the students can be expected to meet or exceed both adult's expectations. In research language, the practical significance of coteaching far supasses what a single adult teaching a typical classroom group can achieve. This result is not automatic just because there are two adults present, but by and large, the normal outcome is spectacular.

A simple example might help. If a classroom teacher taught 30 students alone in the classroom, then 15 would be expected to meet or exceed the objectives. If cotaught, an additional 6 students or more would meet those same expectations. One could postulate that the 15 original students would also have benefitted since they would have had to meet higher expectations than if taught alone. One also wonders how much better the less successful students did even though they did not quite muster the higher expectations. The power of two heads instead of one is replicated in this study that demonstrate once again that 1+1 does equal 3.

What the Partners Say About Coteaching

It is very instructive to any researcher in such mini case studies to read the comments about the various learning experiences carefully. We have summarized the most pithy of the comments here, eliminating duplicates, but trying to capture a full range of the experiences. In the following three sections, we quote from elementary, middle, and high school classroom teachers and teacher librarians.

Learning Experiences in the Elementary Schools

Six elementary schools participated with seven reports of learning units. Six of the experiences reported 85-100% of students success learning rates, while one report was at a low of 66%. Topics included language arts, science and social studies.

In all cases inquiry skills were merged into content learning. As a result, content learning was increased:

- "Two teachers are always better in a classroom when young students are learning and researching...They will be able to use these newly acquired research skills for the rest of their lives." (Classroom teacher)
- "Within this unit, both teacher librarian and classroom teacher were creating scaffolds that would build on each other throughout the unit. Learning could not progress without each teacher doing their part and communicating about students' needs, interests, and progress." (Classroom Teacher)
- "Students who see teachers working collaboratively have the opportunity to watch adults interacting to serve a common purpose. Students were able to work on their research in social studies class, as well as during library time, so they had additional time, resources, and instructors to aid them. Students can more easily recognize that learning takes place across multiple areas." (Classroom Teacher)
- "This was a good experience and introduced students to new skills they will continue to use in high school and college, rather than simply doing a Google search." (Teacher Librarian)

The use of technology had an impact on what was learned:

- "...Students loved being exposed to new technology such as Google Earth." (Teacher Librarian)

The advantages of two adults were in evidence:

- "This was a fantastic experience! The teachers made the TL feel valued and appreciated!" (Teacher Librarian)
- "Learning becomes multifaceted because it's not just limited to classroom teacher, lessons became a grade level focus and all kids could see other students' experience mirrored in their own, it was easy for them to have conversations across their classrooms." (Teacher Librarian)

But along the way, challenges needed to be overcome:

- “Due to behavior issues, some classes did not have such deep understanding as others did.” (Teacher Librarian)
- “The only challenge that I see is the need to plan together, and to make sure that the timing of the instruction in both areas dovetails. With flexibility on the part of both teachers, those challenges are usually fairly easy to overcome.” (Teacher Librarian)

Learning Experiences in the Middle Schools

Eight middle schools participated with 10 reports of learning units. Nine of the experiences reported 88-100% of students' success learning rates, while one report was at a low of 50%. Topics included language arts, science, social studies, foreign language, and multidisciplinary.

The quality of the learning experience is often the most recognized benefit of coteaching:

- “More support, especially for our English Language Learners. More success, diverse ways of thinking, designing, examples. I have the tools and she had the classroom time each day to have the students write. While in the library, we looked carefully at picture books for older readers as we designed our own. Three pairs of students took prizes in the city-wide competition including two who were brand new to English!” (Teacher Librarian)
- “It would be amazing to be able to offer these kinds of experiences more often so students can take a more multi-disciplinary perspective of the things they are learning. More adults in the room means that more time is spent actually working instead of waiting for help.” (Teacher Librarian)
- “I can't wait to continue working with this teacher next year and create our Hot Cheeto garden (middle schoolers' favorite snack). Students are connecting their body systems (similarities and differences) to the body systems of the worms and gaining confidence in being courageous to handle them and take care of another species that they never had access to prior to this collaboration.” (Teacher Librarian)

The advantages of two adults were in evidence:

- “Collaborating with the Teacher Librarian on this project was essential. She had the knowledge and materials to lead students through the bookmaking process and the time outside of regular class meetings to provide students with a space to complete their projects.” (Classroom Teacher)
- “Both teachers have different expectations and students rise to meet them.” (Teacher Librarian)
- “Two heads are always better than one. I think that this was a much better, more thorough, and more creative lesson because of my colleagues' input.” (Teacher Librarian)
- “Collaborating with fellow teachers is better for students, better for teachers. During a positive collaboration, the teacher and librarian can become sounding boards for themselves, trying things out, and being a little freer and braver in their ideas than they might be if they were working on their own.” (Teacher Librarian)

