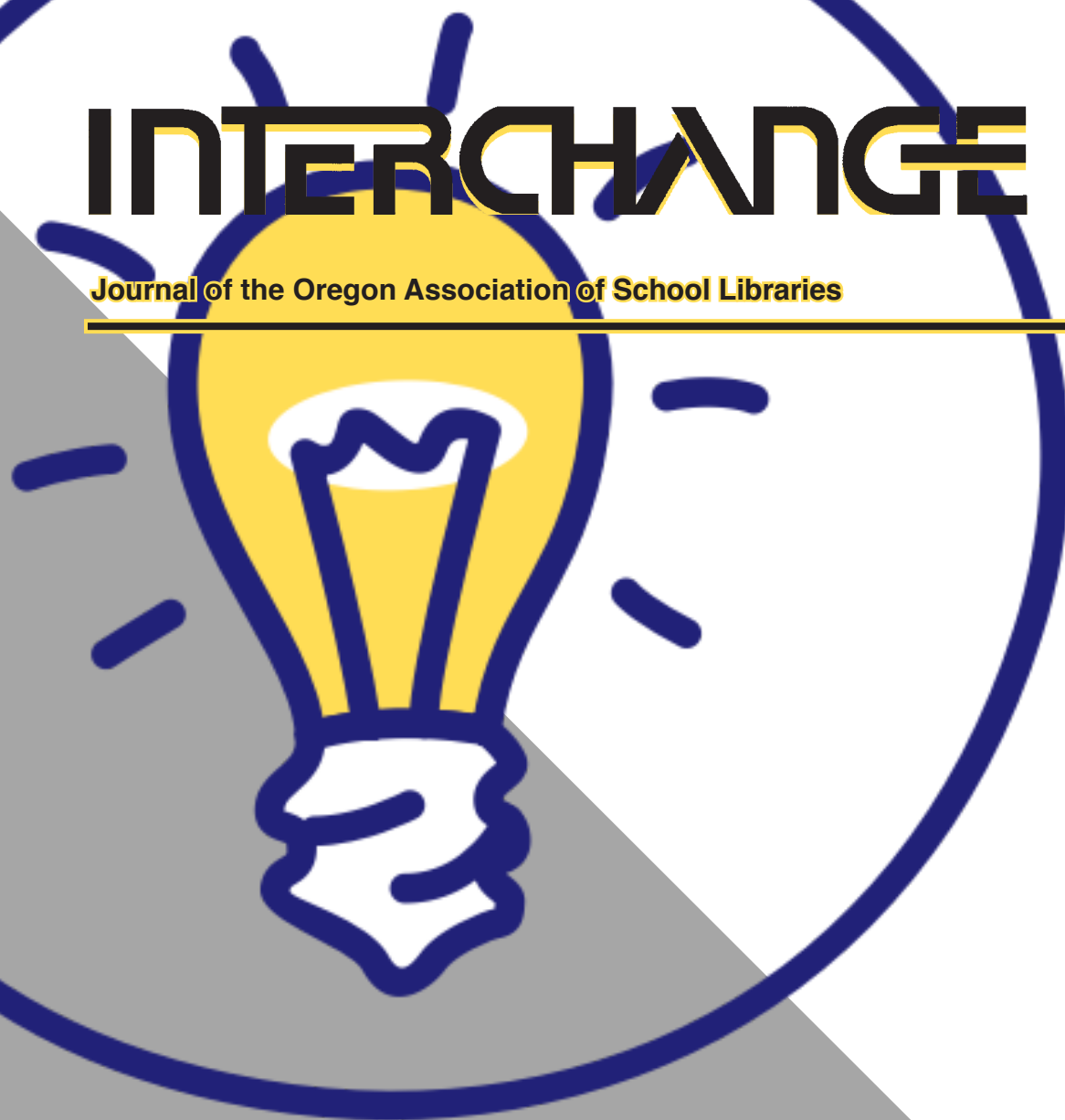


INTERCHANGE

Journal of the Oregon Association of School Libraries

Winter 2020



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INTERCHANGE

Volume 48 Issue No. 2

Winter 2020

– In this Issue –

- 3 From the Guest Editor** *by Kate Weber*
- 4 From the President's Google Drive** *by Laurie Nordahl*
- 5 OASL 2020 Committees**
- 7 Hopefully Helpful Hints: Strategies Suggested by a School Librarian Over There,
to Support Fellow Librarians in the Middle of Anywhere**
by Delia Fields
- 10 Intro to Podcasting** *by Kelly Larson*
- 11 Tools for Library Advocacy** *by Jean Gritter*
- 13 ACRL-Oregon School/Academic Librarian Collaboration Scholarship**
- 14 2019 OASL Awards Winners**
- 15 Resource Roundup** *by Jennifer Maurer*
- 18 Intellectual Freedom: Removing barriers to library book access** *by Miranda Doyle*
- 20 Classified Corner—thoughts from your classified library representative**
by Laura Stewart
- 22 Oregon Reader's Choice Awards**
- 23 Beverly Clearly Children's Choice Award**



INTERCHANGE
Journal of the Oregon
Association of School Libraries

Winter 2020

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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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From the Guest Editor *by Kate Weber*

When thinking about themes for this issue of *Interchange*, lots of things came to mind, partially because of the many years I spent working in a couple of different Oregon Education Service Districts (ESDs). In those positions – and in my time in OASL and on the OASL Board - I was fortunate enough to see innovative things happening in communities large and small.

For the past few years, I've been lucky to work for the Grants Pass School District in a community that many in the state consider small. In that work, I've gotten to partner with school library staff around my community and throughout southern Oregon. Through our shared work and learning, I've been so inspired by what's happening in our smaller Oregon communities, and I realized *Interchange* would be a great way to share that with a wider audience.

It's not all perfect, of course. We deal with lots of the same issues as everyone else in a state that underfunds public education – in fact, I'd wager that we have our own particular issues in smaller and rural communities. Many of us teacher-librarians are the only one in our districts and juggle multiple schools. Many of our classified library staff are geographically isolated from learning opportunities related to school libraries. But there are plenty of bright sides. My superintendent knows who I am and what I do. I've been able to make changes to policy and practice fairly easily because fewer levels of bureaucracy exist.

Please enjoy the tips, ideas, successes, and struggles that the library staff in some of our smaller communities are sharing with you in this issue. Feel free to reach out if you're in a smaller community and would like to share a success or struggle that you've had. You can reach me at kweber@grantspass.k12.or.us.

In addition to all of that is a succinct article by Jean Gritter about the content of the OASL Advocacy Toolkit. This is an equally powerful tool in large and small communities – and of course, it comes at the perfect time to help us do the work of ensuring that students have access to a strong school library program - no matter where they live!

Kate Weber is the Grants Pass High School and District Librarian and the President-Elect of OASL for the 2019-2020 school year. She enjoys hearing about students' muddin' adventures, not sitting in traffic on her way to school in the morning, and exposing kids to experiences outside of their own through the school library. She can be reached at kweber@grantspass.k12.or.us.

