Resources for the Teacher Librarian

David V. Loertscher & Elizabeth "Betty" Marcoux

BEST BOOKS OF 2011

WHAT SCHOOL LEADERS NEED TO KNOW ABOUT DIGITAL TECHNOLOGIES AND SOCIAL MEDIA

by Scott McLeod and Chris Lehman

(Jossey-Bass, 2011, 224 p., $27. ISBN: 9781118022245)
The fear factor out there about the dangers of technology and why students should not have access is dispelled in this collection of ideas directed at school administrators. Full of practical ideas not only for the administrator in the school, but for everyone who cares about harnessing the power of Web 2.0 and social media to boost teaching and learning. *DL*

STEM STUDENT RESEARCH HANDBOOK

by Darci J. Harland

(NSTA, 2011, 218 p., $23.95, ISBN: 9781936137244)
Intertwining the scientific method and 21st Century Skills gives teacher librarians and science teachers the opportunity to build great science, technology, engineering, and mathematics projects using the "notebook" concept in this excellent manual. *DL*

I SEE WHAT YOU MEAN : VISUAL LITERACY K-8 2ND ED.

by Steve Moline

(Stenhouse, 2011, 265 p., $25. ISBN: 9781571108401)
We all grew up in an era where it was said that a picture is worth a thousand words. Now, more than ever, in an era of data and more data, visualization of data and information become one of the few ways kids and adults can get their minds around major concepts. Moline takes us through the process of reading, writing, and then thinking visually. Teacher librarians are already familiar with mind mapping and programs such as Inspiration and Inspire Data, so we are beginning to appreciate the use of visualization. Moline pushes us even further, demonstrating how visualization can help all along the path of understanding and presentation of ideas in visual form. It is an essential skill. *DL*

THE ATLAS OF NEW LIBRARIANSHIP

by R. David Lankes

(MIT Press, 2011, 408 p., $55. ISBN: 9780262015097) Web version at: http://www.newlibrarianship.org/wordpress/ Start with the Web version of this book to reconceptualize the role of all librarians from storage and retrieval roles to knowledge creation. It is a powerful transformation that fits into the central idea of a Learning Commons and will challenge everything you have ever been taught about our field. *DL*

INSTRUCTIONAL TECHNOLOGY: PAST, PRESENT, AND FUTURE, 3RD ED.

edited by Gary J. Anglin

(Libraries Unlimited, 2011, 354 p., $55. ISBN: 9781563088063)
In order to grasp the essentials of instructional design and technology, teacher librrians need to reach out to a sister field to build the background knowledge to be able to operate in a Learning commons where information and technology merge to boost and become an essential element in school improvement. This is a challenging read but a dendrite expander that is top notch. *DL*

PERSONAL LEARNING NETWORKS: USING THE POWER OF CONNECTIONS TO TRANSFORM EDUCATION

by Will Richardson

(Solution Tree Press, 2011, 150 p., $44.95 ISBN: 9781935543275)
A personal learning network is a method of linking kids and adults to major sources of information on the Internet. It is like choosing your closest friends that you want to listen to because they keep you up to date, you trust what they have to say, and it is your method of keeping current on what is going on. Richardson has created a very very important book here that every teacher librarian should read and implement both in their own lives and in the lives of their students. *DL*

FREE VOLUNTARY READING

by Stephen Krashen

(Libraries Unlimited, 2011, 91 p., $25. ISBN: 9781598848441)
In this must-read book, Krashen has assembled a collection of his recent journal articles about FVR from a variety of journals teacher librarians would not normally see crossing their desks. It's purpose is to supplement and extend the second edition of *The Power of Reading* published a few years ago. He covers myths, FVR for English learners or foreign language learners, and more. The tradition of teacher librarians to promote the love of reading in every format, genre, fiction, and even more nonfiction is still alive and well. *DL*

WHERE GOOD IDEAS COME FROM

by Steven Johnson

(Riverhead, 2011, 21 p., $26.95. ISBN: 978-1594485381)

A fascinating book about creativity and innovation. If you like Sir Ken Robinson on creativity, you will enjoy Johnson's approach. Through many stories tracing good ideas in history, you will build an unforgettable repertoire of ideas that encourage you to stimulate creative thought in the students you encounter. *DL*

