

INTERCHANGE

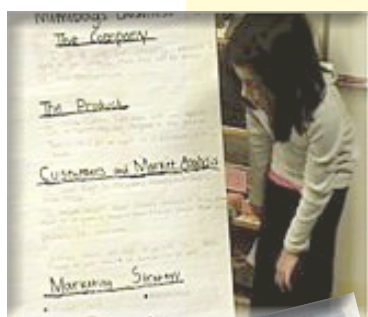
Journal of the Oregon Association of School Libraries

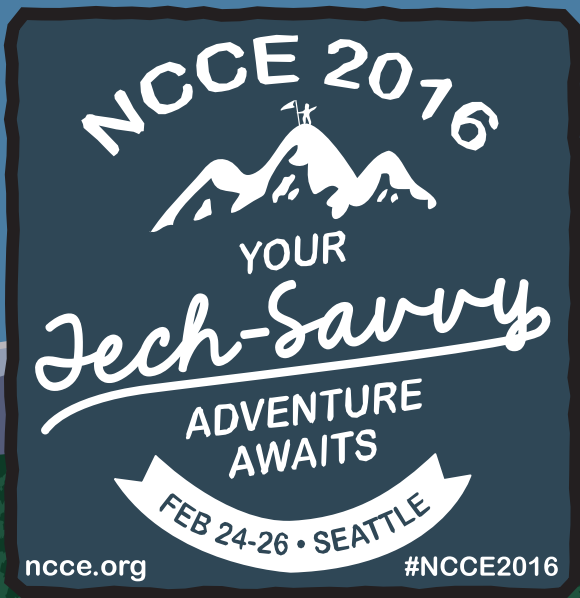
Winter 2016

Inquiry Based Learning

Learning Inquiry Standards Thinking Literacy

Other words in the cloud include: Creativity, student-driven, Level, State, interests, Open, CCSS, Metacognition, deeper, the, finding, Literacies, reading, Problem, Writing, personal, questioning, Based, Driven, Higher, Inquiry, Standards, curiosity, AASL, Thinking, Collaboration, reflecting, C's, thinking, presenting, relevance, Century, meaningful, work, Student discovering, motivation, intrinsic, Communication, INQUIRY, Teaching, authenticity, Passion, Core, LEARNING, 21st, Learner, sharing, Literacy, Common, agency, Project, Critical.





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INTERCHANGE

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Winter 2016

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In Memorium:

Debbie Alvarez, October 2, 1973–December 21, 2015



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INTERCHANGE
Journal of the Oregon
Association of School Libraries

Winter 2016

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**OREGON ASSOCIATION OF SCHOOL LIBRARIES
dba Oregon Educational Media Association**

MISSION STATEMENT OASL provides progressive leadership to pursue excellence in school library media programs by:

- advocating information literacy for all students;
- supporting the highest levels of library media services in schools;
- supporting reading instruction and enjoyment of literature;
- strengthening member professionalism through communication and educational opportunities;
- promoting visibility in education, government and the community

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Contributions to *INTERCHANGE* are welcome and all opinions stated are those of the author unless bearing clear OASL endorsement. Subscription rate for non-members is \$15.00 per year. The Oregon Educational Media Association was formed through the consolidations of the Oregon Association of School Librarians and the Oregon Instructional Media Association on June 30, 1971. The Oregon Educational Media Association was renamed Oregon Association of School Libraries on March 1, 2007. *INTERCHANGE* continues *OEMA INTERCHANGE* Vol. 8, No. 4 and *OASL OREGON SCHOOL LIBRARIAN AND MEDIA SPECIALIST* Vol. 13, No. 1.

From the Guest Editor *by Shelly Buchanan*



The idea of student-centered learning has knocked around in the edu-zeitgeist for some years now. In fact, it's been kicking around here and there since the early twentieth century with John Dewey and his groundbreaking work in educational philosophy and educational reform. Today, the educational research and professional literature exploring student-centered Inquiry Based Learning (IBL) finds that it leads to deeper learning and academic achievement, among other important skills and abilities. Turn on the social media stream of your choice and you can find myriad speakers ([here's one now](#)) and writers ([don't miss this one](#)) from an array of fields—education, psychology, and business—sharing experiences and breakthroughs for students through their work in IBL. Some refer to inquiry work as Project Based Learning ([BIE.org](#)) or Problem Based Learning. We hear stories about Passion Based Learning and Open Inquiry Learning. There exist within these models (the range discussed [here](#)) various tweaks on the inquiry learning process typically due to the uniqueness of the teacher, students, and situation. The general concept of student-centered IBL is that students investigate a selected issue, idea or problem, build knowledge in that quest and share their new learning and understandings with others.

As school literacy leaders and information specialists, the school librarian is uniquely positioned to perform fundamental services connected to every IBL model, supporting teachers in the implementation of the English Language Arts Anchor Standards from the [Common Core State Standards](#) (CCSS), the [Oregon School Library Standards](#), the [AASL Standards for the 21st Century Learner](#), and the [Learning and Innovation Skills 4 Cs from the Partnership of 21st Century Learning](#), as well as other content area standards, for deeper student learning. The school librarian can provide the critical linchpin by collaborating on and co-teaching information literacy mini-lessons on research strategies, reading strategies, evaluating sources, note-taking, writing effectively, presenting learning, and citing sources. The certified school librarian's expertise in both teaching and assessing the effective use **and creation** of information makes them the ideal partner for all teachers engaging their students in IBL.

In this issue, I'm pleased to offer IBL articles from a range of professional educational voices. All speak with enthusiasm and conviction about how IBL inspires student motivation and agency and leads to student engagement and deeper learning. As you read these inspiring true stories, please reflect upon your own experience guiding students and teachers in IBL work. Reflect upon where you see it happening, or not, in your school building today. Where do you see gaps in student-centered learning? Where can you offer teachers collaborative support for implementing IBL in their classrooms? How can you provide your library patrons the space, materials and guidance to pursue their own personal inquiries? Dewey reminds us, "Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results."

Shelly Buchanan worked as an English teacher in California, Hawaii and Oregon, before finding her way into teacher librarianship in Oregon. She is an active member and past chair of the OASL OSLIS Committee. Now she lectures in the iSchool at San Jose State University. She is a PhD Candidate in the Queensland University of Technology/San Jose State University Gateway Program. Shelly's research interests include information literacy, student motivation and inquiry learning. You can reach her at shellycbuchanan@gmail.com

From the President's Device *by Robin Rolfe*



It started in the hallway at the Fall OASL Conference as these things often do—an idea that has been percolating in someone's mind or in someone's library and begins to take the form of something bigger. The discussion revolved around inquiry based education. Intuitively, it is what libraries are made for—empowering learners to synthesize knowledge and successfully, effectively share it. Yet, with school systems reforms, and with the evolutions of technology, what this looks like in a library and how it complements what is happening in schools requires us to constantly think outside of the box. And it requires us to do the

“L” thing. Lead. Mark Ray, the “unkeynote” speaker at the OASL fall conference, challenged us to put **leader** ahead of **librarian**, and **lead** ahead of **teach**.

What would it mean to put lead ahead of teach? What would it mean to be leading teachers and leading students in inquiry? How would that change the projects we have students working on? How would inquiry change our libraries? Would it look like makerspaces, dual credit programs, author inquiries, or coding? Would it look like OSLIS, BCCCA, OBOB? These and other ideas buzzed around the hallways of the conference, but the conversations and the reflections don't end there. Much of the information shared in sessions is available online at Northwest Central's Website under [conference materials](#).

Both Mark Ray and Heidi Hayes Jacobs, the keynote at the 2015 AASL Fall Conference in Columbus, OH, challenge us as library staff and as teachers to look at what experiences and skills students of today need to be ready for the future tomorrow. Ray led us to reflect on what it means to have [Future Ready Schools](#) both in terms of the needs of our students and as a way to connect with and understand issues that principals and superintendents are facing. Hayes Jacobs challenged school librarians to think of what it means to be media literate in a world where only a part of the media students consume in their everyday lives is print material, and where students are not just consumers of information and media, but creators of it. The ideas she shared at AASL mirror those she shared at her [TEDx Talk](#).

Although both speakers focused on technology, technology highlights the ability to create and share and encourages the role of inquiry in education. Our guest editor Shelly Buchanan tackles the subject of inquiry, exploring what it means to have students deeply engaging with inquiry. It may require us to think differently about education, about our libraries, about how we use our time and resources. It may require that we think outside the box.

Because of course—Libraries Lead.

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Emailing from a Loom *by Maureen Milton & Shelly Buchanan*

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Four years ago, Theo was working in the office, home to two of the five computers on our school campus. At work on his 8TH grade, year-long Independent Project (IP), he emailed his father with a request. Alarmed, his father replied asking, “Where are you?” Theo replied that he was at school, to which his startled father wondered, “What are you emailing me on? A loom?”



He may well have wondered. Arbor School is a small independent school with 180 students, over 14,000 volumes in its children’s library, and students’ experiences are not mediated through a screen. There are goats, chickens, guinea pigs, a rabbit and a few fish, stilts, forts, garden carts, well-worn pianos, but no computers. There is a plastic strawberry carton taped over a cocoon affixed to an exterior wall outside the Intermediate (4–5TH grade) classroom with a decorated note in multi-colored magic marker that reads, “Do not touch! You could hurt it! It might be a butterfly!!” Whoever posted the note is determined, curious to find out about the contents of that cocoon.

Arbor is an intentionally low-tech school and plans to remain so for the foreseeable future. The Arbor teachers and administrators are committed to providing their students with real-world—not virtual world—opportunities for exploration, play and learning. Starting with a curriculum and daily schedule that provides a wide range of engaging social, creative and academic situations, student are exposed to ample literature, nonfiction and fiction alike, purposeful and important dialogue with peers and teachers, and campus, classroom and community problems that need solving.

The teachers carefully craft and stage such settings in and outside the classroom to inspire curiosity, which they know well is the catalyst for authentic inquiry and research (Engel, 2013; Kuhlthau, 2013). They believe the benefits to this real-world approach to teaching and learning are manifold, leading to deeper learning, the development of collaboration skills and a true sense of community. Arbor staff members are committed to teaching the whole child to learn about the world and to find his or her place in it with others.

After some years of the Senior Project (seniors at Arbor are 6–8TH graders), a year-long, independent 8TH grade project completed with the help of a mentor from outside the community, the other teachers (K–5) thought their students would enjoy the IP experience. Now the IP is part of the school curriculum at every level.