Are you looking for a way to get more involved in OASL? Are you good with words, or can you spot a semicolon error from across the page? *Interchange* is looking for an assistant editor to help with each issue. Please email Interchange@oasl.olaweb.org if you are interested in helping out 3 times a year!

4 **From the President's Google Drive** by Laurie Nordahl



It's Saturday and you just got a great idea for your makerspace. So you head to town in search of the few items you need to put it together. Neither the sole craft store nor the two department stores in town have what you need. So, you revise the plan, scrap the plan, or improvise. Such is life for a rural educator. Access is limited, but not just to supplies. If you are a teacher librarian, there are few with whom to network or collaborate. Thank goodness we have OASL: The listserv, *Interchange*, and conferences are powerful tools to connect us all statewide.

Lack of funding seems to first hit rural areas - lower salaries and wages make it difficult to keep and recruit educators. Often, it is difficult for staff to attend professional development outside of what is provided by the local district. So, there is more reliance on professional opportunities provided online and in professional journals. Despite challenges, we have excellent school libraries in our rural areas which provide incredible opportunities for students and make their school communities stronger.

As a teacher librarian, I seek ways to be involved in my district so that my position and the resources in the library can support district and building goals. This can be a great deal of work when there is only one of you in a rural school district. Nonetheless, it is important work. Just as it is important to be involved in the district, it is so valuable to be involved in OASL. Likewise, our organization is richer, thanks to all those who contribute from rural areas, as well as from larger districts.

As I contemplated a view from a "rural" lens, I came away from AASL with the perspective of Oregon being rural, on a national scale. While it was fun to hear what is happening around the country, it was, at times, disheartening to hear about places with better staffing. There are many larger states or other states with higher numbers of licensed library staff and other states have legislation which mandates library staffing. In Oregon, we don't have a legislated mandate for fully staffed libraries. In fact, there are some rural places in our state who have no access to staffed libraries. Sometimes it is easy to feel pushed aside or frustrated in attempts to keep up with "those" other places.

If you look closely, however, Oregon is not at all behind national trends, and we have amazing accomplishments. I am so proud of our organization and the library staff we have in Oregon. We have outstanding conferences, National Board Certified Teachers, Lilead Leaders, library leaders who have authored articles in AASL's publication *Knowledge Quest*, articles in *OLA Quarterly*, teachers of the year, and presenters at AASL and ISTE (note: this list isn't all-inclusive). In Oregon, we have created our own standards (prior to AASL standards) with grade level learning goals, a website to search them, alignments to ACRL, ISTE, Oregon ELA, and are working on an alignment to AASL. We have a phenomenal advocacy team which has created a fabulous toolkit for all of us to use in our districts. Now, more than ever, we need to continue our work to strengthen our school libraries. We need to persist in our conversations with districts regarding the Student Success Act. We need to organize parents and legislators to require strong school library programs with fully staffed libraries for all regions of our state. While there is much work to do, we can do it together. Oregon is AMAZING!

Laurie Nordahl is teacher librarian at North Bend High School, district librarian for North Bend School District, is currently serving as the 2019-2020 OASL President, and Region 8 Representative for AASL. She received the 2017 Oregon District Librarian Award, has served on the Oregon Reader's Choice Award committee, Answerland committee, standards committee, and the OASL Board. Email her at president@oasl.olaweb.org for association business and lnordahl@nbend.k12.or.us for personal communication.

Thank you to OASL Committee Members!



Advocacy Committee: Jennifer McKenzie, Andee Zommerman, Kate Weber, Mark Hardin, Rita Ramstad, Tricia Snyder (not pictured: Jean Gritter)

Current members of the Standards Committee: Lisa Tegethoff, Pam Kessinger, Rita Ramstad, Susan Stone, Delia Fields, Leigh Morlock, Laurie Nordahl (not pictured: Peggy Christensen)



Winners of the First Timers scholarships



Hopefully Helpful Hints: Strategies Suggested by a School Librarian Over There, to Support Fellow Librarians in the Middle of Anywhere

by Delia Fields

Trying to fulfill the duties as the lone teacher-librarian at three schools is a tall order at best and overwhelming on most days. I serve two middle schools and a large high school in Hermiston, in the northeastern part of the state. Although I am definitely stretched thin, I love my job. What makes it doable are strategies which have been either suggested to me by others or that I've developed through trial and error. Many of you likely also have these 'hopefully helpful hints' in your wheelhouse, but I'd like to offer some of them in case any might make a day go a bit more smoothly. While some of the points I make may feel distinct for rural situations, most of what follows is really a heart-to-heart pep talk for all fellow librarians.

My daily intentions are – like yours - to provide the best library services possible. How each of our positions as library assistant or teacher-librarian is perceived by administrators and teachers can vary widely. Thus, we know we have to **tread carefully when requesting the time and attention of these colleagues**. We won't always be afforded respect and rapt focus just because we've been given the floor for a few minutes at a staff meeting. Each time we present library business, we need to be prepared in multiple ways and ready to respond to questions and concerns in a positive way.

Whether our interactions with colleagues are quasi-official, such as at a grade level or all staff meetings, during a class visit to the library, or at an informal hallway stop or lunch in the faculty room, all of these are opportunities for bolstering the library program. Yes, that's an unrealistic expectation, but the reality is that as the face of the library program, we have to be **continually offering resources or assistance in an encouraging and enthusiastic manner**.

How do we meet this idealistic expectation? First, love what we do – hopefully we have that covered. Next, **be prepared in multiple ways**. If a message from you, or information about library business is important, then put it into a document that can be printed and emailed while possibly being the basis for visuals such as flyers, posters, or projector presentations. Be sure the message is clear with all the relevant details but not overly busy. Look at the message or information with both veteran and newbie eyes. Adjust as needed. If you are going to share information with an audience: have any document printed and ready for handing out, cued up to be sent by email, plus ready to project if an opportunity presents itself.

If all you are afforded is a stand up and shout-it-out moment, **stick to simple key point(s) and repeat often so it's easily understood and remembered**. Never pass up an opportunity, even a verbal, spur-of-the-moment one. Remind staff members about a program that might be going on, such as Oregon Battle of the Books or a Read-a-Thon. Encourage folks to remember the online Gale electronic database (or others that you may have available at your school) for research needs and let them know that you can help with access and guiding students to resources.

It is a luxury to have 'library business' time during staff meetings and such, so it serves you well to **have an array of mini-presentations ready to share, covering a variety of topics** you feel are most important to share with your staff. Librarians are already well-versed in what we can offer, but sometimes we need some encouragement to sell our wares beyond the staff meetings. There are PLCs (Professional Learning Communities), department or grade level meetings, specialty classes, sports teams, clubs, and others who can benefit from our expertise.

To get a precious time slot for library business at various meetings, I have a couple of different tactics. I advise **having a clear staff list for each school, with notations of who to contact** (and when) regarding carving out 'library business' time during other meetings. Sometimes I'll send something out ahead of time, for example a link to an online resource, with the note that we'll make better use of our time if folks take a look before the meeting starts.

continued...