- “I think both adults can bring their expertise to the project. In this case, my collaborator brought a wealth of resources and gave the project an artistic element that I would have never considered.” (Classroom Teacher)
- “It’s always best to collaborate; the students get more individualized attention and support.” (Classroom Teacher)

But along the way, challenges needed to be overcome:

- “This type of collaboration needs to be known to principals so they don’t schedule us as reading teachers, do mundane yard duties, if they only knew the bang for the buck!!!!” (Teacher Librarian)
- “This was an amazing experience. I am amazed at the diversity of ideas and originality of each scholar. Unfortunately the library is very far away physically so this took up precious minutes. Also SBAC testing took place during the final weeks of our project which we had not planned for. In general I feel like this was an amazing experience for everyone involved. I am especially excited about our publishing party tomorrow night!” (Classroom Teacher)

Learning Experiences in the High Schools

Eleven high schools participated with 16 reports of learning units. Thirteen of the experiences reported 71-100% of students success learning rates, while three reports were at a low of 50-68%. Topics included language arts, science, social studies, business, careers, health, foreign language, family studies, and multidisciplinary.

The advantages accrued by coteaching:

- “I love being able to collaborate with my teachers. It helps to get to know the students, the teachers, and their needs so we can make our library program more effective.” (Teacher Librarian)
- “I really appreciate the hard work the librarians do.” (Classroom Teacher)
- “My students enjoy the library experience and will use the skills throughout the school year. The collaborative nature of planning the content gives students options for growth and confidence with their studies.” (Classroom Teacher)
- “More relevant materials are purchased due to increased communication and teacher input. Students revisit library for further reading. Improved facilitation of learning for individuals and in small groups. Extension of curriculum resources beyond textbook including books, ebooks, Internet and databases.” (Teacher Librarian)
- “I think having two adults in the room, especially ones who get along as well as the teacher librarian and I do, makes students stay on task even more than just with one adult. We are aligned in our beliefs and teaching styles, but I could imagine a huge problem arising if two adults worked together who had different ideas and styles, as this would create confusion and a lack of stability for students. I plan to do this unit again this year.” (Classroom Teacher)
- “The connections and relationships between students, teachers, and librarians are fundamentally important in the school environment. Without this support in my classes,

students' overall academic performance would be lacking. I am so thankful for the kindness, patience, and professionalism of each librarian I have had the pleasure to work with at this high school." (Classroom Teacher)

- "Working with the teacher librarians at our high school is the most amazing experience. The teacher librarians are full of a wealth of knowledge that they are so anxious to share with each and every student. I would be lost without them." (Classroom Teacher)
- "I can't wait to incorporate this assignment again next year! This assignment was very planning heavy and some trial and error was required this first time around, but will be much smoother next year." (Classroom Teacher)
- "By collaborating, we each brought our strengths to the teaching/planning. I (Library Media) brought children's literature and technology and read aloud expertise and the subject area teacher brought knowledge of the subject area (childhood/family development) and her required curriculum along with personal knowledge about the students in the class she teaches. She also brought knowledge of grading criteria. Collaboration enriches the possible lesson experience for students and it keeps me fresh and full of ideas when I brainstorm ideas with collaborating teachers." (Teacher Librarian)
- "I could see how coteaching could require extra out-of-school planning time, but in this particular instance the librarian and I did most of our planning on a shared Google Doc and were flexible and willing to adapt practices to support our coteaching goals. We were also both well versed in coteaching and were able to step up and lead when needed and then step out of the way and let the other lead too." (Classroom Teacher)

What happens to content exploration?

- "Collaboration can be a good model for students to learn about working together." (Teacher Librarian)
- "It is very valuable for students to see teachers using the library and all its resources; that we model what we teach. It was valuable for me to go through the process as well and experience the same challenges and frustrations that they experienced when researching. We also each brought a unique perspective on the content itself. In addition, it is valuable for students to be open to being assessed by someone other than their teacher." (Classroom Teacher)
- "I too am guilty of relying solely on the internet to do all my research and it was a good reminder of the valuable tools in the library and databases that actually help students streamline their research to credible, academic sources. I plan to continue to bring the students to the library on other projects too." (Classroom Teacher)
- "The students see teacher and T-L bouncing ideas off each other, adding ideas that the other one might not have. They see/hear the thought processes one needs to go through to analyze and evaluate." (Teacher Librarian)
- "I was so impressed with the students outcome." (Classroom Teacher)
- "The open-endedness of the project was at first a bit intimidating for many of the students. They were frustrated by not having a clear direction given to them by the teacher. However, once they realized that we were serious - we really did mean they could research and learn about anything they wanted to, they got really excited and

ended up learning about very interesting and diverse topics including: student activism, rocket science (literally!), what it means to be a hero, environmental justice, virtual economies, how the brain learns, etc. It was AMAZING!!!” (Classroom Teacher)