How do students do research in the absence of information technology beyond Gutenberg? Sophie, whose topic was elephants, came to the library and needed help reaching all five books in the stacks. Sitting with her legs splayed beside her and the titles before her, she went through each, noting that one was a story, one was too hard, but THIS one has facts, “An African elephant weighs 13,000 pounds. That’s a fact. I can use this book.” A third grade girl interviewed her grandfather, researched WWII Pacific theater in the library, found images online and in books, and presented upon his role as a pilot in history.

Often the technology that students use is pre-internet. Some years ago, Rufy, now a certified John Deere mechanic, rebuilt a dilapidated tractor. He used wrenches, rotors, a paint sprayer and the mentorship of two experienced mechanics. Were he to do the project now, perhaps he might access the manual online, maybe even print it and keep it. While looking at an exploded diagram and underside view online is surely helpful, it is no substitute for pulling the tractor apart, sanding it, culling the nuts and bolts and washers into an empty paint can, putting it back together incorrectly, and having to do it all over again to get it right. Research and practice informs us: children, and adults for that matter, learn by doing, and failing, and doing again (Dewey, 1938; Tough, 2012).

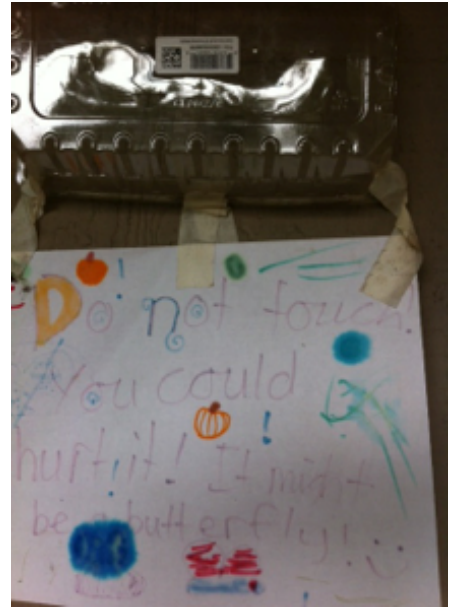
The students at Arbor interact with a wide range of texts, mostly those kinds that place them in real, physical situations, where they are rifling through the library stacks, examining primary sources from the attic, or meeting with experts. Here is where inspiration, questions, and curiosity are found. As Grant Wiggins reminds, “...the aim of curriculum is to awaken not ‘stock’ or ‘train’ the mind. That goal makes the basic unit of modern curriculum the question” (1989, p. 46). The librarian guides each student to find and refine questions and wonderings, often in the process of looking for resources.

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As in any library, the librarian helps students find appropriate and accessible resources, including print, digital texts, internet research, database research, audio recordings, artifacts (one girl brought a hat owned by her forebear who had been hanged as a witch!), experts in the field, workshops, multi-media, expeditions to a fossil field, a museum, the shore of a nearby river/lake/ocean, or to the neighborhood guy who can weld. While Arbor offers precious few computers for student use on campus, students have reliable home and public library access.

Arbor's thematic curriculum is carefully structured to provide students with a rich experience, which spirals through the grade levels, often providing fodder for Independent Projects year after year. Once a year, they select the topic, create the research question, gather appropriate resources, read, learn, discuss, write, and create. To finish, all students present their work in a lesson, demonstration, or speech to their peers, teachers and parents. Included in this final exposition is a piece of student writing and an artifact of some kind related to their learning and new knowledge. Such an artifact may take the form of a trumpet performance (which would be digitally archived), a clay statue of an Iditarod sled and team, or an architectural model of a home for a wheelchair-bound occupant. Older students are also required to keep a journal of their research and inquiry experience.

For example, Lacey knew right away she would study the family of geese living along the river near her home. It took very little nudging for her to figure out how to approach the learning she wanted to accomplish. She visited the river daily, camera and journal in hand. She observed early in the morning and in the twilight hours. On the weekends, Lacey made multiple trips to the river. She became a field scientist, with hypothesis, observations, journaling, analysis and findings. She didn't stop there. Recognizing that some of her questions were not satisfied by observation alone, Lacey made multiple trips to the public library where she found plenty of satisfying nonfiction resources to buttress her growing understanding of the lives of geese. Lacey maximized available resources, just as Charles Darwin or Jane Goodall or any other Arbor student would, emailing from a loom.



In the fall, a cocoon was spotted by Nina, a curious fifth-grader determined to discover what might emerge in the spring.

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Information Experiences: ‘Information As’ for Students

by Mary Ann Harlan



It is undeniable that youth have access to and are accessing digital technologies. 93 % of teens have home access to the Internet and 78% report having a cell phone, with an increasing number of these phones being smart phones (Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013). 92% of teens go online daily, and 24% report being online “almost constantly” (Lenhart, 2015). What these numbers suggest is that the majority of American youth are engaged in online activities, in school and out of school, via computer and smart phones. This impacts how youth experience technology in learning, including in school.

But perhaps most significant to school librarians is that we are the hub of connecting learning between the academic experiences offered to youth in schools and their own personal learning experiences.

School librarians know that access does not mean literate users of information technologies for learning. Literacy suggests a capacity to be competent in a particular context (Erstad, 2011; Gee, 1996). Digital literacy suggest that one has both the basic skills to navigate an online environment but can also communicate, collaborate, and produce in online communities (Erstad, 2011; Harlan, 2012b). However, research indicates a lack of competence in being critical consumers, and a lack of involvement in collaborative production (Head & Eisenberg, 2009; Kennedy & Judd, 2011). We must recognize that competence goes beyond access, that in order to be digitally literate we have roles as critical consumers and producers of information. This means problematizing how we see information—going beyond the sense of information as fact, as print, and recognizing the many ways authority is established in regard to information. One important way this matters is recognizing different ways information can be experienced.

In participating in online communities, information can be experienced in many ways, but in online communities dedicated to creating information purposefully, five emergent experiences can impact the ways we teach information seeking and use: information as participation, information as inspiration, information as collaboration, information as control, and information as artifact.

Information Experiences

Participation

The shift of technology that has led to a participatory culture is well documented (Ito et al., 2010; Jenkins et al., 2006) but how is information experienced in a participatory culture? For teens engaged in creating and sharing artifacts (videos, art, stories, etc.) in participatory culture, a key experience is information as participation. It is through participation that members of a community develop understandings of the norms, rules, and tenor of interactions. Only through understanding the implicit and explicit ways of being within the community, and the specifics of the community, can youth become true digital citizens. Digital citizenship is more than the ways we protect our privacy, keep ourselves safe, and present a certain set of manners. James (2014) argues that it includes both morals, in which the target is “known others” (p. 6) and ethics in which the target is the “integrity of larger communities” (p. 7). In other words, when one engages in moral thinking, it tends to be towards how actions impact those we know, versus ethical thinking which is much broader and outward facing. In order to be digital citizens, we should engage conversations about both types of thinking. This is a more complex version of digital citizenship, designed to engage youth in thinking through what citizenship means rather than imposing rules. Experiencing information as participation allows for youth to engage these ideas rather specifically.

For example, in experiencing information as participation the question of cyber bullying and how one participates in it is a fundamental conversation. Online bullying is quite often local as well; perpetrators know one another, which impacts the ways youth categorize their experience of the incidents (Boyd & Marwick, 2011). However when it is *viral*, issues of ethical thinking come into play. When “ignorant people comment them and say ignorant stuff [sic]” (Goku from Harlan), then it is less about the individual and more about the larger community. Another example is how youth create communities of participation based on interests. In

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interviewing a young man about the role of digital stories in his offline LARP (Live Action Role Playing) community, it was clear that developing rules was both contentious and necessary (Harlan, Bruce, & Lupton, 2014). They were actively participating in democratic citizenship through experiencing information as participation—struggling to compromise, developing rules of engagement, and creating a form of leadership structure. This played out online in a participatory community.

This may all be quite interesting, or not, but what does it mean in school libraries? The third student learning standard from AASL is that students share knowledge and participate ethically and productively as members of our democratic society (AASL & AECT). This is also reflected in Common Core State Standards that ask that students engage in discussion with diverse communities and publish online (“Common Core State Standards Initiative,” 2010). Students who engage in experiencing information as participation through sharing online have the opportunity to explore the complexities of digital citizenship from both the moral position as well as an ethical mindset, to become democratic citizens of a global community. School librarians should ask questions such as: what is the impact of sharing to a larger community? What are the ways we can ethically participate? What is the harm and benefit of a viral meme? Who does your participation impact and in what ways? How might others experience information as participation with you?

Inspiration

When seeking information for school assignments, students are often searching for information that others require of them. This means we don’t often have a chance to discuss the experience of information as inspiration; the joy is lost. Information as inspiration was the foundation for creating. Information as inspiration had a property of emotional resonance. In my research, teens could barely contain themselves when speaking of the ways they encountered information as inspiration and the enthusiasm it invoked. They often used the word fun, but they also spoke of things that spoke to them, of “amazing” songs or art they had seen. Encountering information as inspiration was often serendipitous but not always.

Inquiry learning suggests opportunity for encouraging this information experience. Students engaged in research projects of their own design and interests will experience information as inspiration. The fourth AASL learning standard speaks to this role of school librarians: pursue personal and aesthetic growth. As the resource center of the school, including a mentor in information seeking and use (school librarian), the library is the place in which students can truly pursue personal inquiry. School librarians should celebrate and encourage this inquiry, coach students through the process even for their own purposes. School librarians should encourage inquiry learning within the classroom, but not ignore the inquiry youth have about non-academic topics. Furthermore, as school librarians we should engage in and model the joy of experiencing information as inspiration, and our own personal inquiry.

Collaboration

We exist in a number of communities, and this means that collaboration is important. The experience of information as collaboration once consisted of shared knowledge and shared skills. It was an experience that suggested what people knew together, or what skills, talents and knowledge they could combine to develop better content. Information as collaboration occurred around shared interests. Experiencing information as collaboration allowed youth to engage in learning, shifting their knowledge and improving their skills (Harlan, 2014).

Collaboration is a key element in modern learning. Partnership for the 21ST Century framework emphasizes collaboration as one of the four Cs— Creativity, Collaboration, Critical Thinking and Communication (Dilley, Kaufman, Kennedy, & Plucker, 2015). AASL encourages school librarians to support student learning around “shar[ing] knowledge and participat[ing] ethically and productively as members of our democratic society” (AASL & AECT), with specific references to collaboration such as “participate and collaborate as members of a social and intellectual network of learners.” And Common Core standards include specific skills around comprehension and collaboration.

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Teacher-librarians' collaboration is key to an effective school library program. Examining the skills related to listening, communication, compromise, and sharing can help us determine how we experience information as collaboration. This reflection can improve how we develop collaborative assignments, and coach students through sharing knowledge with one another. This is an information experience with its roots in metacognition—asking students to identify what they know before they begin, document what they are learning, and reflect on how their knowledge grew, changed, or solidified. This experience of information is perhaps the essential information experience of learning.