Hopefully Helpful Hints: Strategies Suggested by a School Librarian Over There, to Support Fellow Librarians in the Middle of Anywhere *continued...*

It can be helpful to **take notes** during and after meetings to **follow up** in a timely manner. You might also make reflective notes on how the message and presentation was received by your audience and if adjustments might be made to the package.

Whenever I am getting a message and materials ready to share with teachers or students and families, I make sure to do three things: 1) Look it over to ensure that I'm not using library jargon that could confuse my audience; 2) Read through the document and ask myself if a reader could be left with any questions; 3) Carefully proofread the document(s) several times to avoid mistakes.

Use email wisely

Early in my career, I worked with a middle school librarian who, starting off a new year, sent out a 'quote-of-the-day' email to our staff. The intentions were obviously sincere, but that didn't save Rhonda's emails from becoming somewhat world-famously avoided by Halloween because it was assumed she was sharing some sort of time-waster. If you are serving more than one school or staff, try to personalize the repeated, copy and paste-type emails. It's also worth the effort to have a **checklist or chart to track the sent emails to avoid doubling up or missing anyone**. Having a calendar or chart of when yearly and seasonal information is emailed and to whom is a time-saver, along with a file folder with copies of the emailed information.

Ask for access

When you are aware of what subjects and curriculum your teachers are covering in class, you can be better prepared to support and assist them with materials and online resources. If there are documents which can help you understand what your teachers are doing, **politely ask for access to those documents**. Whether it is online access to the scope and sequence of the high school social studies department subject areas, a paper copy of the middle school science teachers' curriculum calendar for each quarter, or a month-to-month calendar of an elementary level plan to follow a textbook, the idea is to know what is being covered by the teachers in your building. Managing this info can be daunting, but it's important. A list or chart of the subject areas and/or teacher, PLC groups, and a school year calendar can be very helpful. Though it doesn't need to be very detailed, you show your administrators and teachers that you want to be knowledgeable about what is being covered and that you might be of assistance when they see your efforts here. These subject area calendars can be great conversation starters when I visit PLCs, grade level meetings, and to even kick start positive lunch room discussions.

Front-load guiding documents

There are some key documents for students, families, and staff that I've developed and fine-tuned through the years. These can be **reproduced each year** following a quick review to ensure that the information remains correct and current. Save these documents in at least a couple of ways if that is helpful in your situation – and add an *updated as of month/year* in a small font to the side. Print out a copy and keep a file folder of these documents with notes written directly on them, or on sticky notes, explaining how it was used.



Example documents include a Library Basics for Staff, an information packet and permission slip for Oregon Battle of the Books for families, and a Research Resources sheet for students. Documents with online links will need a yearly checkup to verify links and info are still correct.

Prepare varied lessons ahead of time

Don't immediately try to have a suitcase full of lessons from day one, but **starting with at least one basic how-to lesson at various levels will hold you in good stead**. You know your staff(s) and student populations, so tailor key lessons to fit their needs. This might be an early elementary PowerPoint/Google Slide-based

continued...

Hopefully Helpful Hints: Strategies Suggested by a School Librarian Over There, to Support Fellow Librarians in the Middle of Anywhere *continued...*

lesson on how to access and use World Book Encyclopedia Online or a similar electronic database. This might look very simplistic with large text and screen captures of WBO pages to provide a visual walk-through process for students. These can serve double duty as both a slide show and a print-out to be used by students for self-guided practice. Then, think about manipulating that lesson to have ready for students two or three grade levels higher or lower. This way, you build a cache of lessons and are not creating from scratch each time there is a request for lesson assistance. In fact, you're ready at a moment's notice.

Have documents and lessons organized and ready

While it can be good to have lessons and materials prepared, I've learned there is a big difference in my effectiveness, and dare I say popularity, when I can get my hands on the right things at the right time.

Electronically saving lessons, presentations, and documents in an organized way with efficient and logical labeling is a lifesaver. I know I'm not explaining anything new. However, sometimes we need a reminder. So grab a cup of something warm and relabel, resave, and organize your electronic files to accurately reflect exactly what lessons, documents, and resources you have already prepared for which grade levels and audiences. This also allows any gaps to be seen more easily. I also have an overall lesson list and file folders with samples of each lesson, document, or resource ready for photocopying if that's the preferred method for a situation.

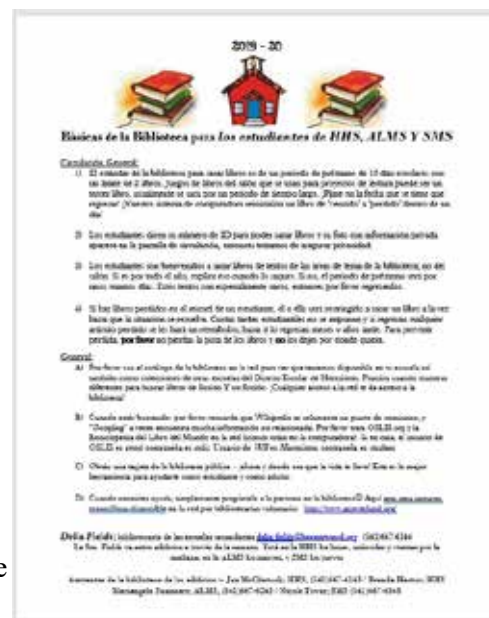
Get as much translated as possible

Please take full advantage of any access to having documents translated into other languages for students and their families. If your school or district has a large population of speakers of a specific second language or two, you may have translation services available to you. As I finish typing up a document or designing a lesson, I'll send it in to be translated. Although we have students and families who speak several other languages, we're left to pretty much figure those services on our own. There are computer programs available and perhaps there are parents who could review an electronically-aided translation for accuracy and meaning. When it comes to statewide documents, such as annotated OBOB lists, I've offered to share what I get translated to share the love, so to speak.

Brand yourself for recognition

Take time to create a nice signature line, logo, masthead, or stationary that you can use for library business. With each item, you can provide information that will help your audience become more familiar with you and your library or libraries. For example, my email signature line states my daily building schedule, my in-district and out-of-district phone numbers, and my OASL affiliation with a weblink.

Many of the preceding suggestions may not be new information for librarians in any school library setting, rather perhaps timely reminders. Whether it's reaching out via email listservs or cultivating an unofficial support group, it is important to have colleagues that you are able to contact with questions or to share suggestions for something that worked well. When there are not many similar colleagues nearby, it's all the more important to make the effort to reach out to others. People do indeed seem to find what works for them. What I'm nudging you toward is letting others know about those great projects and lessons and displays, or asking for feedback on specific questions or for brainstorming assistance. Reach out, speak up, get connected, and strengthen ties.



continued...