UNDERSTANDING BY DESIGN GUIDE TO CREATING HIGH-QUALITY UNITS

by Grant P. Wiggins

(ASCD, 2011, ASCD, , 221 p., $26.95. ISBN: 978-1416611493)

The ideas of backward design created by Wiggins and McTighe are well known across education. In this book, they expand their ideas on lesson design as they cover each step in the creation of a learning experience. This is useful in professional development sessions where clarity and deep understanding of instructional design is needed beyond the basics. If teacher librarians add to these ideas the necessity of collaborative co-teaching and adding a Big Think metacognitive reflection at the end of the learning experience, this book will fill in lots of gaps and questions that arise when pushing leanring experiences up the Bloom's taxonomy. *DL*

TOO BIG TO KNOW: RETHINKING KNOWLEDGE NOW THAT THE FACTS AREN'T THE FACTS, EXPERTS ARE EVERYWHERE, AND THE SMARTEST PERSON IN THE ROOM IS THE ROOM

by David Weinberger

(Basic Books, 2011, 250 p., $25.99. ISBN: 978-0465021420)

Thinking about the juggernaut of the Internet running over the top of all of us, Weinberger gives us a new perspective of what expertise looks like in a flat and networked world. His thinking helps us develop perspective in the Learning Commons and in the classroom where we expect each learner to develop and share their expertise as we adults guide, motivate, and stimulate understanding, personal expertise, and collaborative intelligence. It is not about the "expert' standing at the head of the class; rather, it focuses on the power of the group of thinkers, builders, and collaborators. An essential read to understand the world in which we all live. *DL*

ABUNDANCE: THE FUTURE IS BETTER THAN YOU THINK

by Peter H. Diamandis and Steven Kotler

(Free Press, 2011, 400 $26.99 ISBN: 978-1451614213)

With billions of people coming on line, the authors pursue the positive idea that by networking, there is simply no problem that cannot be solved. Here is a refreshing positive look at the world of technology that connects everything and the potential for the power of collaborative problem solving. There are enough negatives floating around; try a positive view to argue for the collaborative use of technology in schools. *DL*

YOUNG ADULT LITERATURE: FROM ROMANCE TO REALISM

by Michael Cart

(ALA, 2010, 242 p., $58. ISBN: 0838910459)

This history and contemporary analysis of young adult literature is superb. Cart covers the early years in the first three chapters and then spends the rest of the book discussing the various genres of YA lit from the tame to the cutting edge. This is a book that teacher librarians who are working with YA Lit must read. No one can keep up totally with the outpouring of titles, but Cart does the best job we know about. An essential read. *DL*

MANGATOPIA: ESSAYS ON MANGA AND ANIME IN THE MODERN WORLD

By Timothy Perper & Martha Cornog, editors.

(Libraries Unlimited, 2011. 275p. $50. ISBN: 978-1-59158-098-2.)

This is a most interesting compilation of information about manga and anime - 2 very popular styles that are sweeping the country. The editors document the epic effect of manga and anime with interesting essays and statistics from a variety of well known experts. This is well indexed, well substantiated, and well approached. The various essays are thought provoking not only to professionals, but also to parents and students. Don't miss this one! Highly recommended. *BM*

COPYRIGHT CATECHISM II: PRACTICAL ANSWERS TO EVERYDAY SCHOOL DILEMMAS.

by Carol Simpson

(Linworth, 2011. 162 p. $40. ISBN: 978-1-59884-848-9.)

Anything about copyright by Carol Simpson deserves a good look and this publication is no exception. Having answered school library copyright questions for many years, Simpson uses this publication to take the teacher librarian into 2011 legalities about copyright. Well-indexed and with an effective table of contents, this publication is meant to augment her 5th edition of Copyright for Schools and covers much of what she said in her column from 2005 to 2011 about copyright questions. A ready reference full of great information. Highly recommended. *BM*

THE NEW LEARNING COMMONS WHERE LEARNERS WIN! REINVENTING SCHOOL LIBRARIES AND COMPUTER LABS, 2ND EDITION

David V. Loertscher, Carol Koechlin and Sandi Zwaan

(Learning Commons Press, 2011. 248 p. $28. 978-1-933170-67-0.)

