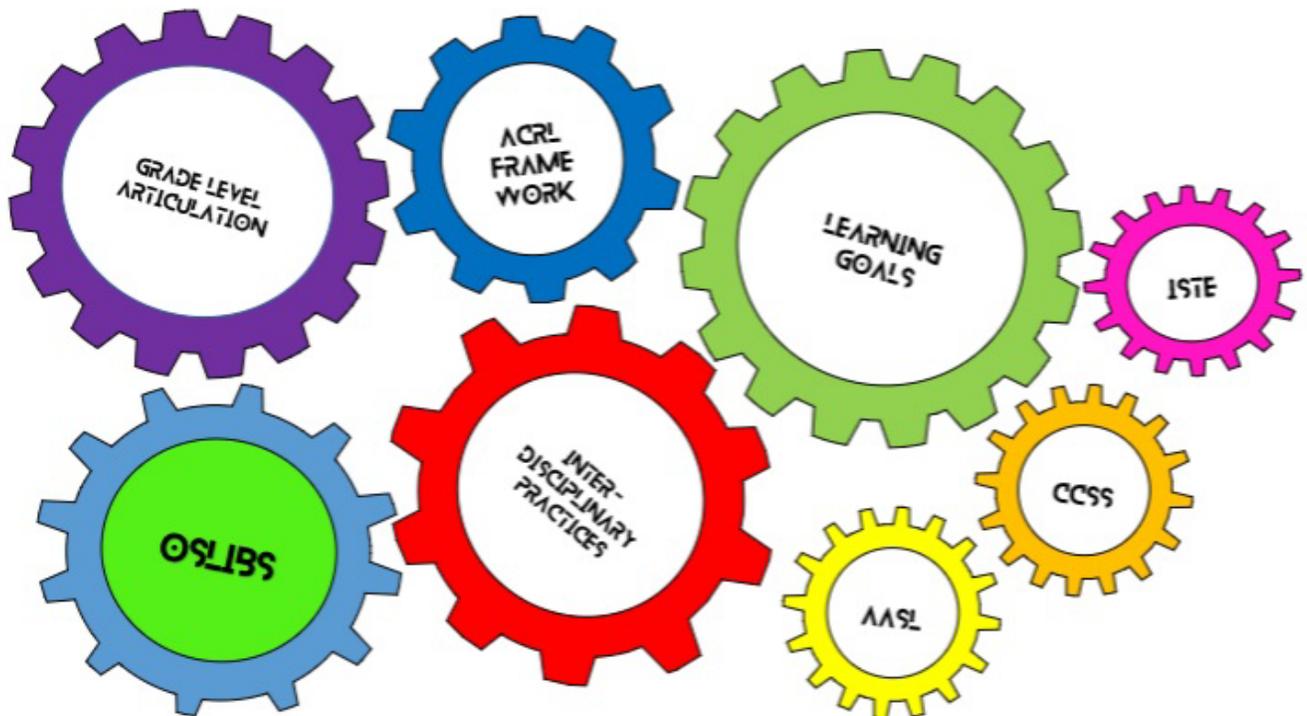


INTERCHANGE

Journal of the Oregon Association of School Libraries

Spring 2018

SCHOOL LIBRARIANS: GEARED FOR THE FUTURE





STEAM ... STEM ... PBL ... MakerSpace ... and Coding. These acronyms and buzz terms come and go, but the concepts behind them have been around for over a decade. NCCE offers a variety of courses around these concepts, giving educators an opportunity to experience and build affordable inquiry and project-based activities to visualize data across science, technology, engineering, and math (STEM) curriculum. Learn how easy coding and making can be with a variety of inexpensive classroom tools that can increase computational thinking and problem-solving skills for students.

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Duration: 1 hour, 3 hour and 6 hour courses available

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Minecraft is more than just a game. This course eases anxiety and helps educators become the builders and creators of new teaching and learning experiences. Minecraft Education Edition is a version of the popular open world game, Minecraft, specifically designed for education. It contains features that make Minecraft more accessible and effective in a classroom. In this course, participants will become a Minecraft player, learn the controls, crafting, and game features necessary to gain confidence and lower anxiety. Acquire strategies, tips, and tricks to integrate Minecraft into the classroom. Participants will learn what has worked for educators successfully teaching with Minecraft, along with resources you can bring back to your own classroom.