Hopefully Helpful Hints: Strategies Suggested by a School Librarian Over There, to Support Fellow Librarians in the Middle of Anywhere *continued...*

Delia Fields is the teacher-librarian for the Hermiston School District. She is in charge of the libraries at the high school and two middle schools and of the daily output of corny jokes accompanying her research lessons. You can reach her at delia.fields@hermistonsd.org.



Intro to Podcasting

by Kelly Larson



When the Medford School District cut my position as teacher librarian at the end of the 2003-04 school year, I went back to the regular education classroom. I really wanted to be back in the library and dreamed of the day the position would return. It took ten years. We had one district librarian and only one high school librarian in a district with fourteen elementary, two middle, and two high schools. Our district wanted to hire three teacher librarians for the three secondary schools that lacked one.

I really wanted to land one of those jobs and decided to focus on the new technology standards in Common Core during my interview. How could I help teachers meet these standards? I went into the interview with a handful of possibilities, including podcasting, Twitter chats, and blogging. That was exactly what the principal was looking for, and I got the job.

Our rural district does not have a big budget for extras, so I spent some time the summer before I started and wrote a grant for a podcasting studio. With the funding, I purchased a soundboard, headphones, mics, pop filters, mic stands and handheld digital audio recorders. As I learned more over the course of the year, I added additional pieces of equipment: a headphone amp and a digital/audio voice converter.

The podcasting studio has been utilized in several ways. The most notable is a project done by the entire junior class around the Tim O'Brien book, *The Things They Carried*. Students write a piece about the things they themselves carry. Some choose to rap or read a poem, some do interviews, and others read an essay. Their projects are always varied and many students find they love being behind the mic. The project is available via links on our school website. Not every episode is featured online, but every teacher chooses some standouts from their classes that are shared with the wider world. We have also had a podcasting club, and various teachers have used the equipment as an option in a menu of different activities students can use to show learning.

Our district is a Google for Education district. I have yet to find an app for Chromebooks that works well for recording. We do use Twisted Wave, but it is not as friendly as Audacity, an easy to use, free and open-source digital audio editor and recording software, which is what I use in the podcasting studio. In a dream world, I would have dedicated soundproof rooms. One way we have created mini-podcasting stations is to purchase USB mics, which can be combined with microphone isolation shields and Chromebooks to make portable isolation booths.

Podcasting has been an excellent addition to our school, and I do not know that I have ever heard students speak so gushingly about projects they have done in school, as I have when they sit behind the mic.

continued...

To hear a variety of student podcasts from North Medford High, go here: <https://www.medford.k12.or.us/Page/4380>

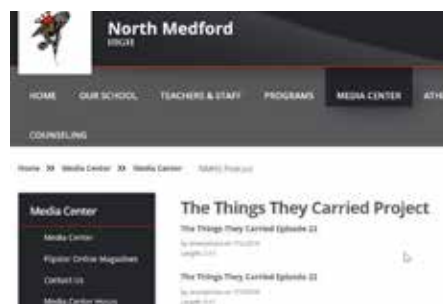
Free podcasting resources:

The Great Thanksgiving Listen:

<https://storycorps.org/participate/the-great-thanksgiving-listen/>

Radio Rookies: <https://www.wnyc.org/shows/rookies>

Kelly Larson is a teacher librarian at North Medford High School in Medford, Oregon. You can reach her at kelly.larson@medford.k12.or.us.



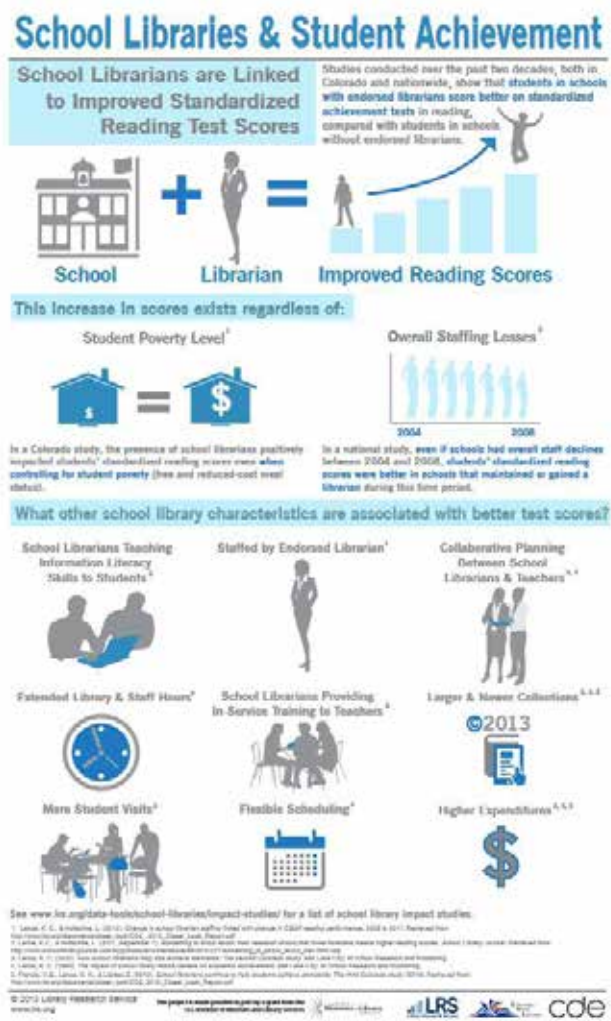
Tools for Library Advocacy

by Jean Gritter



As the Student Success Act (SSA) promises relief from decades of underfunding, and districts craft plans to access those SSA dollars, school library staff have a golden opportunity to advocate for the reinvestment in school libraries. The OASL Advocacy Toolkit is here to help!

www.oasadvocacytoolkit.org



The Toolkit is organized to be useful to library advocates at any point in the process, and is comprised of the following sections:

- **Strategy:** How should you approach building or school administration in order to get their attention? How can you best convey the positive impact that investing in libraries will have? What steps should you take as you make your case and plan your strategy? Who should you get on your advocacy team? How do you get school libraries on your administrator's radar?
- **Numbers and Statistics:** Do you know what the Quality Educational Model is, and what it says about school library funding and staffing? The chart of school library staffing across the state over the last 40 years is an eye-opener, and the article regarding average book prices in 2018 can be very helpful when making a case for budget increases.
- **Infographics:** Sometimes the best way to get information across is in a visual format. This is a collection of infographics from a variety of sources showing how school libraries impact student success, why certified librarians are a good investment for schools, connections between the library and technology, and more!

continued...

How much do you know about your child's
SCHOOL LIBRARY?

Did you know that...

- Most students in Oregon no longer have access to licensed teacher-librarians. Most school libraries are now staffed solely by aides or volunteers, and often part-time.
- The number of licensed school librarians employed in Oregon's public schools has dropped from more than 880 FTE (full-time equivalent) in the 1980s to only about 160 FTE today for the 197 school districts in Oregon.
- Students today receive a barrage of unfiltered information and need the skills to filter and evaluate that information; licensed school librarians have the training, expertise, and credentials to teach these skills.
- Research has shown time and again that strong school library programs led by licensed school librarians lead to an increase in reading, writing, and math scores, as well as graduation rates.*
- A strong school library has both licensed and classified staff. This allows the library to remain open and available while the licensed librarian is collaborating with teachers and teaching information literacy skills in the classroom.
- A strong school library program supports new technologies, reaches out to diverse communities, and provides equitable access to resources for all.