PICTURE BOOKS

MONSTER MASH

Asiago. Adam McHeffey. Marshall Cavendish, 2012. $16.99. 978-0-7614-6138-8. Grades 1-2. A young vampire has a "vonderful" time at the beach—once he learns to avoid the sun, the splintery boardwalk, and the garlic laced clams at the snack shop. In the cartoon art, Asiago and his human friends have a great time—as soon as the sun sets and the moon rises, that is.

Gibbus Moony wants to bite you! Leslie Muir. Illus. by Jen Corace. Atheneum, 2011. $15.99. 978-14169-7905-0. Grades 1-3. A vampire's quest for something (or someone) to bite now that his baby fangs have been replaced by adult ones turns frustrating until a new friend shares a totally toothsome snack. A "fangtastic" tale, illustrated with non-scary (mostly) cartoon figures.

Monster returns. Peter McCarty. Henry Holt, 2012. $16.99. 978-0-8050-9030-7. Grades K-1. With help from friends, young artist Jeremy prepares a monster-ous welcome for the bored and lonely Wild Thing he created in the previous episode, **Jeremy Draws a Monster**. McCarty's big, bright pictures feature a host of colorful creatures.

Mudkin. Stephen Gammell. Carolrhoda, 2011. PLB $16.95. 978-0-7613-5790-2. Grades K-2. A little girl meets a mud monster who makes her queen of mud country—at least until the rain comes. Fantastically sloppy, gloppy, spattered pictures!

The spaghetti-slurping sewer serpent. Laura Ripes. Illus. Aaron Zenz. Marshall Cavendish, 2012. $17.99. 978-0-7614-6101-2. Grades 1-3. Certain that a serpent is sleeping in the sewer, Sammy Sanders sets a spaghetti snare. An alliterative adventure, illustrated with satisfyingly snicker-worthy scenes.

While the second edition contains much information from the first edition, it expands upon it significantly, and it extends the concepts, particularly in the virtual area. While the teacher librarian in the initial comics can be seen as somewhat scary physically, the message certainly isn't. Rather, it is as a helpful, collaborative plan that helps the teacher librarian facilitate the continuing journey of learning. The ideas in this book are important - they are visionary and go way beyond the idea of the classic school library program. Loertscher and company try to move the school library from being an isolated entity to a much more collaborative and exciting learning place. The book provides many helpful resources on the full range of pertinent topics, from concept and theory to concrete examples of how a learning commons begins to work. Ever the beta situation (and acknowledged as such), the learning commons approach is an excellent way to help teachers teach and to help learners learn. You cannot implement a full learning commons quickly or all at once but this book will get you started on the right path. Useful index and glossary. Not to be missed! Highly recommended. *BM*

THE BEST TEEN WRITING OF 2011

by the Alliance for Young Artists & Writers

(CreateSpace, 2011, 320 p., $12.55, ISBN: 1466209941)

Each year student writings are selected for publication in this work. In 2011 there were over 185,000 artworks and manuscripts submitted. Of those this book came to be. A well-juried series of writings, this book offers different categories that will encourage teens to consider certain types of writing. These are strong students dedicated to the craft of writing, and this type of publication speaks loudly for student work. Now if only it were on the web. Highly recommended. *BM*

CURRENT REVIEWS

I SEE WHAT YOU MEAN: VISUAL LITERACY K-8 (2ND ED)

by Steve Moline

(Stenhouse, 2011, 265 p. $25. ISBN: 9781571108401)

Tired of death by PowerPoint? Moline's book as an essential companion to any books you have on information literacy. We all grew up in an era where it was said that a picture is worth a thousand words. Now, more than ever, in an era of data and more data, visualization of data and information becomes one of the few ways kids and adults can wrap their minds around major concepts. And if we grew up in the era of lying with statistics, this book helps us help young learners represent accurate and meaningful representations of ideas. Moline takes us through the process of reading, writing, and thinking visually. Then he teaches us the power of simple diagrams, maps of all kinds, analytic diagrams, process diagrams, structure diagrams, graphs, and graphic designs. Teacher librarians are already familiar with mind mapping and such programs as Inspiration and Inspire Data, so we are beginning to appreciate the use of visualization. Moline pushes us even further, demonstrating how visualization can help us along the path of understanding and presentation of ideas in visual form. It is an essential skill in all disciplines, and teacher librarians should be masters at visualization in all forms as students work in the world of the Internet. *DL*