- “The greatest challenge was to help the students "unlearn" some of the research practices they had been using in their other educational experiences - citations (in-text and bibliographic), resource evaluation, and digital/graphic media use in presentations.” (Teacher Librarian)

What technologies helped?

- “I see an advantage for students and the teachers because both are gaining new knowledge and information on the technology side which is in the forefront of education.” (Classroom Teacher)
- “When subject area teachers are not comfortable with tech, working with a teacher librarian can fill in the gaps or help answer questions the students have that they might not know or feel comfortable answering. I also took this project to another level this year, encouraging students to take and upload a picture that corresponds with their blog post.” (Teacher Librarian)

Why Coteaching Sometimes Meets Challenges

One of the premises of this research was that two heads are better than one. Would this pattern emerge across many micro documentations of joint learning experiences? In the first research, we uncovered three factors that might affect success:

- The original expectations were set too high.
- School environmental factors interrupted the experience such as fire drills, snow days, etc.
- Time, time, time

In this replication, a few other problems came to light:

- When the two adults do not agree on various strategies and cause confusion among the students.
- When the partners are called away from the coteaching by being absent for some reason.
- When the technology is not robust enough to handle the loads being placed on it.
- When the teacher and teacher librarian are not on the same page about assignment details.
- Time, time, time.
- Sometimes, there was no explanation.

However, we did notice that when this joint experience was a first time trial, the partners resolved to get better the next time. Such is the value of a “Big Think”⁵ reflection after the

⁵Loertscher, David V., Carol Koechlin, and Sandi Zwaan. *The Big Think: 9 Metacognitive Strategies That Make the End Just the Beginning of Learning*. Hi Willow Research & Publishing, 2009

experience is over. It would prove to be even more powerful if this reflection included student voices.

What is most reassuring is the number of times a high success rate is experienced when both partners are rolling up their sleeves and working their hearts out.

One comes away from this research realizing that a silver bullet may not have been encountered, but whether among all the solutions out there, if there is even one strategy that comes even close to this one, we have not encountered it. The entire focus of this methodology is on results, event, after event, after event.

A Look at Measurement

This replication and micro documentation, as compared with macro, suggests that a variety of perspectives of any problem or issue has merit. Recalling the old story of the blind men and the elephant, a combination of “views” provides a much more reliable picture of what an elephant really is like rather than just examining the elephant’s trunk to make generalizations. Because education is as much art as science, Loertscher proposed in the book *We Boost Teaching and Learning*,⁶ that a triangulation of assessments is beneficial in an effort to measure the impact of a library learning commons entity on teaching and learning in a school. In that book, the proposed triangulation looks at organizational level measures, teaching level measures, and learner level measures to get an accurate view of impact. At the present time, assessment via standardized testing has only one dimension that looks at one skill possessed by individual learners. While business and industry leaders are looking for the ability of groups to cooperate and build collaborative intelligence through problem solving, critical thinking and design thinking, the standardized tests gives us no information. How can we then fund education based on a single view?

The idea that funding a library and a professional to staff it will automatically make a difference that will show up as significant on standardized tests is in question. Such a statistic may well be correct, but without other corroboration, we are left still hoping and guessing. By looking at a single learning experience and its impact on the actual students in that experience, we can clearly see the difference that two adults make in that one instance. Multiplied over in mini case studies, we begin to see patterns that attract our attention. While one experience in an entire school that has been cotaught is very unlikely to show up on any standardized test, one could postulate that raising the frequency of such experiences across the school would start to show up on macro measures.

The Umbrella Concept of the Library Learning Commons

⁶ Loertscher, David V. with Ross Todd. *We Boost Teaching and Learning*. Learning Commons Press, 2018. Available as an ebook from LMCsource.com.

For any teacher who successfully coteaches with the professional teacher librarian, this research demonstrates that the classroom and library learning commons begin to merge just as if the umbrella of the LLC now extends into that one classroom. It is an enlarged learning space where multiple adults rather than a single person are teaching and learning together with a group of students. If two classroom teachers join in followed by two more, and then more, the library learning commons umbrella keeps expanding until the entire school is a library learning commons - a physical and virtual learning community.