Do you know if your child's school has a strong library program? The **Student Success Act** allows money to be spent on licensed school librarians! Let your district know that your students deserve Strong School Library Programs!

*Why School Librarians Matter: What Years of Research Tell Us (<http://bit.ly/2OLL3j6>)

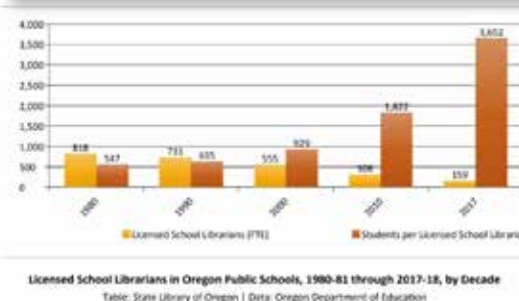
⁴Washington Study Further Ties Quality Library Programs to Student Success (<http://www.washington.edu/study/library>)

SLJ's Average Book Prices 2018

	PUBLIC		SCHOOL		TOTAL	
	2017	2018 ytd	2017	2018 ytd	2017	2018 ytd
Children's Titles						
Hardcover (all titles)	\$18.31	\$18.68	\$18.54	\$18.69	\$18.32	\$18.66
Trade Paperback	\$6.26	\$11.21	\$9.45	\$12.06	\$9.51	\$11.63
Mass-Market Paperback	\$6.99	\$6.84	\$6.89	\$6.94	\$6.94	\$6.84
Young Adult (YA) Titles						
Hardcover (all titles)	\$23.37	\$24.13	\$23.57	\$24.18	\$23.47	\$24.15
Trade Paperback	\$16.86	\$18.71	\$16.86	\$18.71	\$16.86	\$18.74
Mass-Market Paperback	\$8.40	\$8.99	\$8.40	\$8.99	\$8.40	\$8.99
Adult Titles						
Trade Hardcover						
Fiction	\$28.00	\$26.58	\$26.64	\$27.03	\$26.32	\$26.80
Nonfiction**	\$29.42	\$29.92	\$30.51	\$29.09	\$29.96	\$29.95
Trade Paperback**						
Fiction	\$16.14	\$16.19	\$16.18	\$16.28	\$16.16	\$16.23
Nonfiction	\$20.79	\$20.81	\$19.06	\$19.83	\$20.20	\$20.32
Mass-Market Paperback	\$9.32	\$9.00	\$9.64	\$8.83	\$9.48	\$8.91

*Excludes Reference Books **Excludes Mass-Market Paperbacks

Source: Total quality and school flower markets 2018 year to date, analyzed by School Store Journal in partnership with Full.



- **Making Your Case:** This section is full of strong, specific points that support the reinvestment in libraries through SSA or other funds. Talking points, a flyer for parent groups, Oregon Library Standards, AASL (national) library standards and position statements, and a strong list of advocacy articles can help you put together the specifics of your advocacy argument.
- **Legislative Efforts:** The OASL Advocacy Committee and others across the state have been pushing for legislative solutions to the underfunding and neglect of school library programs in Oregon. Take a look at these resources to learn more about those efforts, and to find information about contacting lawmakers in your own region.
- **Research on the Impact of Licensed Librarians:** There are multiple impact studies and research summaries listed here that provide hard data about how important strong library programs and licensed librarians are to student success. This is the place to find the specific evidence you need to support your advocacy efforts in your school or district.
- **2019 OASL Fall Conference - Advocacy Sessions:** Couldn't make it to the annual OASL Fall Conference this year? Advocacy session materials are linked here.
- **The School Library and School Librarians: A Bibliography** - further reading for the deep divers.

This is the time to fight for your school library program! Find the section of the Toolkit that is most useful to you at this moment, then come back later when you are ready for more resources. This is a dynamic document, and will be updated regularly as we become aware of more resources to share.

Jean Gritter is the Teacher-Librarian at West Albany High School, and the Library TOSA for Greater Albany Public Schools. She can be reached at jean.gritter@albany.k12.or.us.

Congratulations to the Winners of the ACRL-Oregon School/Academic Librarian Collaboration Scholarship

We are pleased to announce the recipients of funding for the current cycle of the ACRL-Oregon School/Academic Librarian Collaboration Scholarship, which was created to foster collaboration between academic librarians and school librarians: **Maureen Battistella of Southern Oregon University, and Carol Bailey of Eagle Point High School.** Carol is a School Media Specialist and Maureen is an MLS librarian who has a faculty appointment in Southern Oregon University's Sociology and Anthropology program.



*Maureen Battistella -
Southern Oregon University*



*Carol Bailey -
Eagle point High School*

They have three project goals:

- to document new local history resources, including pioneer diaries, oral histories, historic photos and video, and to develop an Eagle Point Historic Resources Guide / finding aid for these resources;
- to supplement instruction in Eagle Point High School teaching and learning;
- to move an already-existing oral history workshop into an online course delivery environment, where it will be open to local museums, historical societies, public libraries, and schools at no cost.

Funding provided by this award will support Maureen and Carol's work on this project, and will enable them to purchase microphones and tripods to support video and audio capabilities on already-existing iPads. They are planning to purchase the equipment in preparation for Eagle Point's 2020 spring term; during the spring term, they will develop the Historic Resources Guide and the online workshop. They plan to be mostly completed with the project by the end of June 2020, with some online course testing and revision continuing through the summer.

Our congratulations to Maureen Battistella and Carol Bailey. We wish you a successful collaboration and look forward to seeing your reports on the outcomes of this work!

ACRL-Oregon serves a dual role as the Oregon chapter of the Association of College and Research Libraries (ACRL) as well as the Academic Library Division of the Oregon Library Association (OLA).

This announcement was originally posted to the ACRL-OR blog on behalf of the ACRL-OR Scholarship Committee by Heidi Senior, Reference/Instruction Librarian at University of Portland.

2019 OASL Paraprofessional of the Year Acceptance Speech

by Teri Harris Jones



Thank you, this is very humbling.

It is true that I think our Madison School library is very special. It is in a K-3 school of about 400 students, enjoying 15,000 books, makerspace activities, and listening to picture books every visit. I fortunately, get to read those books, in a very comfy chair (possibly permanently borrowed from the district office), 40 hours a week.

But our library did not build itself, nor did I build it by myself. This award is also for my amazing Coos Bay team, led by our head teacher librarian, Catherine Hampton, administrators, and school board. They have all (so far) supported the professional development of our library staff and 'adequately' funded the purchase of books.