Process

Fundamentally, learning involves doing. While we can increase our knowledge, it is through the act of application of knowledge that understanding is improved, and learning occurs. Creating products in schools is not only about providing an assessment; it is also about providing practice with skills. Experiencing information as process is at the core of learning. Information as process is the application of skills, and the tools used to create an artifact. It allows students to explore what they can do and what they still need to learn to do. It helps them practice how to use information, how to articulate their own learning. It is one of the more visible information experiences. It is a physical experience, one that involves not only the physicality of creating an artifact (be it writing, coding, drawing, etc.) but also the emotional involvement in learning. It is closely tied to Kuhlthau's affective information seeking model including uncertainty, optimism, confusion, frustration, confidence, satisfaction, and a sense of accomplishment.

Working with students experiencing information as process is a school librarian's primary role. We should collaborate with teachers to design opportunities to create a variety of products that improve information skills such as seeking, synthesis, application, creating. Students should have an opportunity to engage in critical thinking, to be creative in their learning. However, it is necessary to be explicit as to how they are learning through the process. When developing projects, whether they are project based inquiry or traditional academic research papers, students should be encouraged to reflect on the skills they are developing, how they are developing the skills, what they are learning regarding how to seek, evaluate, use, and create information. Reflection is instrumental to experiencing information as process, to recognize that process is information. As information professionals, school librarians can expose the ways information is involved in process: how it is created and how students are participating in sense-making to make their own information. While this may be a formal approach in school assignments, school librarians also have the opportunity to develop relationships with students that allow them to casually encourage this type of reflection during student's personal learning experiences. School librarians can act as friendly information mentors.

Artifact

The experience of information as artifact is related to assessment, but it has the most effectiveness in self-assessment. An artifact is a product, a concrete representation of what one has learned, how they represent their own knowledge. It is a representation of abstract knowledge and the applied skills necessary to be able to create and share. It is an explicit representation of the experience of information as process. However, it can also be an implicit representation of what is learned, the more abstract knowledge of the experience of information as process, collaboration, and inspiration. The experience of information as artifact can also be the impetus for further exploration, further learning.

Much like the experience of information as process, reflection enhances the experience of information as artifact. Asking student what they learned about creating, their subject, and the artifact requires metacognition that helps improve their understandings. Often, reflection on what they might have done differently, what they want to improve, and what they are proud of requires that they articulate their learning in new ways, and encourages further exploration. While the artifact provides an assessment for the teacher, it should also work as an assessment for students. Encouraging this type of reflection in assignment design also provides an assessment for the school librarian on where to focus instruction and support. Additionally, school librarians can celebrate and support students' personal learning in creating artifacts through displaying (physical

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and electronically) student's artifacts—their art, writing, videos of physical activities as appropriate. This lends credence to informal learning around personal interests, as well as providing an opportunity for more information mentoring that encourages the explicit awareness of information as artifact.

Conclusion

Some of the greatest frustrations I experienced as a school librarian were students disengaged from the research process who openly expressed the idea that they “were never going to need to know this.” It was this frustration combined with my experiences watching students deeply engaged in using information to explore their own interests that led me to research the ways teens found, evaluated, and used information for their own learning related to sharing artistic expressions online. What I learned is that information is as complex for them as we theorize it in information science. They experience information in a variety of ways, although they would not have named it as such. Using information to learn didn't look all that different than what they did in school but they did not make explicit connections between how they sought, evaluated, used, and created information for their own needs and how they did so for school assignments. Teachers (and school librarians are teachers) can help make these connections explicit, can help students understand how the skills they develop on their own can impact their academic skills, but also how those skills might be different. Rather than suggest we evaluate information in the same ways for all assignments we can consider how information as inspiration helps us evaluate information in an aesthetic sense and how that is different than in an academic sense. On the other hand, we can highlight how the skills involved in experiencing information as artifact can be applied for school and personal assignments in similar ways.

In order to do so, we need to be aware of the many ways information is experienced, the ways we can expose these experiences, and the implications in doing so. We need to examine our own experiences, consider the ways we learn, and how skills are made transferable. We need to expose our own learning, and share our own process, including our less successful moments. We need to be mentors, coaches, and teachers, and while we rely on our expertise, we should not be the only “experts” in the room—rather delineate how we have expert skills in academic information and information in theory, while leaving space for youth to have expertise in their own experiences of information.

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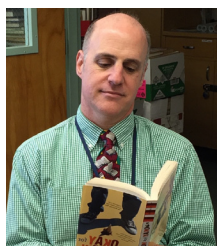
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Tweaking Your Way to Inquiry-Based Research *by Stuart Levy*



Starting at a new school that hadn't had a teacher-librarian in many, many years, I was unsure how people would react to me. At the first staff meeting, I introduced myself and announced that I would love to work with anyone and everyone in regards to any kind of research projects that they had planned. It's always hard to begin the year without having built up the relationships.

Fortunately for me, one of the Sellwood Middle School science teachers emailed me about a month later to ask if I would be willing to work with her on tweaking her earth science research project. She had created it last year but wasn't too happy with the results. We had to rely on mostly corresponding via email, since I only work at that school half-time.

She emailed me a copy of the directions that she had used last year. The positive aspect was that she let the students choose their own topic, as long as it was related to plate tectonics. Unfortunately, though, the assignment simply asked the students to find out basic facts without really having any true inquiry involved. The students needed to include:

- Name/date/location of the topic
- Explanation of the topic
- Geologic history/ type of tectonic motion occurring at the site
- Effect on humans and wildlife
- “Wow!” facts about the topic

(See a complete copy of the original assignment at <http://bit.ly/ESversion1>)

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Because of my half-time situation and other commitments at the school, we could only meet face-to-face the day before she was going to give the assignment to the students. Since this was my first collaboration with her, and because of the quick turn-around time, I felt I needed to work with her basic tasks and simply “tweak” it.

The vital element of any inquiry-based project is that there are some essential questions that the students need to answer. These questions could be written by the students or they could be written by the teachers. Regardless, these questions provide the guidance needed for the student to direct them to particular facts, helping them to ignore non-relevant information. These questions also give them a specific task: find reasonable answers so that they can make claims and provide justifications for those claims.

Since I didn’t have a lot of time, and since I figured she wanted to not overhaul the project with it being so close to launch, I simply took her topics and rewrote them to make them more inquiry based. I suggested that she change the assignment to now say:

“In this project you will choose one example of a geological site caused by plate tectonics and answer three questions about it:

1. How can geology and tectonic motion explain your site’s creation and its current behavior?
2. What are its effects on humans and wildlife?
3. What are fascinating facts about your site that people should know?”

(See a complete copy of the more inquiry-based assignment at <http://bit.ly/ESversion2>)

Instead of simply asking the students to find facts about the geological topic, the students now have focused questions to answer. The basic information they need to learn is mostly the same, but now they will be able to more easily filter out non-essential information.

As long as I was helping this teacher to revise the assignment, I went ahead and suggested two other changes. First, I included information on the directions that guided the students to use the 3 subscription services that we have access to: World Book online encyclopedia, the Research in Context from Gale (thanks to OSLIS), and WebPath Express from our Follett Destiny catalog. I included the passwords to access these services, plus I demonstrated each of them to the class (also showing the built-in citations for the databases).

The second suggestion I made was to use the digital notecards that I have created. (Full disclosure: I based them on the ones that Sabin School teacher-librarian Michael Diltz showed me six years ago, ones that he based on a different librarian’s digital notecards.) I like these cards a lot because they require the students to include their inquiry question, a direct quote from the digital source, a summary of the information in their own words, and a URL citation. And, since they are created in Google Slides, they live in the students’ Google Drives (so they can’t get lost).

(The digital notecards, available for anyone to copy and use/modify, are at <http://bit.ly/research-notecards>)

The teacher was extremely pleased with my suggested changes. I made my presentation to the students, showing them the digital resources and the digital notecards. The students went forth and began their research. I checked in with the teacher later on, and she told me that the students’ work was much better than the previous year’s, and she found all of my contributions very helpful. We have arranged for me to work with her on her seventh grade projects next quarter. Little tweaks can be the building blocks of collaboration and inquiry based learning.

Stuart Levy is the OASL treasurer and is the Teacher-Librarian at Sellwood Middle School and Roseway Heights School, both a part of Portland Public Schools. You can reach him at slevy@pps.net

Navigating Standards Together: Opportunities for Collaboration in Literacy and Inquiry *by E.K. Keith*



Sharing ideas inspires great instruction, especially when teachers and teacher-librarians collaborate. As a teacher-librarian, I have the good fortune to work at a high school in San Francisco that has a collaborative teaching culture, especially among the English teachers.

So, how can a teacher-librarian support the print, digital, and research literacy needs of English teachers across grade levels at her school? I do it through collaboration with individual teachers and grade-level teams. I interviewed two English teachers, Lauren Stupek and Jeannette Ramos, to get their perspectives on collaborating with me, and applied that to what I see as the benefits of working together.

The demands of the Common Core State Standards (CCSS) create opportunities for me to support English teachers and students in navigating the standards in literacy—print, digital, and research. In addition, the American Association of School Librarians (AASL) offers a set of standards to guide teacher-librarians, and these standards are helpful in navigating the CCSS terrain. The same pressures also give us the opportunity to work together to build students' skill in the research process and research writing through inquiry-based teaching practices.

While multiple sets of standards can seem a challenge at first, these standards can also work together. The AASL's *Standards for the 21ST Century Learner* (2007) includes standards that incorporate students' needs for literacy, digital literacy, and collaboration. These standards are written with the student in focus, but it is easy to extrapolate the actions necessary for the teacher-librarian to meet the standards. Nine Common Beliefs introduce these standards, and three provide good examples to facilitate the print, digital, and research literacy standards through collaboration and inquiry-based teaching practice. The great benefit of teaching collaborations is that students benefit from the combined expertise of the teacher and teacher-librarian together.

One of the Common Beliefs in *Standards for the 21ST Century Learner* is that “[r]eading is a window to the world” (AASL, 2007, p. 2). In greater detail, the document explains that “As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings” (AASL, 2007, p. 2). This clearly has the same goals as the embedded literacy expectations across content areas in CCSS. In her sixth year of teaching English, Lauren Stupek points out, “Literacy is not just in English, but reinforced across subject areas. Kids struggle with writing, and CCSS also presses on lower grades. But the bottom line is that expectations are raised, which is good.” For the teacher-librarian and the teacher together, these standards create opportunity for professional collaboration that will result in increased literacy achievements for students.