STEM STUDENT RESEARCH HANDBOOK

by Darci J. Harland

(NSTA, 2011, 218 p., $23.95, ISBN: 9781936137244)

STEM stands for science, technology, engineering, and mathematics. During the past few years, the United States has been trying to encourage more schools to focus on STEM education in order to compete globally and fill the needs of our scientific

industries. The purpose of this volume is to teach students to be scientists by performing research like real scientists do. "The Notebook" is the long-used paper and pencil document that tracks a formal piece of research from beginning to end. Thus, this handbook is designed to take students completely through the scientific experiment step by step. So what does this have to do with the teacher librarian? A great deal, if you look at the research model to be used in a formal science project. It is actually the basis on which all the information literacy models in the 1990s were created. Note the steps in abbreviated form: generate ideas; develop a research design; know the topic; write the proposal; set up and conduct the experiment; perform statistical analysis; interpret the data; report the results. Knowing that both the teacher librarian and the STEM teachers are on the same track, the discussion of two heads are better than one gains some traction as students build questions and understanding through the use of informational databases, create a method of investigation and gather quality data, do analysis and synthesis, and finally create a product complete with some type of reflection. One is mystified at the author's use of a paper and pencil notebook for all the recording and reflection when technology would dictate the use of digital notebooks, particularly when groups of students might be working on an experiment in concert. However, the process is here and familiar to teacher librarians. So pick up a copy of this book. Read through it and prepare yourself as a teacher librarian to be a scientific partner. Then start the discussion. Experiment with a few teachers who are interested in real science. And the rest will be history. *DL*

TEACHING GENERATION TEXT: USING CELL PHONES TO ENHANCE LEARNING

by Lisa Nielsen and Willyn Webb

(Jossey-Bass, 2011, 304 p., $22.95, ISBN: 9781118076873)

If you show this book to some administrators, tech directors, or parents, you might find yourself in the midst of a book burning. The thought of using text messaging and cell phones in the classroom? Sin and degradation! Cool off. Calm down. Every kid who possibly can is texting, texting, and texting some more. It is the number-one technology used by kids and teens. Let's get real! Let's use this technology to boost learning and at the same time teach responsibility in digital space. These authors provide a common-sense and forward-thinking book of ideas for capturing the most common tool and bending it over into an academic benefit. Just calm down. Read and discuss a chapter. Think. Ask the kids. Do an experiment. Let everyone know you are experimenting. Do something that boosts learning and brag, brag, brag about it. Yes, there are equity issues when kids don't have texting plans on their cell phones. But there are ways around that, and with a bit of creativity and kid involvement, they will help the adults figure it out. This book is a must-read. Controversial? Yes. Necessary? Absolutely. Let's face the real world. It's past time. *DL*

WHAT SCHOOL LEADERS NEED TO KNOW ABOUT DIGITAL TECHNOLOGIES AND SOCIAL MEDIA

edited by Scott McLeod and Chris Lehmann

(Jossey-Bass, 2011, 214 p., $27. ISBN: 9781118022245)

Two well-known technology leaders have pulled together a star-studded cast of tech professionals to introduce a wide range of tech tools and how they can be used in the classroom. There are other books introducing such tools, but you can sell this one to school administrators and tech directors on the basis of the renowned contributors. First, here is a list of the technologies covered: blogs, wikis, podcasts, RSS, digital video, virtual schooling, one-to-one computing, free and open source software, educational gaming, social bookmarking, online mind mapping, course management systems, online tool suites, Twitter, online images and virtual literacy, mobile phones, mobile learning, and social networking. Now, let's suppose you are doing an inservice, a formal discussion, a presentation to parents, or other demo, and you want something quick and authoritative for folks to read beforehand. This is a great collection with the best of the best folks in the field writing the advice. So have the audience read the chapter beforehand if you can and then begin the discussion. The book is arranged in such a way that you could discuss a variety of technologies in small groups. That is, if you purchase a copy of the book and cut it up, each chapter is an entity by itself. So let's assume that you want to have several small groups talking about various technologies. The group leader can read the chapter beforehand and then lead the group, and you have a very inexpensive but authoritative basis of discussion. On another plane, we still seem to be in the lock of discussing the technology and then its uses. We'd like to see a book that is just the opposite; arrange the volume by type of learning objective and then suggest a few of the best tools to accomplish that objective. Perhaps we will come into that phase of maturity. Right now, the authors emphasize the sparkle of technology. Nevertheless, this is a current and brief but excellent introduction. *DL*