I would be amiss if I forgot to acknowledge our Coos County public libraries. Not only has my neighborhood library been a terrific resource and community partner, the county collaboration allows me access to over a half dozen libraries to borrow books from, enabling me to peruse new books before purchasing them. I have been very fortunate to have worked with two former recipients of Teacher-Librarian of the Year, a superintendent who was awarded for her support of libraries, and have had as building colleagues two former presidents of the Oregon Reading Association (now known as the Oregon State Literacy Association).

I would also like to thank my youngest son who increased my book knowledge by borrowing books from his 4th and 5th grade teacher, because, "My Mom would love that book!". Once he brought home a book on a Friday afternoon that had to be returned by Monday morning because the class was still listening to it. My union, the Oregon School Employees Association has also provided advocacy training and professional development resources (including a few side trips to the Library of Congress in DC).

Through community grants and donations, I have been able to procure and stock makerspaces. We are also able to open our library one day a week during the summer where we give away free books and offer a space for families to play games, build, and make art.

I have always loved children's books...from board books to young adult. My job is a gift and a career. Thank you for this recognition but more importantly, thank you for your support. Authors, illustrators, vendors, OASL Board members, licensed and classified staff, together we improve the futures of our students. Which means together, we can also move school libraries up that educational priority list. I look forward to that.

Thank you.

2019 OASL Administrator of the Year Thomas Spoo

Excerpts from his nomination form, by Delia Fields

I would like to nominate Thomas Spoo, principal of Hermiston High School, based on being a steady, calm, and committed supporter of school library programs and a champion for myself as the certified librarian serving almost 3,000 secondary students in three schools. The Hermiston School District has five elementary schools, served by one certified librarian; and one high school and two middle schools, also served by a certified librarian. Each building also has a paraprofessional assistant.

continued...

2019 OASL Administrator of the Year *continued...*

Tom has been the principal at Hermiston High for five years and with the school district for 26 years. Although we have had a lengthy working relationship as colleagues, it has been the past seven years that has seen us get to know each other on a different level. What puts a smile on my face and encourages me to write this nomination, is that Tom finds a way to often say yes to me because he knows he is saying yes to our students.



It is an amazingly supportive feeling as a certified librarian to know that your administrator believes in you. Tom has spoken of his days as a classroom agriculture teacher and understanding the importance of the school librarian in helping his students with research skills. Fast forward many years and we find ourselves with incredible advances in technology and Tom still demonstrates his understanding that librarians are vital to our students' success in and out of the classroom. When I ask to attend professional development or conferences or work with library colleagues, he is willing to let me leave school to do so.

Since I cover three buildings, there is a lot of juggling that happens and Tom is supportive of however I need to make the right things happen at the right buildings at the right time, which is invaluable for our students. For example, he knows that spending extra time with sixth graders for a read-a-thon one week will be balanced by a whole week of research lessons with several junior language arts classes at a different time. Tom metaphorically holds the door open, so I can walk through to the classroom during student learning time or during teacher prep time. In addition, he encourages the interaction, which is sometimes worth so much more than just getting through the door.



2019 OASL Teacher Librarian of the Year: Jennifer McKenzie, South Medford High School.



Awards Chair Grace Butler, Teri Jones, Thomas Spoo, Jennifer McKenzie, OASL President Laurie Nordahl



Census 2020, Statistics in the Schools, and Data Literacy

by Jennifer Maurer



This issue of the *Interchange* is focused on what is happening in school libraries outside of Oregon's biggest urban centers. Urban, and the related term rural, are words we use frequently, but what do they mean exactly, and who decides? According to the [United States Census Bureau](#), an urbanized area has 50,000 or more people, and rural "encompasses all population, housing, and territory not included within an urban area." The [United States Department of Agriculture, Economic Research Service](#) offers the Rural-Urban Continuum that considers "degree of urbanization and adjacency to a metro area." As noted by the [USDA](#), "the existence of multiple rural definitions reflects the reality that rural and urban

continued...

Resource Roundup *continued...*

are multidimensional concepts.” Context matters, which is necessary for students to grapple with and to understand.

Something else that students need to grapple with is data. The [math education specialists at the Oregon Department of Education](#) recently highlighted the *Freakonomics* podcast episode, “[America’s Math Curriculum Doesn’t Add Up](#),” in which it was stated that many experts believe “high school math should pay more attention to rapidly growing applications in data and computing.” To me, that makes sense, but I will admit that at times I cannot make sense of data. Data is all around us, and it is used to present findings, to persuade, and sometimes even to manipulate, so it is important for all of us, including our students, to be data literate. “Typically, data literacy involves understanding what data mean, including how to read graphs and charts appropriately, draw correct conclusions from data, and recognize when data are being used in misleading or inappropriate ways” (5), according to [Jake R. Carlson et al. from Purdue University](#), who make an argument that data literacy and statistical literacy are subsets of information literacy.

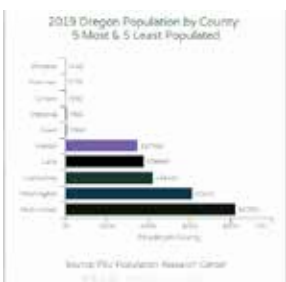


Circling back to urban and rural, American population figures are counted every decade, and Census 2020 is kicking into gear. As we know, for census figures to be accurate, everyone needs to be counted. Inaccurate counts affect us in many ways, including [what programs are offered for schools](#). One way to help young students understand the census is to work through the activity book called “[Everyone Counts!](#)” (Change the language on the page to Español / Spanish to access the Spanish equivalent, “[¡Todos Contamos!](#)”) Another idea is to engage students of all ages in the activities offered by the [Statistics in the Schools \(SIS\)](#) program from the United States Census Bureau. You can browse activities by [subject](#) and [grade level](#). The cross-curricular tie-ins are varied, from “[Using Fractions to Compare Amusement Parks by State](#)” (grade 3) to “[Numbers That Tell a Story](#)” (grade 6), which has students dig deeply into changing population figures over time and make opinion statements based on what they learned. “[Diversity: Census Questions over Time](#)” (grades 7-8) prompts students to review snippets of primary sources and “analyze historical data on race and ethnicity in the United States over time.” “[Make Data Speak](#)” (grades 9-12) has students study a census infographic and then create one about their own communities.

When we digest and analyze data, often the data is in the form of a graph. Have you ever wondered who invented some of the graphs we commonly use? A [Knowledge Quest blog post by Tom Bober](#) highlights Helaine Becker’s picture book, *Lines, Bars and Circles: How William Playfair Invented Graphs*, and Bober challenges students to analyze some of Playfair’s work -- primary sources from the late 1700s to the early 1800s. Like with the activities from Statistics in the Schools, this presents an opportunity to collaborate on a lesson with a classroom teacher.