Another of the Common Beliefs that speaks to the need for professional collaboration is that “[t]he definition of information literacy has become more complex as resources and technologies have changed” (AASL, 2007, p. 3). The acknowledgement of the growing complexity of digital literacy makes clear the benefit of collaboration by stating, “Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century” (AASL, 2007, p. 3). With regard to print, digital, and research literacy, Ms. Stupek appreciates our one-on-one work together, saying, “It’s good to have an expert on technology, resources, databases, and someone with the skills of an English teacher.” As standards rise for students and teachers around digital literacy, so does the value of collaboration with the teacher-librarian.

Collaboration also works for grade-level teams of English teachers at my high school who push their students to develop print, digital, and research literacy skills through a research project and paper on the broad topic of contemporary conflicts. Second-year English teacher Jeannette Ramos was part of the eleventh grade team who invited me to join them in an extensive research project that included cooperative planning and teaching. Ms. Ramos says, “Collaborating with the librarian was helpful because the librarian had resources and a perspective that may have differed from teachers’ perspectives.”

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One of the most powerful aspects of the collaboration was this team's use of inquiry-based teaching practice. To guide their research, every student started with a research question on a self-selected topic. Ms. Ramos explains, "Allowing students to choose topics shows students that what they are interested in matters, and that they have some choice in their education." Students then engaged in the recursive process of research and research writing. Through this process, they refined their questions which ultimately helped them develop a thesis statement for a research paper.

In addition to participating in collaborative planning meetings, I worked with two teen librarians from San Francisco Public Library to gather current print materials on many contemporary conflicts topics including police brutality, marriage equality, voting rights, immigration and more. The use of research from print material was required, as well as the use of material gathered from subscription databases. Ms. Ramos says, "The librarian had expertise in the resources and availabilities of sources; this was also helpful in streamlining the research process for students."

For this grade-level collaboration, I taught research skills lessons for using print and digital materials. I also supported teachers in the use of inquiry-based teaching practices by assisting them in conferring with students to guide them through the use of research and the development of thesis statements. Ms. Ramos sees the value of collaboration in terms of its cross-curricular benefits to students. She explains, "Because the librarian helped teach and explain topics to students, this also showed students that research and the work they were doing was applicable to other areas of learning, and not just in an English class." These students and their English teachers benefited from the range of skills that a teacher-librarian like me can offer. Supporting teachers in using inquiry-based teaching practice helps students in meeting CCSS and *Standards for the 21ST Century Learner*.

A third Common Belief is that "learning has a social context" (AASL, 2007, p. 3). The explanation of this belief states that "learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology" (AASL, 2007, p. 3). While this belief has students in mind, it is also the case that teaching has a social context and that it is also enhanced by opportunities to share and teach with others. The teacher-librarian has an opportunity to move teachers and students to a participatory learning culture in which teachers and teacher-librarians model collaboration, and in which new media literacies build on print-based literacies, expanding opportunities for human expression, as more and more people pool knowledge and learning together within online networks, as teachers expand the learning ecosystem by connecting their students to a larger community of readers, and as writers deploy new media-rich and media-diverse modes of expression and experiment with new literary forms (Clinton, Jenkins, & McWilliams, 2013, p. 10-11).

It is clear from research literature that collaboration is beneficial for teachers and students. Teachers confirm these benefits. As Ms. Stupek points out about the social context of our teaching and learning collaboration, "Any time you have two hands on deck – it's better!"

Part of the benefit of teachers and teacher-librarians working collaboratively is the tacit message for students that the school library is an essential part of the learning community, and that the library can serve needs for pleasure and interest reading, as well as information needed for their courses. Finally, the CCSS in particular create an atmosphere of heightened needs of teachers and students for support from the library. In the big picture, as teacher-librarians gain importance at schools that have them, other schools may hope for a sort of domino effect in which their collective demand for a teacher-librarian's support results in every school enjoying the benefits of having a teacher-librarian.

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Independent Inquiry: An Essential Component of Every Curriculum *by Merilee Bales*

It didn't take me long to realize as a teacher that it would be virtually impossible to cover all of the topics that my students wanted to learn about...their interests and passions are as varied as snowflakes! Because of this, it seemed wiser to teach them **HOW** to learn as well as **WHAT** to learn, and thus, the "Independent Project" was born. Each spring, students devote 6 weeks of classes studying whatever it is that piques their interest the most. The students (in my case, 4TH–8TH graders) are then guided through the process teachers take when they write our units of study. They research their topic to gain a general understanding and create a report in their language classes (with varying complexity) to meet the CCSS standards. They brainstorm ways that their topic is connected to each of the disciplines (Art, Literature, Writing, Social Studies, Science, Humanities) and design projects to show these connections. Without a doubt, it is the most exciting and engaging time of the year for the students, where they get to apply all of their acquired skills and become the "expert" in something that they love. The study culminates with an evening of sharing with the parents and community (this is perhaps the most powerful part) and the students stand in front of their self-designed booth that displays all of their learning and expertise and discuss their topic with the visitors. Students' self-esteem blossoms this night as the community peruses their work, talks with each of them about their learning and compliments them on their prowess.

Allowing students to pursue their individual interests dramatically increases their engagement and their willingness to persevere to find answers. Because the teacher is giving guided lessons to the classes as a whole about researching and writing research papers, each student is able to show directly how well they have understood the lesson as they apply it to the topic of their choice. Because the students are each studying something totally different, it allows the teacher an opportunity to work with them individually and to help them with precisely the things they are struggling with...insight is gained into their developmental level and the "next step" skills can be taught to individually further them. This one-on-one time fosters relationships and allows students to talk to their teacher about what they know about the thing that interests them the most.

In this era of "information explosion", students need to memorize less and sift through more. Teaching them how to find bias in information and to wrestle with conflicting material are critical skills for learners of this generation. By allowing them to independently research, you can teach them the skills they need to learn throughout their lifetime (whether in school or not). It "demystifies" the learning process and equips them with skills they will use over and over in their lifetimes. By giving them strategies for learning, students are prepared for their future encounters with difficult learning curves.

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Throughout my years as a teacher, my students have studied topics as varied as the human genome to Audrey Hepburn, the Eiffel Tower to naked mole rats, and the languages of love to the death penalty. It has been a fascinating experience as a teacher to let them take the lead...let the students be the experts...and to step back and truly analyze how they learn and what their next steps are. It has led me to understand clearly that sometimes giving over the steering wheel to someone else is the best way to teach them to drive. Invested learners try harder...they see reason in learning what is in front of them and come to value school more.

Merilee Bales is a co-founder, co-administrator, and teacher at Three Rivers Charter School in West Linn, Oregon. She can be reached at mbales@3rcs.org

Students Find Their Passion at School *by JoAnn Groh*



Often our best thinking happens in dialogue and sometimes it's amplified in stunning outdoor settings. This summer, as I hiked the Cascades sharing successes, challenges, research, ideas and student driven inquiry with a friend, I realized that figuring out how to help students become independent, self directed learners had in fact become my own passion project. That I had been doing exactly what I have been asking my students to do, most notably:

- Participating in inquiry around a driving question—How can I structure our Flow Lab's Passion Projects so that they are more rewarding experiences for our students?
- Conducting sustained inquiry – reading texts, participating in professional learning networks, attending conferences, discussing with colleagues and experts, etc.

Having students engage in learning about something they are passionate about has always been a goal at Paulo Freire Freedom School (PFFS). “Life long learner” is a term that is often bandied about by educators, but if by this we mean coaching students to become people who customarily take on projects of personal interest, define personal learning goals, and then develop a plan for learning, then there is very little in traditional schools that gives students the opportunity to practice this process. Our students at PFFS do have substantial experience participating in project based learning so they aren't starting from scratch. All PFFS teachers have been trained to use the Buck Institute for Education's framework for PBL including the 8 essential project elements.



This year I had a major Aha Moment when I realized that those elements we design so carefully in our regular classes can be incorporated into our students' Passion Projects to make them more rigorous and successful. With that in mind, these are the three elements that we have been working to ‘beef up’ this year:

- **Sustained Inquiry** We told students that their work would be a semester long project. We wanted to make sure that they took the time up front to find something they really were interested in and could commit to. Many of our kids jumped on an idea after only a few minutes—which could be indicative of a true, previously identified passion but also could be impulsive behavior not uncommon with young adolescents. By bringing our students to the library and having them peruse a collection of high interest nonfiction resources, we hoped to expose them to a myriad of options before they committed to their final choice. Spending two hours “wandering and wondering” at the beginning of the semester seemed like a good use of time.

Once a student did settle on a topic and write their proposal, we continued to encourage them to find a rhythm of research-practice. A back and forth of reaching out for information/materials and then time to internalize that learning. A common passion project centers around art. A student will set a goal for learning how to draw manga characters, so they look online for exemplars or tutorials and then practice that skill. Some kids get this intuitively, others need a little more guidance and nudging from the teacher. Middle school students sometimes need to be reminded that they don't yet know it all!

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- **Critique and Revision** This year all of our Passion Project students will be participating in a protocol where they share their work-in-progress to peers for feedback and then are instructed to revise their work based on some of that information. Again, the use of PBL instruction in their core content class is helpful since they are well acquainted with this process and have learned the benefit of getting feedback and having opportunity for revision.
- **Public Product** In the past students have had the opportunity to celebrate the results of their learning in a variety of ways, ranging from sharing in front of the whole school in Morning Meeting to having private showings with their teachers. This year, however, we will be having our first ever Flow Lab Forum in which all students will be required to present in a science fair format to their peers and parents alike. Additionally, students can audition to be one of a few presenters who will be given the stage to showcase their project in a Ted Talk like fashion.

Finally, one last new development we will be piloting this year is the use of micro-credentialing, or “badging” for students who truly demonstrate that they have gained mastery over a topic or skill in the course of their project. Students’ badges will become part of their school transcripts in recognition of significant independent learning.

As is true of most good projects, this continues to be a work in progress. It is an iterative process where we try a prototype, gather data, assess and redesign and then try it again—continuously striving to make it better. Has this year been perfect? No. Is it better than never letting students have the autonomy to design and drive their learning. Absolutely!



I started by sharing my passion project journal, so I’ll end with a student’s story. One of our students is interested in home design. For her project, she is using a website called [Homestyler](#) both to learn from other people’s models, as well as to design her own floor plans. In her own words, she feels that she has improved in her “floor plans’ aesthetics as well as the flow between spaces.” In addition to exploring a passion and possible future career, she is also learning design principles and how to use fairly advanced software. She also shared that her skills are transferable to projects in her other classes, where for example, she used Homestyler

to design a metaphor for her leaf project. But more than all of the above, our students are working on becoming independent, passionate students and true life long learners.