FUEL FOR THOUGHT: BUILDING ENERGY AWARENESS IN GRADES 9–12

by Steve Metz

(NSTA, 2011, 200p. $25.95, ISBN: 9781936137206)

Many science teachers use the environment in various ways to conduct experiments with young people because they can often get the students to become passionate about the topic and perhaps stimulate a career or some kind of action in the local community. NSTA, the National Science Teachers Association, has an ambitious publishing program and provides many volumes each year of interesting experiments or teaching ideas. This fat volume is no exception. It concentrates on simple but effective ways of doing hands-on sci-

ence that would work well in a classroom, with simple and available materials. Some of the units recommended in this book beg for the opportunity to investigate data and ideas on the Internet. Metz keeps them close to their desks and perhaps the use of a single website. So what is a teacher librarian to do with learning experiences that have a great objective and could flourish out there in the world of information and technology? You will simply have to convince the science teacher that by allowing an exploration into the world of information, the learning experience will be improved and the thinking pushed up. This tactic goes for so very many idea books published regularly by a variety of presses. So if you purchase this volume for that environmental science teacher, know that there is a sales pitch that must accompany it to turn the quests into higher-level science. *DL*

WHERE DO I START: A SCHOOL LIBRARY HANDBOOK (2ND ED.)

by Santa Clara County Office of Education, Learning Multimedia Center

(Linworth, 2012, 155 p., $ 45. ISBN: 978-1-58683-541-5)

This book is a starter only—and more for a paraprofessional's work than a professional's. For instance, collection development is seen as using the rubric "C-U-DO-IT," which isn't at all unlike the MUSTY acronym used previously, and while it works to solicit teacher and student input on the collection, it is a completely passive approach. In reviewing the online information, policy and vendor information is most important, but there is little to no collaboration emphasized and no overt connection to other school libraries, public libraries, or academic libraries or how this might extend holdings and information. Bottom line: This book will be useful only to a professional or paraprofessional who knows nothing about a school library. Not recommended. *BM*

MOSTLY MANGA: A GENRE GUIDE TO POPULAR MANGA, MANHWA, MANHUA, AND ANIME

by Elizabeth Kalen

(Libraries Unlimited, 2012, 150 p., $55. ISBN: 9781598849387)

These are fun collections, but watch out—they date FAST! If you aren't an aficionado of this style, this book will help you. It can be used not only for collection development but also for a reader's advisory approach. It provides all kinds of information on all major manga and anime formats. The guide's coverage begins in 1990 and continues to the present. Issues about those formats are discussed and commented upon—things like censorship of the style, developmental maturity of the characters as well as readers, etc. Bottom line: This is helpful to those of us who don't have a keen aficionado in this area. Recommended. *BM*

READ ON . . . GRAPHIC NOVELS: READING LISTS FOR EVERY TASTE

by Abby Alpert

(Libraries Unlimited, 2012, 177p., $30. ISBN: 978-1-59158-825-2.)

Graphic novels are becoming more and more popular, and as such there are just so many to know about that a book full of lists of them like this one can be quite helpful. No longer seen as the lesser of reading, graphic novels are annotated and organized by theme. Both nonfiction and fiction, they also include examples of the Japanese graphic novels, the manga type. Bottom line: This set of lists is an important contribution to a library to enthuse both the anxious reader and the reluctant one. Whether for building a collection or enhancing one, the professional is going to have to consider both reading and developmental levels before adding any of these to the collection. A good index compliments the content organization. Recommended. *BM*

THE HIDDEN WEB: A SOURCE-BOOK

by William Scheeren

(Libraries Unlimited, 2012, 114 p., $45. ISBN: 978-1-59884-627-0)

This is a valuable tome for a web beginner or one who wishes to share some of the information it contains with others. The author has made a significant attempt to explain various issues regarding the web and its contents, but rather than stating how various websites can be used to solicit collaboration or interest in sharing, the author mainly gives an annotation for the site. Chapter 2 is especially interesting, as the author works to define why certain search engines can and cannot work well with the invisible web. His comments on that rationale are excellent and suggested reading for all. Bottom line: There are many web users who can learn better searching techniques. The teacher librarian can help facilitate this learning. Recommended. *BM*