Speaking of graphing data, I learned about a great tool while at a data session at the 2019 American Association of School Librarians conference. The session was called “[Practical Strategies for Developing Data](#)



[Literacy Skills across Content Areas](#),” and one of the units was “[Sensemaking of Data with Digital Tools](#)” by Melissa Johnston from the University of West Georgia. Johnston shared about [BEAM](#) from Venngage, a tool that allows users to quickly create a graph. There are four options, and you can toggle between them to easily see how the same data looks in different formats -- to decide the best way to present your data. As an experiment, I entered the population of Oregon’s five most and least populated counties as of 2019, which is information I gleaned from [Portland State University’s Population Research Center](#). Note that to save your graph, you need to enter your email address, and then you receive a link to your graph so you can edit

it later, if needed. When I received a follow-up email, I unsubscribed from further communications. Perhaps a better option would be to use a snipping tool to capture the completed graph instead of entering your email address. Or, use [Google Charts](#) to create the graph.

continued...

Resource Roundup *continued...*

Staff at Gale recognize the value of seeing data in formats such as graphs and infographics. That is why they have been creating infograms and adding them to one of their databases, Opposing Viewpoints. As of late November 2019, there are 640 infograms, and many of them have interactive features. For example, with “[US Attitudes toward Genetic Engineering of Animals, 2018](#),” you can click on the chart labels to change which data is shown in the bar graph, and you can cycle through a list of the top concerns about five different areas of genetic engineering. For an easy way to find [all of the interactive infograms available in Opposing Viewpoints](#), do an empty search. Once in the database, click on Advanced Search, click on the arrow by Document Type, select Interactive Infogram, and click on Search. Voilà! Hundreds of choices.

Whether or not America’s math education programs start focusing on data literacy, we can help students develop their data literacy skills. We can do that through curating relevant resources for our print and digital collections, collaborating with classroom teachers on lessons, and incorporating data into library lessons. A prime opportunity for discussing and playing with data is Census 2020 and the activities developed for the Statistics in the Schools program. [Carly Fiorina](#), former CEO of HP, once said, “The goal is to turn data into information, and information into insight.” Exactly. Data literacy is yet another form of critical thinking.

P.S. Just before submitting this article to the *Interchange* editor, I learned about a new book by Nancy Duarte called [DataStory: Explain Data and Inspire Action through Story](#). It looks interesting and relevant.

Jennifer Maurer is the School Library Consultant at the State Library of Oregon, 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.



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Intellectual Freedom

Removing "scarcity mindset" and other subtle barriers to library book access

by Miranda Doyle



While we tend to focus on banned and challenged books, intellectual freedom in a school library is about far more than censorship. I've been thinking a lot lately about all the barriers that keep books out of our students' hands. There are so many -- some obvious, like low borrowing limits, excessive fines, staffing cuts, and inadequate funding for new books. Others are more subtle, sometimes so subtle that we don't even notice them in our own libraries. They come in the form of messages that may not be formal policies but nevertheless keep students from checking out the books they really want.

Sometimes these limitations come from teachers, library staff members, or parents - either as directives or as "suggestions". Most often they are meant for the student's own good, as when someone tells students they

continued...

Intellectual Freedom Removing “scarcity mindset” and other subtle barriers to library book access *continued...*

need to “read something new” when they reach for a familiar favorite. Teachers may also say “no graphic novels” or “only books at your lexile level” or “only books that are at least 200 pages long” because they’re concerned that students aren’t building reading stamina. However, if students can only check out two books, and they must both meet stringent teacher requirements, they don’t have much in the way of free choice when it comes to their independent reading.

Justified or not, some library policies and practices are meant to save us work. Teachers or library staff might tell students they cannot pull books from the shelf to examine them, because they might not put them back in the right place. Limiting students to one section (“picture books only today”) or to books placed on one table may be a way to aid selection, but it could also be a strategy to save shelving time. It may be that we don’t have time to request an interlibrary loan or to place a hold on a title a student wants, and so the answer becomes a “no” for that reason. It’s understandable but troubling when we want to increase access, not limit it. If we can instruct students on using shelf markers, or teach them how to place their own holds in the online catalog, we can accomplish multiple goals at once.

Often these restrictions come from a sense - often not entirely unfounded - that library resources and funds are scarce, and therefore we must limit the risk of lost or damaged books. Sometimes we are trying to hold back books for students who “need them more”. For example, libraries might reserve copies of the Oregon Battle of the Books titles for students who plan to compete, and by default keep them from students who are not participating in OBOB. Reading levels (or perceived reading levels) can also be a barrier. Often teachers or library staff say no to a student who wants a particular book because they think the student “can’t read that one anyway”, and they want to save the book for other students who can. Operating from this scarcity mindset, even if our library resources, and our time, truly is scarce, limits students’ access to books.

In a 2017 post on “The Blue Skunk Blog”, former middle school librarian Doug Johnson notes:

“We need to apply the ‘it’s better to wear out than rust out’ philosophy to our library programs. Yes, books will get lost and damaged. Yes, some books will be unavailable if not returned.... But it is only when these things happen that others become aware that our budgets and resources may not be sufficient to meet our student and staff needs. Rationing implies sufficiency.” (2017)

Access to books - the books students want, without unnecessary barriers - is important, and it’s an intellectual freedom issue. Next time you’re in a library, your own or any other, listen for the messages students are receiving:

“That series, again? Go find something new.”

“Oh, that’s a book for little kids. Are you sure you want that one?”

“That one’s too hard for you. Find something you can actually read.”

“Are you doing OBOB? No? Then leave that one for a student who’s on a team.”

“No graphic novels - we’re only getting real books today.”

“We don’t have that one and I don’t have time to get it for you from another school.”

“You’ve got a book out already, so you can only have one more, and your teacher said it has to be a chapter book.”

“We aren’t getting any nonfiction today.”

“Your mom emailed me and said you need to be reading classics, so put that Wimpy Kid book back.”

“You didn’t return that book at the beginning of the year, so you still can’t check anything out.”

“No, just one book at a time from that series. It’s really popular.”

continued...

Intellectual Freedom Removing “scarcity mindset” and other subtle barriers to library book access
continued...

“Stay over here in the picture books - this class isn’t ready for chapter books yet.”

“You’ll make a mess - don’t touch the books!”

Let’s see if we can move from saying “no” to saying “yes”, from a scarcity mindset to an abundance mindset. We know that access to books is one of the keys to literacy. Study after study says so. Students need a “book flood” - so many books, so much choice and access, that they are surrounded by wonderful, rich, engaging texts at all times. They need school libraries, classroom libraries, public libraries, and books in their homes. We should work to remove barriers, even the more subtle ones.

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Miranda Doyle is the OASL Intellectual Freedom Chair and a member of Oregon’s Intellectual Freedom Committee. She is also the district librarian for Lake Oswego School District. When she’s not reading (this year it’s mostly diverse books, graphic novels, and titles for middle school booktalks), you’ll find her rolling around in a gi while trying not to get choked or have her arms bent at painful angles. She can be reached at doylem@loswego.k12.or.us.

Classified Corner—thoughts from your classified library representative

by Laura Stewart



Are classified library staff librarians? I’m aware my response will raise the ire of many classified library staff, but with rare exception: no, we are not librarians. Before the fist-pounding starts, please hear me out!