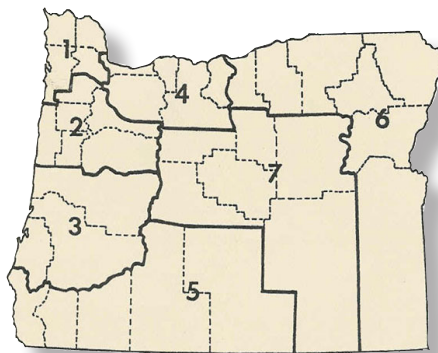
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OASL Conference Reflection *by Rita Ramstad*



In 2009, after nearly 20 years of teaching English, I decided to follow my passion and finally pursue my long-held dream of becoming a teacher librarian. I knew the trends for teacher librarians weren't good, but I resolved to go for it anyway. "They have to have some librarians," I said, "and why can't I be one of them?"

Fast-forward six years, and I am one of them. Sort of. For two years I've been a half-time district librarian overseeing 10 schools but I've never been a building librarian myself. That feels weird. And wrong. And, more than a little painful, what with how much I've been bashing my head against the brick walls of scarce resources/support and my own ignorance.

This past summer, I almost decided to give up on the whole idea, thinking I might be too far along in my career and the climate too hostile for me to reinvent myself as the kind of teacher librarian I once dreamed of being. Then I read a book that I'm pretty sure is going to go on my list of life-changers: Cal Newport's *So Good They Can't Ignore You*. Newport makes a case for ditching the follow-your-passion approach to career development, and argues instead that those whose work is rewarding are those who develop skills that are both rare and valuable to others. I had to admit that my library skills are neither (yet!), and that is what brought me to my first OASL conference this fall.

What I found there was a smart, hard-working, generous, and supportive library tribe dedicated to helping all of its members develop the skills and knowledge we need to dismantle the walls that have been built around our libraries. Through conference sessions, I picked up valuable tips for using Google Apps, OSLIS, collection stats, social media, and library web sites to do more of the work that my stakeholders will find valuable. Speakers provided inspiration and thought-provoking questions to help me hone my vision for the work I need to do. More importantly, though, I found connection with like-minded others--the most valuable resource of all. The relationships I was able to begin or deepen through the conference are going to be the real gold in those two days, because through them I will continue learning and I will have support when I (inevitably) run into new hard places on my journey. I'm so thankful to OASL for providing me an opportunity to develop the skills, knowledge, and understanding I need to transform my personal library dreams into meaningful reality for the community I serve.

Rita Ramstad is the district librarian in the Centennial School District. You can reach her at rita_ramstad@centennial.k12.or.us.



*Authors Panel at the OASL
Fall Conference 2015*



*Collaborating at OASL Fall
Conference sessions*

Creating a Makerspace in Your School Library *by Kathryn Harmon*

There are many ways to implement a successful Makerspace in your school library, and many reasons to start one, but the process can be quite intimidating. Here are some steps that you can take to start a Makerspace in your library.

Make a Space.

First, figure out what space you have to devote to your Makerspace. You might prefer to have it be in a corner of your library, or you might have an adjacent space like a computer lab or storage room that you can open at certain times. If you don't have a full room to devote to a Makerspace, you could gauge interest by beginning with a cart of materials and small tools that could be used to build small projects. Pick a name for your space and clear it out of unrelated materials. Make it festive by adding a sign explaining why it exists and giving some suggestions for when and how it can be accessed.

Collect Materials.

Here is a specific list of materials I would recommend. This is by no means a definitive list, nor do you need all of these things.

Hardware

- **OZObots**: best for Elementary/Middle, \$50. A robot that is programmed with marker lines and colored codes, can also be used with iPad apps.
- **Electronics**: Little Bits Electronics kits, \$84.00, best option for elementary/middle. For middle/high school get the Official Arduino Starter kit around \$84.00* (*Project Ignite has Tinkercad software lessons for the kit if you purchase the kits through them.)
- **Stencil cutter**: Silhouette Cameo \$269.00 Can cut vinyl and paper into any shape imaginable. Great for signs, stencils, stickers, fundraisers, library projects.
- **3D Printer**: I recommend a printer that uses PLA plastic unless you want to be breathing plastic fumes. Some good options are: Dremel Idea Builder \$999.00. Plug and play functionality, enclosed so there are no burned fingers, 1 year warranty, 9" x 5.9" x 5.5" max print size. Flash Forge Creator Pro, \$1199. Dual extruders can print in two colors, can print in ABS or PLA, 8.8" x 5.7" x 5.9" max print size. This one would be better for high school I suspect.
- **Computers**: of course! Loaded up with software of all varieties—see below.

Software & Web-based Applications

- [Code.org](#) is the definitive site for teaching coding from simple to complex lessons. They have a language independent lesson set for youngsters, and programs that go all the way through high school.
- [Project Ignite](#): Tutorials that teach users to build 3D objects using the Tinkercad (Autodesk) platform. Teachers can develop their own lessons for their students.
- [Repetier](#): free 3D printing software to control your 3D printer and the printing process - Not needed with Dremel which comes with its own software.
- [Google Earth Pro](#): accept no substitutes, the full version is now free.
- [Blender 3D modelling software](#): free to download, but the interface is quite complex, high school only...

Tools

- toolbox with hammer, screwdrivers, needle-nose pliers, and other basic tools.
- multimeter for the Arduino kits
- scissors
- plastic bins all sizes
- surge protector, charging station with USB chargers for OZObots
- sewing kit

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Supplies

- kitchen bamboo skewers with their sharp ends sawed off.
- straws
- wire twisty ties
- batteries: 9 volt for Arduino kit, and others as needed.
- paperclips, tape, Post-its® and other office supplies
- art and craft supplies: yarn, coloring stuff, washi tape, duct tape, recyclables, origami paper...

Hold Events

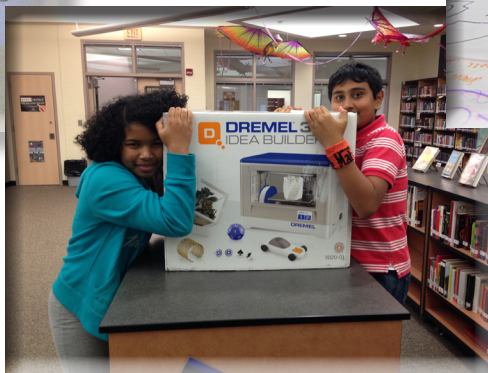
- Maker Mondays: pick one Monday a month to have a building challenge in your library. Pick a fast creative building challenge and see what students can create during lunch or snack break.
- Have one before or after school training for each new piece of equipment you have in the Makerspace. Train students to be the ‘experts’ to free up your time.
- Have a ‘Family Build Night’ where students and their families can come in and create projects together.

Write Grants

- [Connie Hull Grants](#) —\$1,000
- [Oregon Education Association Grants](#): I recently applied for a \$500.00 Promising Practices Grant through my local Uniserve council, but there are many more to apply for!
- [CTE Revitalization Grants](#): Career and Technical Education funds are a good source of funding for Makerspaces.
- Parent Groups like to fund 3D printers and other equipment. They want their students to have all the newest and coolest opportunities.
- Local companies: Often have grants and other resources that they offer. Fred Meyer and Intel are two possibilities.
- Local non-profits: We have a local recycling center that will set aside supplies for Maker Mondays for our school. A thrift store could be a great partner for your school.

Makerspaces don’t have to be intimidating! The Connie Hull grant was a great start for my library’s Makerspace, and you, too, could find a grant or a partner. Start with something small and engaging, and see what your students can make!

Kathryn Harmon is the Library Media Specialist for the Neah-Kah-Nie School District. Her hobbies and interests are reading—all kinds, especially YA and Middle Reader content, playing board games, testing out new technologies and sharing her interests with students. She can be reached at kathrynh@nknsd.org.



My First Experience at the OASL Fall Conference 2015

by Kim Houle

I raised my hands in a silent cheer of victory in the middle of the school library!!! I was certain I was being spied on, but I was thrilled upon receiving an email congratulating me on being an OASL first time attendee scholarship recipient! I believe that it's a fantastic idea to offer a scholarship such as this. It's a foundation to new beginnings for both the rookie and/or seasoned media manager/teacher librarian.

The OASL Fall Conference was my first opportunity to be immersed in the library community.

Upon walking into the hotel/conference welcoming area, I noticed it was well put together and ran quite smoothly with adequate staffing. I was pleased, and you know how "first impressions" can make or break you!

At the conference, there were looks similar to those of "deer in headlights", as newbies such as myself took it all in. Sometimes I felt like I might as well have gone up to the podium and announced, "Yes, I am new, inexperienced and say uncouth things." But we all learn, and the OASL folks are a forgiving bunch.

A vast array of opportunities lay ahead, a smorgasbord of nuggets and morsels of education and enlightenment to be hungrily gobbled up. The sessions were carefully thought out to offer a variety of topics touched on by school librarians, college librarians, training specialists, and other decorated titles. The range truly was magnificent. Again, I was impressed that both the beginner and the established benefitted.

I will admit, much of the techy sessions were above my un-techy head. This is not a bash but a praise. I am pushing myself that direction and the world is already there. We must be innovative in our libraries and I know this, but forgive me, I'm dragging my un-techy heels. The OASL conference helped nudge me in that direction!

T.I.M.E....Our time is worth so much, and the conference respected our time. The luncheon was deliciously superb. Speakers were punctual and kept to a time frame. Tons of recognition seemed to be accomplished in a short span of time, food was served in a timely manner, and additional information was efficiently delivered seemingly on schedule!

I loved the authors, freebies, silent auction, and the vendors! My roommate won a life-size Darth Vader from one of the vendors. Darth was the lucky recipient of a 4 hour car ride with 4 library lovers to his brand new home in (where else?) a library, in Central Oregon! By the way, Central Oregon will be hosting the next OASL conference. See you then!!!

Kim Houle is the 1ST year media manager at R.E. Jewell Elementary School in Bend, Oregon. You can reach her at kim.houle@bend.k12.or.us.

A rectangular graphic with a teal-to-white gradient background and a drop shadow. The text "Save the Date!" is written in a white, bold, sans-serif font, centered within the rectangle.

Please save the date for the one day OASL Region 1 & 4 Spring Conference: **Saturday, April 16TH, 2016 at Wilsonville High School**. The theme is "Ready for the Future" and the conference will include exciting speakers and sessions on the future of libraries, MakerSpaces, web tools, eBooks, collaboration and more! Mark your calendars and please join us in Wilsonville!