Musings about Coteaching

Admittedly, teacher librarians are just one of the specialists in any school that might make a similar difference in a learning experience. Suppose every specialist in the school cotaught one learning experience with a classroom teacher once a month. An administrator, instructional coach, art teacher, counselor, and P.E. teacher might add their expertise to units in social studies, science, and language arts. Brainstorming the possibilities can emerge very quickly. The counselor adds social and emotional learning to a design thinking project in social studies. The art teacher merges the study of political cartoons in a study of the U.S. Civil War both in the North and the South. The P.E. teacher adds movement as a technique of increasing attention, motivation and persistence. The instructional coach rolls up the sleeves rather than just observing and giving advice. The administrator has an opportunity to work with some problem students on a real design thinking problem rather than just dealing out “justice.” It would be fascinating to study the culture shift in a school where such cross-disciplinary efforts were put into the mix of everything else going on.

Such specialists and perhaps even department heads might hold a joint appointment on the LLC staff alongside their grade level or specialty assignment. Just for fun, let’s do the math. Suppose there was the teacher librarian and three other specialists in the school that did about one coteaching experience a month and did this with 30 students per class. That would add up to 400 cotaught units affecting 12,000 students in the school. Taught alone, 6,000 would be expected to meet or exceed expectations. Cotaught, 8,400-12,000 would meet or exceed both adults’ expectations. It would be difficult to find another initiative in the school that would produce those kinds of results!

Furthermore, If the school has 500 students, each student might experience these high level learning experiences 24 times during the school year. Now take a look with macro measurements using standardized test scores What happens? But, you say, how much would this cost the school? Do the math. Suppose you hired one additional staff member to take up the slack when specialists were coteaching. Then compare this cost with the cost of any other major professional development intervention. Perhaps an investigation in your school might be worthwhile.

Final Advice to Stakeholders

Macro data coming in to schools from various standardized tests, while interesting and sometimes very useful, give us a one-dimensional view of student learning. Many test-wise students blow off or refuse to take such tests so that the results are muddied. This research suggests that a different view might help in the judgment of learning outcomes. The micro documentation here recommends that the proof of the pudding is in the eating rather than admiring the package or examining statistics about how many snack packs are present. Rather, for every stakeholder in education, we suggest that the outsider becomes an insider: a person who rolls up their sleeves and participates in an actual learning experience rather than just observing and offering advice.

The traditional notion that all we need in education is a single teacher teaching in the front of the room is not enough. Throwing money at “fixing” their teaching practices, has been expensive, yet it has not produced the major gains in public education that this country expects. The idea of what was good enough for me when I was in school is good enough for my kid; or, that throwing money at education does nothing to improve it, cannot solve any of the myriad of problems connected to education. Again, we advise all stakeholders to get down in the trenches for a view of reality. Then, we might all get a clearer picture of what is really happening and why. We just might encounter what one school substitute teacher recently told this researcher: “I asked a student why he was not doing any work and he replied: “Lady, I don’t do any work for my teacher. Why would I do anything for you?”

This research also points to a very different role that the library has had in many schools. No longer can just a collection of books managed by either a professional or classified person in charge suffice. Both the traditional idea of the library and the librarian must change if we expect young people to invent their way out of the major problems we have created.

Finally, a bit of advice to specific stakeholder groups:

Administrators. Hire a librarian who has a track record of coteaching. Or, find a successful coteacher in your building and help that person become a credentialed librarian. Then, encourage faculty members to take advantage of this additional support. Finally, every month or so, adopt one cotaught learning experience, roll up your sleeves and coteach alongside the teacher and librarian. It will open your eyes.

Librarians. Build a track record of your coteaching experiences and tuck them in a part of the library website/virtual learning commons. If the practice of full coteaching is not a part of your repertoire, build your expertise. There is much help out there. If you fail, pick up the pieces and try again.

Classroom Teachers. Reaching out to partner with the librarian in your school is not admitting any kind of weakness or lack of expertise. Redread the various comments by teachers in this research, and you begin to understand that a full partnership with a second expert produces spectacular results.

School Board Members. At least once a month, ask to visit a cotaught learning experience somewhere in the district. When you arrive, get a two-minute briefing about the topic under consideration, the goals, and what is happening right now. Then, roll up your sleeves and work with random individuals or groups. Ask the students questions, offer advice. Help out. If there is time, think about the experience with the adults who are coteaching. Finally, ask the two coteachers to send to you a couple of summary paragraphs when the experience is over with. Even better, attend any special event these students create as a culminating experience.