What’s in a Name?

Whenever someone refers to me as “the librarian” I am quick to let them know I am not a librarian. I clarify that I’m a library assistant, and then ask what I can do to be of assistance.

Why does this matter? Because parents and sometimes even administrators assume when we—classified staff—are the only library staff in the building that students are receiving services and instruction they are not. That’s an unfair expectation to put on us.

continued...

Classified Corner—thoughts from your classified library representative *continued*...

I'm a stickler about this because I don't want to give teachers or parents the false idea that 1) I'm something I'm not, and 2) as classified library staff (and the only library staff in my two elementary schools) that I teach the curriculum they may have been taught as children back when most schools still had librarians.

In case you've never worked in tandem with a librarian, you may be unfamiliar with what the qualifications are or what the job is. While there are a handful of folks with library credentials working in classified library positions, most of us do not have a master of library science degree or a library media teaching endorsement. A person must have one credential or the other to earn the title "librarian," depending on the type of library where they work. Working in a school library (or public library) does not confer the title of librarian. In the state of Oregon, potential school librarians must also complete a teacher preparation program, professional development plan, and pass the Oregon Educator Licensure Assessment (ORELA) for Library Media/ School Library Media Specialist.

Yes, everyone who works in education teaches to a certain extent, even classified staff. But many of us, particularly those who are the only library staff in their building, hold on to the notion that we already do everything a certified librarian would do, so why hire a librarian? I've heard comments like this more times than I can count. It's simply inaccurate.

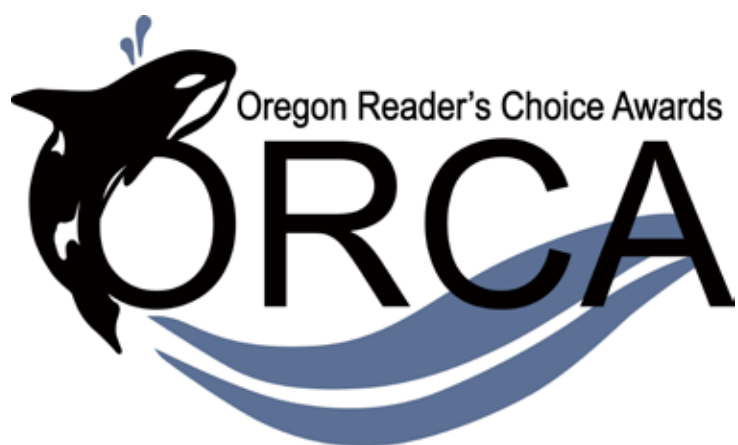
Licensed librarians, like any other teacher in the building, are expected to teach to the standards. What are the standards for school libraries? The Oregon School Library Standards are divided into three areas: Information Literacy, Reading Engagement, and Social Responsibility. You can find the library standards with indicators listed [here](#). Quoting from the OLA/OASL School Library Standards website, "The Oregon School Library Standards were developed to provide direction to school libraries for skill development and instruction. These standards were adopted by the State Board of Education on January 22, 2015 and are essential to meeting the needs of the 21st century learner. The Oregon Department of Education points [to] the OASL library standards as a model for library instruction in Oregon." The learning goals for each grade are also listed on the [Oregon School Library Standards website](#) and being updated as they are finalized. Be prepared to scroll, as there are ten pages of learning goals for just the one area of Information Literacy! You can view them [here](#).

While some of what we do may touch on a handful of these areas, as classified staff we do not teach the full library curriculum or push into the classroom for research projects, etc.

That's not to say our work isn't crucial to running a school library! In the school district where I work and where my children attend school, there is currently one licensed librarian for over 12,000 students. All district libraries are run day in and day out by dedicated classified staff. I understand some classified library workers may feel anxious about the possibility of being displaced if librarians are hired in their district via Student Success Act funds, but I have no such worries.

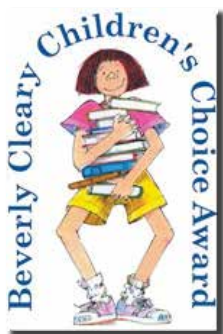
Classified library staff are indispensable and aren't going away. Certified and classified staff have traditionally formed a partnership—librarians are there to teach and collaborate with classroom teachers while classified staff handle the day to day operations, just like we do now. Ask any librarian and they'll tell you they can't do their job effectively without us. In my district, advocating for the district to hire just two more licensed librarians (one for each school level) is a moon-shot, but that won't stop me from showing up at school board meetings, galvanizing parent support through social media, and reaching out to local news outlets. My children, and by extension all Oregon children, deserve to be taught full library curriculum as well as have easy access to checking out books, and that takes a partnership between licensed and classified library staff.

Laura Stewart is a library assistant at both Charles Tigard and Mary Woodward Elementary Schools in the Tigard-Tualatin School District. She can be reached at lstewart1@ttsd.k12.or.us.



Voting for the 2020 Oregon Reader's Choice Award will be open from March 1st through March 31st. Check out <https://oregonreaderschoiceaward.wordpress.com/resources/> for additional ideas and resources.





BEVERLY CLEARY CHILDREN'S CHOICE AWARD

For information on the BCCCA program, please go to the BCCCA homepage <https://ola.memberclicks.net/bccca-home>. Go to <https://ola.memberclicks.net/bccca-nominees> to start reading the 2019-2020 BCCCA Nominees, and check out the Support Materials tab to access updated resources, like a Powerpoint, bookmarks, fliers, and spine labels.

Student voting will be March 15-April 10, 2020.

2019-2020 BCCCA Nominations

Citro, Asia. ***Dragons and Marshmallows*** (Zoey and Sassafras #1)

Eggers, Dave. ***Her Right Foot***.

Florence, Debbi Michiko. ***Jasmine Toguchi, Mochi Queen***.

Johannes, Shelley. ***Beatrice Zinker, Upside Down Thinker***.

Keating, Jess. ***Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist***.

Miedoso, Andres. ***The Haunted House Next Door***. (Desmond Cole Ghost Patrol, #1)

Schlitz, Laura Amy. ***Princess Cora and the Crocodile***.

Please email Libby Hamler-Dupras, BCCCA Chair, at elfgirl@Q.com if you have any questions or concerns about the BCCCA program.



Are you looking for a way to get more involved in OASL? Are you good with words, or can you spot a semicolon error from across the page? Interchange is looking for an assistant editor to help with each issue. Please email Interchange@oasl.olaweb.org if you are interested in helping out 3 times a year!



Oregon Battle of the Books is getting underway! Check out <https://www.oregonbattleofthebooks.org/2020-regionals/> for the Regional near you, and look for updates on next year's titles at <https://www.oregonbattleofthebooks.org/2020-2021-obob-book-titles/>.



Oregon Association of School Libraries

(OREGON EDUCATIONAL MEDIA ASSOCIATION)

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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

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Spring 2020 Guest Editor: Miranda Doyle.
Theme: Student Choice in School Libraries