OASL 2015 Secondary Library Teacher of the Year Award

Acceptance Speech by Nancy Sullivan, the librarian at Madison High School in Portland



I've been a member of OASL (or as my principal called it, "owassle") since the very start of my career. The year I student taught at Riverdale with Marian Creamer was the year she won her "librarian of the year award." I still remember how much the award meant to her back then. I only dreamed that one day I would achieve enough in my career to be honored in this way.

I've been coming to these conferences through a lot of changes in the organization and in our profession. I have sat by myself as the only representative from the Portland Public Schools district next to banquet tables full of Beaverton librarians having the times of their lives and wishing for that camaraderie.

Coming to these conferences has given me better than the best professional development I could ask for or imagine. And this conference is no exception. A shout out to Peggy and Laurie and their team!

I remember watching Mary McClintock and Cheryl Steinke lead the organization through some pretty good times. And I remember being a part of the leadership team through some pretty bad ones. But I can honestly say that our advocacy seems to be finally making a difference.

I first became a board member when Gregory Lum called me on the phone out of the blue and invited me to take his place as Promotions Chair on the OASL Board. My time serving as a board member brought me deep friendships. And I made lasting memories during my time as one of the presidential triumvirate. Ruth Murray's infinite generosity is a constant source of inspiration to me. Susan Stone's profound dedication to both the organization and the profession never ceases to amaze me.

The passage of House Bill 2586, the CIP work, and the adoption of new State School Library standards by the Oregon Department of Education all make me feel very hopeful about the future of our profession. Just this fall, the addition of some 40 new school library staff in PPS, including some of my friends from this organization, is cause for celebration.

OASL has inspired me by giving me nuts and bolts skills and know how, such as the time Stephanie Thomas shared her Kindle pilot with us, recounting how she overcame the challenges before her when that technology was new and which I'm finally implementing at my school now.

I remember envying the synergistic personal and professional connection that Tracy Russell and Marie-Louise Metzdorff had. I hoped Paige Battle and I would be the new Tracy and Marie-Louise in Portland back in the day, and when she left me to work in Washington I was a little devastated, but now she's back with PPS. Collaborating with her has brought a great richness to my work and knowing her personally is just a heck of a lot of fun.

Being a member of OASL has given me the courage and confidence to take on new challenges and embark on new journeys like the one I'm on now, pursuing my National Board Certification.

The reason this award is so meaningful to me is because it comes from you, my OASL friends. Thank you so much!



OASL 2015 District Librarian of the Year Award Acceptance Speech

by Jan Snyder, the district librarian at Oregon City Public Schools



Hello!

I want to thank the members of OASL for bestowing the huge honor of District Librarian of the Year for 2015 upon me. It is one of the culminating moments of my career in school library work. This is my 40TH year as a school librarian. Coupled with 7 years of public library work during my high school and college years, it speaks to my passion for libraries throughout my life. (It also makes me old, but hopefully also wiser.)

As a child, my refuge was the public library, only one block from our house. Once I learned

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to read, it not only opened new worlds to me, but created an insatiable appetite for more books and stories. I remember going to the library with my little red wagon behind me to check out books to read. I would go home and delve into the world of imagination, then return again for more. (I also remember the librarian cutting a deal with my mom to allow me only one wagonload of books a day. I was driving the children's department crazy re-shelving all the books I was checking out.) However, the encouragement I received from that wonderful librarian made me want to be there in the middle of the action. I just KNEW the library was the place where everything happened. (I spent so much time there they finally put me on the payroll at age 15.)

I share this story as an example of the amazing and outrageous impact our libraries, and the people who staff them, can have in a child's life. The new worlds we can open, the imaginations that are allowed to soar as a result, and the relationships we build with our patrons can change the world.

Libraries have changed a lot since I was a little girl. They have changed even more dramatically over the last 15 years as we entered the digital age. It both amazes and excites me to see the resources we have at our fingertips to share with our patrons. In one sense, with a single computer we can access the whole world.

My passions in the library have also evolved and changed over the years. While I am still wholly committed to getting the right book to the right child or student, I am also committed to getting the right electronic resource in their hands. This includes not only reading for pleasure, and research, but digital curriculum as well. The opportunity to collaborate with wonderful teachers, to create the very best in digital curricular resources, is beyond amazing. In a single digital location, teachers can meet both the individual learning styles of each student as well as give them content at an appropriate reading level for each individual. I've had the great privilege of facilitating the creation of several digital courses for our high school over the last four years. We have been able to gather the best articles, maps, charts, graphs, podcasts, and video clips from our state and district databases and combine them with eBook resources into a single digital home, for students and staff access for each class. It has been exciting, fun and very rewarding, to say the least!

I look forward very much to see what the future holds for us, both as a profession and as a program. We can count on change at the very least. We can count on new ways of accessing information and sharing it with others. We can count on the library to still be a place of excitement, wonder and discovery. Let's head into the future together to make our libraries not only relevant, but the family room of that house called a school. We want to be the heart and soul of our learning environment. Let's get out there and do what we do best!

Thank you.



Awards photo with Steve Baker from Follett, Paraprofessional of the Year Jennifer Xochihua, Secondary School Library of the Year Nancy Sullivan, District Librarian of the Year Jan Snyder, and Awards Chair Grace Butler

The Five Year Plan *by Cammy Monroy*



You never want to cry in front of your principal. Especially your big, hulking, football player build-type principal. But some things just can't be helped.

"The district has decided to cut back on its library program," he began.

It felt like my heart stopped.

"How much?" I asked, hoping that it wouldn't be less than half time. How many libraries at how many schools would I have to cover? Or would I even get to keep a library, since this was my first year?

He had a pained expression on his face. "One hundred percent, at least at the elementary level," he said softly. Maybe if he hadn't been so kind and understanding, I would have been able to hold back the tears. But size notwithstanding, he was a teddy bear. He passed me a box of tissues. I lost it.

I ended up going back into the classroom for two years, and then worked as a specialist for the district for two more, until I saw the posting for a Library Media Specialist at Woodburn School District. I was so happy to see there were still positions out there for teacher-librarians!

Being back in an elementary school library feels like coming home. I love the teaching, the shelving, the book-covering, the ordering, even the weeding! One thing I don't love, however, is being the only one of me in my building. I miss time for collaboration. That's one reason I was so thrilled to get a first timer's scholarship to the OASL yearly conference in Coos Bay. I was excited to have a chance to network, to collaborate, to learn new things, to talk to other librarians and hear amazing authors speak! Joining two other librarians from my district also gave me a chance to get to know them better, which will only strengthen our collaboration in the future.

My first year in a school library, I sketched out a five-year plan for building the program and improving the collection. When I was cut after just one year, I thought ruefully of that now-defunct plan. Back in the library now, though still a bit wary, I'm feeling very positive about the future. I'm looking around my library and thinking, "It's time to get started on a new five-year plan."

Cammy Monroy is a Library Media Specialist at Washington Elementary in the Woodburn School District. She can be reached at cmonroy@woodburnsd.org.

Reflections on the AASL Conference

by Erin Fitzpatrick-Bjorn, Jen Maurer, Robin Rolfe and Jan Snyder

Recently, four librarians from Oregon attended the national AASL conference in Columbus, Ohio. A collective takeaway is that attending the AASL conference is well worth the effort, time, and money. By the end of the three plus days of learning and networking, we were buzzing with energy and ideas. The next conference will be in Phoenix, Arizona, in November 2017. Plan to attend! In the meantime, anyone can access this year's [conference handouts](#) (<http://bit.ly/1QbUBjT>), and AASL members will soon be able to access over eighty conference session recordings on [eCollab](http://www.ala.org/aasl/ecollab) (<http://www.ala.org/aasl/ecollab>).

From Jen Maurer: My biggest takeaway is that it is time to get serious about using evidence to demonstrate the value of school library programs. With that in mind, and because I have received questions from librarians about the requirement to set Student Learning and Growth (SLG) goals, the first session I attended was Prove It!: Library Media Instruction Does Impact Student Achievement. The presenters—three librarians and a principal—were from Howard County Public School System in Maryland, and they shared about how they implemented Student Learning Objectives (SLOs). Maryland school librarians have to write one SLO related to library content and one to support literacy, creative



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problem solving, or mathematical practices. Some topics covered in their [slideshow](https://goo.gl/xpJGKt) (https://goo.gl/xpJGKt) include determining a baseline and a target, deciding on an instructional interval, and collecting data to show evidence of growth. In addition to the great content from Maryland, the New Jersey Association of School Librarians posted [sample Student Growth Objectives](http://www.njasl.org/sampleSGOs) (http://www.njasl.org/sampleSGOs), and the Oregon Department of Education provided [three examples of SLG goals related to school librarians](http://bit.ly/1O1kXR9) (http://bit.ly/1O1kXR9).

From Robin Rolfe: AASL is just like an OASL conference, only multiplied: more “aha” moments, more ideas that got me excited to come back and share, more people I could connect with as a professional and as a representative of OASL.

Some of those moments were small (but powerful!), as it was when someone mentioned they always carry a laser pen in their pocket, for when a student can’t find a specific book. From across the room, they could point it out on the shelf. Aha! Some of those moments sunk in slowly, as it was when I sat in a session presented by Tasha Bergson-Michelson and Nora Murphy, two librarians from California who presented on teaching students to imagine the perfect source. They took the idea of keyword searching to such a refined, yet simplistic level. Imagine teaching students not only keywords for the context of their search, but also for the source type, and more specifically the keywords of that source.

Student search strategies for public opinions about a president’s economic policy might have three columns:

Context Keyword	Source types	Source keywords
President	Polls	Undecided
Economy/economic	Survey	Favorable/unfavorable
Strategy	Statistic	Rising/falling
policy	ratings	improved

Their strategy was so methodical, from having students look at examples from source types and finding the common words, to creating graphic organizers for students.

All the strategies were something we do intuitively as searchers, but the layout made the concept so much clearer. More of their ideas are found at: <http://tinyurl.com/ojnv2f>

Some of the pieces were just fun—I think we need a library SMACKDOWN event at our conference; I was inspired by the conversation that took place at “Hack the Organization”, and Margaret Peterson Haddix is the nicest person ever.

And for me, the national conference had an additional layer, because I went as your representative from Oregon. It gave me a chance to reflect on where we are as a state organization, who might help us in those endeavors, and what challenges may be up ahead.

I gained resources for the group working in Eugene to fully staff school libraries, I connected with states that are struggling as an organization to find the people necessary to keep their organization moving ahead, and I connected with states that have library programs and organizations that run like well-oiled machines. It confirmed what I believe about school libraries and about the power of connections.