POP-UP BOOKS: A GUIDE FOR TEACHERS AND LIBRARIANS

by Nancy Bluemel and Rhonda Taylor

(Libraries Unlimited, 2012, 322 p., $40. ISBN: 9781591583981)

There is a dissonance right up front about this issue. The quality of some pop-up or motion/movable books is quite varied, and as such, speaks to their ability to interact with students, not to mention their developmental concerns in terms of their information. Many of these are not meant for small hands and have to be manipulated by adults who can find the movable part, as well as gingerly move or pop up the page. Yes, they have great appeal, but often many of them deserve a home in a museum rather than a library or classroom. Pop-up books are often in personal adult collections. In times when budget constraints require judicious use of monies, there are way too many other things that will inform students and teachers over these. Not recommended. *BM*

SEVEN STEPS TO AN AWARD-WINNING SCHOOL LIBRARY PROGRAM (2ND ED.)

by Ann Martin

(Libraries Unlimited, 2012, 140 p., $40. ISBN: 9781598847666)
Having just won the prestigious award for one of the best school district library programs in the nation in 2011, the author has modeled much of what she talks about. Similar to her first edition of this book, the author takes the ideas a bit further, adding current information about standards and environments. There are great thoughts and tips about how to develop some award-winning habits in a school library, but the author needs to take the issue of technology in schools and in students' hands a bit further. Visionary this is not, but it is probably illuminating to many a teacher librarian. Bottom line: If you are looking to improve your ways and have more impact, this is worth reading. Recommended. *BM*

THE LIBRARY CATALOGUE AS SOCIAL SPACE

by Laurel Tarulli

(Libraries Unlimited, 2012, 150 p., $40. ISBN: 9781598846294)
Definitely more a public library tome than a school library, this book offers some key ideas about how to facilitate the catalog as a conversation/discussion piece. Suggestions for how to do this are given, and such issues as how much information a catalog should contain are pursued. This book makes one think about why certain tasks are done the way they are done. Bottom line: If you are thinking about what to do with your catalog to make it more interactive and relevant, this book is for you. Recommended. *BM*

SUBJECT HEADINGS FOR SCHOOL AND PUBLIC LIBRARIES: BILINGUAL FOURTH EDITION

by Joanna Fountain

(Libraries Unlimited, 2012, 488 p., $85. ISBN: 9781591586388)
This is a large tome, and it is bilingual for Spanish and English. This type of tool would be manna for a cataloger, but few others. However, it does show how the language of the catalog needs to be considered in other languages. The trouble is that the Spanish used won't work with certain Spanish-speaking populations, especially some ELL students. Of most interest is the information that the MARC tags give to a professional. Bottom line: This is a ready reference for only certain professionals. Not recommended. *BM*

GRAPHIC NOVELS

COMICS THAT MOVE

Age of reptiles omnibus. Ricardo Delgado. Dark Horse, 2011. $24.99 pb. 978-1-59582-683-1. All ages. Love dinosaurs and dramatic storytelling? Don't mind a little lizard-on-lizard violence? Then this is the book for you. Delgado exploded onto the comics scene in the early 1990s as a fully mature draftsman, and Dark Horse's collection of these gorgeous, wordless comics about the lives of dinosaurs is a gift straight out the Cretaceous Period. This high-quality omnibus captures all of the original issues' lushness of color and complexity of design, and the inclusion of never-before collected materials makes this the perfect starting place for getting to know Delgado's fast-paced, exhilarating, and sometimes funny, version of the dinosaurs' daily lives.

The Story of Lee. Sean Michael Wilson and Chie Kutsuwada. NBM/ComicsLit, 2011. $11.99. 978-1-56163-594-8. Grades 9 and up. Lee isn't going anywhere. Out of school, working at her dad's little shop in Hong Kong, the only thing that gives her any pleasure is listening to British intellipop in her room. Her grandmother is slowly fading away, and all she does with her father is argue, even when she secretly agrees that she needs to find a way to get on with her life. When Matt, a dashing and hip young Scot, starts to fall for her, she has to decide whether their differences are too much—or just right. Drawn with the iconic faces and screentones manga aficionados cherish, and written with a sensitivity to the passion of first love, **The Story of Lee** is a story to move any heart.