From Erin Fitzpatrick-Bjorn: I had so many great experiences at the conference, from listening to the opening keynote Heidi Hayes Jacob (who reminded us that the pencil was once new technology) to getting to hear Maria from Sesame Street speak about diversity, from representing Oregon in the parade of states to finding the world’s largest gavel, but there were two sessions that I found especially helpful. The first was a session called Be a Research Rockstar. In this session, a teacher librarian and a 6TH grade language arts teacher presented on guided inquiry design. They have designed an eight-stage research process which addresses CCSS and OS LIBS, and it is awesome. It would be easily adaptable for any grade level. I’ve already presented it to one of my 6TH grade LA colleagues, and I am hoping we will be able to take a previously existing project and adapt it to fit their model. You can access their website with all the materials here: <http://www.tinyurl.com/challengeandchange>.

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The other session I was really excited about was the Search App Smackdown. This is a game show style way of introducing and getting kids to use different databases (referred to as “Search Apps” to make them sound more hip). The teacher librarian prepares some flipped videos about the databases that students watch at home. Students are assigned to teams when they arrive at class. Teams work to answer questions by digging into different databases. The better prepared the team is (from carefully watching the videos), the better they can do in the game. Students are scored on accuracy and speed. It sounded like a WHOLE lot of work but a crazy fun way to get kids engaged in using databases. It could also be adapted for a variety of levels. If you are interested in more info on the Search App Smackdown, please let me know and I’ll share my notes and her contact information.

From Jan Snyder: What can be said besides AMAZING! AASL provided wonderful opportunities to delve deeply into many subjects of interest via half-day workshops, as well as hour long sessions. I attended three different sessions focusing on makerspaces. It is both exciting and intriguing to consider makerspaces as part of our school libraries. As we look for more ways to make ourselves a vital part as the welcoming “family room” of our school home, makerspaces seem to provide a natural conduit to piquing interest of both staff and students in the library as a place of exploration and learning. I heard many ideas both simple and complex. I definitely came away with a vision to incorporate this concept in our school libraries. Since my return to “real life” in the trenches, I have begun to develop a couple of Pinterest boards dealing with makerspaces in the effort to collect both ideas and information. There are two boards, the first dealing with the creation of a makerspace and the second dealing with projects which can be done through the makerspace. Feel free to grab ideas at <https://www.pinterest.com/jan1385/>.

An added bonus of exploring Columbus, Ohio, the site of this year’s conference, was sampling buckeyes, peanut butter balls dipped in chocolate and made to resemble the buckeye nut. Yum! We can’t wait to find out what Arizona has to offer. See you in Phoenix!

Erin Fitzpatrick-Bjorn is the teacher-librarian at Vestal Elementary in Portland Public Schools.

Jen Maurer is the School Library Consultant at the Oregon State Library.

Robin Rolfe is the teacher-librarian at James John Elementary in Portland Public Schools.

Jan Snyder is the district librarian for the Oregon City School District.

From the ParaPro...

Lifelong Reading Ambassadors by Louetta Jansen, Paraprofessional Representative



How do students become life-long readers? Do they always need someone to orchestrate their reading lives? Sure we can motivate, motivate, motivate, but when does it move from extrinsic to intrinsic motivation?

We know that lifelong readers are more successful both personally and professionally. We also know that effective readers aren’t just kids who’ve learned to read—they’re students who are motivated to read because they read for fun and pleasure. How can we blame the students for being unmotivated, when books don’t have buttons, flashing lights or animated graphics?

Schools have become driven by data and assessments, which create learners who think reading has to be fast and fluent, or done to achieve some reward. Are we sending a message that reading is a chore? Some popular reading programs limit their selection of books to certain reading levels and only those with a test. Being rewarded for reading may send a message that the activity isn’t rewarding in and of itself, but instead needs a bribe or incentive. Instead, we need to figure out how to help students become intrinsically motivated.

Thank goodness for libraries and the people who staff them! We can be the ambassadors for promoting and focusing on reading enjoyment. A school library filled with thousands of books is only as good as the staff that’s there to help foster the love of reading. Books alone are not going to do the job and just reading is insufficient. Not only do we need to make sure our students have plenty of access to our libraries, we need to make sure our

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environment is brimming with engaging displays and materials. We can include fun book arrangements, high interest displays, and author centers; maybe a recommendation shelf is in order as engaged readers love to talk and share about their books. Regular book talks are always a hit and spark a lot of interest. Choice is vital to becoming a lifelong reader. Encourage students to choose with ownership and their interest in mind, as we know that reading engagement increases when the text is of high interest. Perhaps interest surveys may be helpful. Most importantly, make sure to share your love of books and reading. Some students are not fortunate enough to have book-loving parents, and a book-loving library adult is the next best thing.

One of the most important jobs we have is to find just the right book for the right child at the right time. Children are our future—let’s continue to be ambassadors for loving to read! It’s never too late to become a lifelong reader. Today can be the first day of a student’s reading life.

Just like giving a mouse a cookie...giving a child a book (the right one) will lead to better reading, more enjoyment and reading more books!!

Louetta Jansen motivates readers in the library at North Bay Elementary School in the North Bend School District, where she’s been working with kindergarten through 5TH grade students for the past 15 years. She can be reached at ljansen@nbend.k12.or.us.



Research Process Models & Resources: Guided Inquiry and OSIS

by Jen Maurer



If you have dipped your toe in the waters of guided inquiry, then you are probably familiar with these names – Dr. Carol C. Kuhlthau and Dr. Leslie Maniotes. Carol Kuhlthau is a giant in the school library field and is known for her research on the Information Search Process and for studying the affective side of the research process. Leslie Maniotes is an educational leader with a current focus on helping K–12 schools and districts understand and implement guided inquiry. The two, along with Ann Caspari, Senior Museum Educator for the Smithsonian Early Enrichment Center, authored *Guided Inquiry: Learning in the 21ST Century* (2nd ed.). Fun fact:

Leslie and Ann are Carol’s daughters.

In their book, they describe the concept this way: “Inquiry learning emphasizes personally relevant questions that inspire students to learn more and create unique ways of sharing what they have learned. Guided Inquiry raises the bar even further to move students to deeper learning by incorporating the research process explicitly into their work. Students conduct their own research and construct new meanings while using the inquiry process” (Kuhlthau, Maniotes, and Caspari, 2015, p. 4). Guided inquiry is based on a constructivist approach to learning, involves collaboration among teachers and librarians, and, ideally, is implemented school wide.

The Library and Information Science collection at the Oregon State Library has several books about guided inquiry, and all can be borrowed through interlibrary loan.

Additionally, Dr. Maniotes shares her expertise through webinars on edWeb. A recent presentation was called “Research with Rigor: Guided Inquiry Design Reaching Higher Expectations for Learning.” All edWeb-inars are free, but only members of the sponsoring professional learning community have access to recordings. SLC @ The Forefront sponsored this webinar.

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On a related note, one section of OSLIS, an OASL project, is dedicated to teaching the process of research. There are four steps in the elementary model: Plan, Find, Create, and Present. The secondary model adds Define to the beginning and Reflect to the end for a total of six steps. OSLIS is supported with a Library Services and Technology Act grant from the Oregon State Library, and OSLIS committee members used recent funds to purchase statewide K–12 access to a series of information literacy eBooks (ask for the login), create videos to introduce each step of the research process, and develop Learn to Research posters and bookmarks. Be sure to read, watch, print, and promote these resources.

Ever heard of Albert Szent-Györgyi? He discovered vitamin C and won a Nobel Prize in 1937. He is also credited with condensing a statement written by German philosopher Arthur Schopenhauer, saying, “Research is to see what everybody has seen and think what nobody has thought” (Research, 2015). Thanks for your part in helping students get to that place – using inquiry or research to build their own knowledge and shape their thoughts

References and Resources

edWeb professional learning communities

<http://home.edweb.net/professional-learning-communities-with-free-webinars/>

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Oregon State Library LIS collection blog: <http://osl-lis.blogspot.com/>

Oregon State Library, request materials: http://www.oregon.gov/osl/LD/Pages/school/index.aspx#Request_Materials

OSLIS Learn to Research introductory videos

Elementary: <http://elementary.oslis.org/learn-to-research>

Secondary: <http://secondary.oslis.org/learn-to-research>

OSLIS Learn to Research posters and master list of information literacy eBooks

Elementary: <http://elementary.educator.oslis.org/learn-to-research>

Secondary: <http://secondary.educator.oslis.org/learn-to-research>

Research is to see what everybody else has seen and think what nobody has thought. (2015, July 4).

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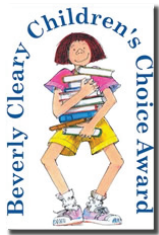
Jennifer Maurer is the School Library Consultant at the Oregon State Library, and her duties include working with OSLIS and the K–12 aspect of the statewide databases. Previously, Jen worked with the bookmobile program at the Salem Public Library and was a teacher and a school librarian for a dozen years, split between Texas and Oregon. You can reach her at jennifer.maurer@state.or.us.

Save the Date!

Jorge Luis Borges said “I have always imagined that Paradise will be a kind of library,” and we in Bend couldn’t agree more. We have begun planning the **2016 OASL Fall Conference** at Summit High School in beautiful Bend, OR. Paradise for book readers, beer lovers, outdoor enthusiasts, quilters, and pretty much anyone with a pulse.

More information will be available soon, but until then, save the dates: Friday October 14 and Saturday, October 15, 2016.

Have Fun Promoting the 2015–2016 Beverly Cleary Children’s Choice Award (BCCCA) Nominations!



Please help the Beverly Cleary Children’s Choice Committee promote this year’s BCCCA Contest. We appreciate all of your encouragement in working with your students and having them participate in voting for their favorite 2015–2016 BCCCA title!

The BCCCA website is packed with wonderful tips to promote this Pacific Northwest Oregon contest for our K–12TH grade transitional readers: <https://ola.memberclicks.net/bccca-nominees>. There’s a Powerpoint presentation, an Animoto, short video clips, and lesson plans to accompany five of the BCCCA nominees. We encourage you and your staff members to read aloud these six titles, and have students read and listen to them as well.

The 2015–16 BCCCA nominees are:

Charlie Bumpers vs. The Teacher of the Year by Bill Harley (AR 3.5)

Farmer Will Allen and the Growing Table by Jacqueline Briggs Martin (AR 4.2)

Gone Fishing: A Novel in Verse by Tamera Wissinger (AR 2.6)

The Mystery of Meerkat Hill: A Precious Ramotswe Mystery for Young Readers
by Alexander McCall Smith (AR 4.8)

Ukulele Hayley by Judy Cox (AR 3.4)

White Fur Flying by Patricia MacLachlan (AR 3.1)

To be eligible to vote for their favorite BCCCA book, students need to have read (or listened to) at least TWO of the nominated BCCCA books. Each student will then vote for **their one very favorite title**. Students just need to realize that they’ll need to finish at least 2 of the books by the date that you’ve chosen to run the contest.

New this year is the BCCCA 2015–16 Student Ballot for adults to use with their students:

<http://tinyurl.com/owd2a5f> When it comes to the actual voting period, show the Powerpoint, use the Student Ballot, and display all the current BCCCA nominations in the front of the room. <https://ola.memberclicks.net/bccca-nominees>

From March 15TH–April 10TH, after tallying the student ballots, the online voting ballot will be available for the adult administering the BCCCA contest, where the final tallies will be entered. The winning title will be announced on Beverly Cleary’s birthday, April 12TH (she’ll be 100 years old)!

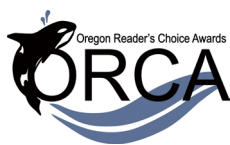
Contact BCCCA Chair, Libby Hamler-Dupras at elfgirl@Q.com if you have any further inquiries or questions.



Portland teacher-librarians gather at the OASL Fall Conference



Making new Friends at the OASL Fall Conference 2015



Oregon Reader's Choice Award *by Nina Kramer*

I recently had an email from a teacher wondering how to get involved with ORCA, the Oregon Reader's Choice Award. Where did they need to sign up, what did they need to do? It's very simple to become involved with ORCA, and it's not too late for you or your students!

There are three ORCA divisions for students: Upper Elementary, Middle School, and High School. Each division has eight titles for students to read or listen to. If students have read or listened to two or more titles in their division, they can vote for their favorite. You can find titles, trailers and author website links for each division on their respective pages. Booktalks, bookmarks and ballots for all divisions can be found here. How you promote it to your students is where you can get creative: make a display, start an ORCA club or just talk it up with your students. Voting for the 2016 winners will take place in March. There will be information on the ORCA blog in January about how that will work.

The second way to become involved with ORCA is to encourage your students to nominate their favorite titles for the 2017 slate. Books must have a copyright date of 2014. The nominating link will be available beginning January 1 through February 29, 2016. Oregon teachers and librarians are also eligible to nominate titles. The ORCA committee, made up of educators and librarians from around the state will then review the nominations and finalize the list for 2017. The winners for 2016 and the nominees for 2017 will be announced at the Oregon Library Association conference in April.

The last way you can become involved with ORCA is to become a committee member. There will be open seats on the committee for members of OASL, CSD, OYAN, and ORA for the next term, which starts on April 1, 2016. Terms are two years and do not involve travel but do require lots of reading and interacting with other committee members online. It's a fun way to meet colleagues from around the state, and get more kids reading or listening to great books. If you are interested in becoming an ORCA member, please contact your association chair. I'm happy to answer any questions you might have about ORCA.

Nina Kramer is the Youth Librarian at the Albina Branch Library in Multnomah County Library and the ORCA Chair 2014–16. She can be reached at orca@olaweb.org

Intellectual Freedom in Understaffed School Libraries

by Miranda Doyle, OASL Intellectual Freedom Chair



I am responsible for the library collections at 10 schools, and the only one selecting books and materials for four of those schools. I try my best to select diverse books and electronic resources for a wide range of learners, but I know I must have blind spots and biases. I can survey staff and students, look at circulation data, read professional journals, talk with our library assistants, and more, but I'm sure there are gaps in my many collections.

If we had more teacher librarians at our schools, at least one of them might be a mystery reader—I'm more interested in fantasy novels—or could be someone who selects more books about science. With another teacher librarian, or two, or three, we might have someone who is more aware than I am of the needs and interests of our students of color, or our LGBT students, or our English Language Learners. Half of our students are male, yet all of the selection for the secondary schools is currently done by a woman (me).

continued...

It's not that I don't try to think about all of our library users and their needs. But I'm only at each school once a week, at best. I'm only one person. When a student asks me for a resource we don't have, I wonder how many library users *didn't* speak up about something they needed. I wonder how many don't even know what materials exist that might help them learn, or spark a new interest, or challenge their views.

All of this leads me to conclude that understaffing of school libraries, which we know is a problem, is also an intellectual freedom issue. Add underfunding and the problem is that much more serious. How many libraries receive little or no money for collection development? Students are not able to explore their world through books, media, databases, and technology if they don't have access to those resources. Even if the resources exist, who will help students locate and access the information they need? Who will guide them to the book that will change their perspective on the world? Will that book even make it into the library?

When I worked for San Francisco Public Library, I at least had the comfort of knowing that with a large and diverse staff, if I missed an important resource on the monthly selection list, someone at another branch would most likely choose that item. School libraries, however, are usually much more isolated. We may offer interlibrary loan from other schools in the districts but usually don't have access to the far broader resources of the public library. Yes, we can send students to those libraries—but only if they have transportation, time, and are willing to ask for help from adults they don't know the way they know school library staff.

Understaffing of school libraries, of course, impacts more than intellectual freedom. It also hinders student learning, as documented in countless studies. However, let's take a moment to focus on just the intellectual freedom issues and how we can lessen the negative impact.

What can we do?

- Advocate for better staffing of school libraries. OASL offers a great list of resources related to creating strong school library programs (see below).
- If your district is currently hiring library staff, encourage them to recruit people who represent diverse communities. Encourage people from many backgrounds to consider careers in libraries. The more diverse our library staff, the richer and more interesting our collections will be as well.
- Partner with public libraries. If possible, we should share catalogs, include school libraries in the delivery circuit for ILLs, give every student a library card, and otherwise open up access to more resources for our students.
- Continue to select a wide range of books and be aware of our own "blind spots". Constantly ask students and staff what they need. Buy a variety of formats -- print, electronic, audio, languages other than English, and more.

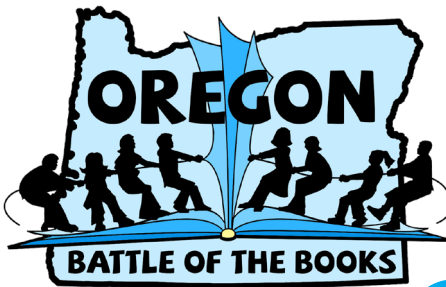
Fortunately, as the economy improves, we are seeing a surge in demand for school librarians in Oregon and elsewhere. They may have a different job title that includes the words "research", "technology", or something similar, but the more people we have selecting resources for our students, the better. This is true both for student learning and for promoting the cause of intellectual freedom.

Resources

- "OASL On Strong School Library Programs." *OASL on Strong School Library Programs*. Web. 14 Oct. 2015. <<http://www.olaweb.org/oasl-hb-2586-and-continuous-improvement-planning>>.
- "Position Statement On Appropriate Staffing for School Libraries." *Position Statement on Appropriate Staffing for School Libraries*. Web. 14 Oct. 2015. <<http://www.ala.org/aasl/advocacy/resources/statements/staffing>>.
- "School Libraries Impact Studies." *Library Research Service*. Web. 14 Oct. 2015. <<http://www.lrs.org/data-tools/school-libraries/impact-studies/>>.

Miranda Doyle is the OASL Intellectual Freedom Chair and the librarian for Lake Oswego School District. She spends far too much time in her car, visiting her many schools, but is fortunate to have so many amazing colleagues in Oregon. When she's feeling lonely, she attends the Metro Librarians PLC meeting in Oregon City or goes to a conference for new ideas and inspiration. She is National Board Certified in Library Media and recently got her Level 1 Google Certified Educator badge. Please email Miranda at doylem@loswego.k12.or.us.

THE BATTLE



IS ON!

OREGON BATTLE OF THE BOOKS | 2015-2016

READ THE BOOKS... FORM A TEAM... BATTLE FOR YOUR SCHOOL!

Division 3-5 Titles:



Charlie Bumpers vs. the Teacher of the Year - Bill Harley
Diamond Willow - Helen Frost
Escape From Mr. Lemoncello's Library - Chris Grabenstein
Flora and Ulysses - Kate DiCamillo



How to Train Your Dragon - Cressida Cowell
The Lightning Thief - Rick Riordan
A Long Walk to Water - Linda Sue Park
Mission Unstoppable - Dan Gutman



Mountain Dog - Margarita Engle
No Talking - Andrew Clements
Roottoppers - Katherine Rundell
The Sasquatch Escape - Suzanne Selfors



The Shadows - Jacqueline West
Shiloh - Phyllis Reynolds Naylor
What Was Ellis Island? - Patricia Brennan Demuth
What Was the March on Washington? - Kathleen Krull

Division 6-8 Titles:



Bamboo People - Mitali Perkins
Counting by 7s - Holly Goldberg Sloan
Dealing with Dragons - Patricia C. Wrede
Famous Last Words - Katie Alender



The Great Trouble - Deborah Hopkinson
Jinx - Sage Blackwood
Keeper of the Lost Cities - Shannon Messenger
Liar & Spy - Rebecca Stead



Michael Vey: the Prisoner of Cell 25 - Richard Paul Evans
Navigating Early - Clare Vanderpool
Return to Sender - Julia Alvarez
The Roar - Emma Clayton



Stormbreaker - Anthony Horowitz
Strike Three, You're Dead - Josh Berk
What We Found in the Soda and How It Saved the World - Henry Clark
Written in Stone - Rosanne Parry

Division 9-12 Titles:



5th Wave - Rick Yancey
Boxers - Gene Luen Yang
The Boys in the Boat - Daniel James Brown



Dodger - Terry Pratchett
Enchanted - Alethea Kontis
Far Far Away - Tom McNeal



Hotel on the Corner of Bitter and Sweet - Jamie Ford
Immortal Beloved - Cate Tiernan
The Living - Matt de la Peña



My Sister's Keeper - Jodi Picoult
Orphan Train - Christina Baker Kline
The Scarlet Pimpernel - Baroness Orczy





Oregon Association of School Libraries

(OREGON EDUCATIONAL MEDIA ASSOCIATION)

PO Box 3067, La Grande, OR 97850

OASL/OEMA INTERCHANGE welcomes submissions of interest to OASL members. Successful activities, project ideas, and news from the field are all welcome. Share information and ideas by sending a contribution today. If you have questions, contact the people listed below and we will be happy to help you.

INTERCHANGE

Dana Berglund, Coordinating Editor
interchange@oasl.olaweb.org

Erin Fitzpatrick-Bjorn, Assistant Coordinating Editor

Spring Interchange theme: *Diversity*.

Spring Issue Guest Editor: *Katie Anderson*.

Deadline to Guest Editor: *March 1, 2016*.