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Duration: 6 hours

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Duration: 6 hours

*Visit our website for detailed description of offerings or to request a training.
www.ncce.org*

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Spring 2018

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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 Leigh Morlock*

It was a chilly April morning in 2016 when Susan Stone and I made the two-hour drive to Briggs Middle School. We weren't the only school librarians headed to Springfield that morning. All told, there were sixteen of us, doe-eyed and eager, from Hermiston and Coos Bay and Bend and Portland, poised to change the future of Oregon school librarians, we imagined, in a matter of months.

The idea of writing learning goals or a scope and sequence for Oregon school library instruction wasn't new. When a previous committee formed to write the Oregon School Library Standards a few years ago, members realized that library standards, while a leap forward, would be more useful if there were also learning goals to accompany them. Writing the Standards was a daunting task in its own right. Learning Goals, which would articulate what the Standards looked like at each grade level, would have to wait for another day.

That day came in April 2016, after Robin Rolfe secured an LSTA grant to fund this work. On that first day, we began with articulating the standards: one indicator, one grade level at a time. At the end of our long day together, it seemed as though we hadn't made much progress, but no matter. We had a plan. We had a vision.

Two years and countless meetings later, we haven't quite made it to the final draft, but we are close. So close that we have a meeting scheduled with the Oregon Department of Education to begin the adoption process. So close that we wanted to share our progress with you.

With her piece, "Presenting Grade Level Learning Goals," beloved committee chair Peggy Christensen details our work in developing the goals. Following this introductory piece are voices from across grade levels: "Changing Gears" by Lisa Tegethoff discusses how the Learning Goals have informed her elementary teaching practice; Delia Fields identifies how important the Learning Goals are for both advocacy and in designing curriculum; Laurie Nordahl shares her thoughts on how the Learning Goals are changing the way she approaches library instruction and program development; and academic librarian Pam Kessinger explains how the Learning Goals connect and prepare high school graduates for academic college research.

Additionally, Rita Ramstad and Venisha Bahr introduce you to an extension of the Learning Goals in "Interdisciplinary Practices and Combined Learning Standards." As district librarians, Rita and Venisha recognized a common thread connecting the Oregon Library Standards and the Common Core State Standards. With this thread, they wove both sets of standards together to underscore the necessity of library instruction as an integral part of all content areas. Like the Grade Level Learning Goals, the Interdisciplinary Practices and Combined Learning Standards are both an instructional guide and an advocacy tool.

Finally, the committee shares how the Learning Goals support the new American Association of School Libraries (AASL) standards and the International Society of Technology Education (ISTE) standards, and how the Learning Goals are more than a tool for the librarian's toolbox; they are also a weapon for the warrior librarian to fight the war against fake news.

The committee is pleased to present to you the Learning Goals, and the ways in which they will help Oregon teacher-librarians gear up for the future.

Leigh Morlock is a teacher-librarian at Jefferson High School in Portland, Oregon. She can be reached at lmorlock@pps.net.

Link to:

[Oregon School Library Standards](#)
[Grade Level Learning Goals](#)



From the President's School Office Computer *by Paige Battle*

Over winter break, I was able to spend time with my sister's family and my parents as we celebrated my mom and dad's 60TH wedding anniversary. One of the adventures my own family took during that wonderful vacation was a guided tour around the island of Cozumel, Mexico. Participation in the tour meant driving a jeep with manual transmission—"not a problem," I thought. The summer after my junior year in college, my sister taught me how to shift the gears of her 1984 Nissan Pulsar. When she got married the following February, she moved to California and left her gloriously red sports car with me. I would revel in driving this car for the next four years until I got married, also moved west, and left the car with my dad. The thought of getting behind the wheel of a stick shift after such a long time left me giddy with anticipation. As my family headed to the car we were assigned, the tour guide pointed out that my jeep was a six speed, but that I did not need to worry because "reverse" was just one position over. "Not a problem," I thought once more. How hard could it be to follow the numbered and lettered grid depicted on the gear shift and adjust for the extra gear? Plenty, I soon found out when I got in the driver's seat and looked down to see that the stick shift knob had no diagram. What would serve as a guide to help me avoid driving backwards when I really meant to open up the transmission to more than 40 mph by shifting into the top gear?

Thankfully, I have not had to face a similar dilemma in my professional life as there are many diagrams, frameworks, and rubrics to guide school librarians as we **gear up for the future**.

With another school year quickly drawing to an end, I find myself looking over my 2018–2019 planner and contemplating the learning goals I want to set not only for my students but myself as well as I undertake renewal of my national board teaching certificate. This task will be greatly helped by AASL's *National School Library Standards for Learners, School Librarians, and School Libraries* manual that was provided through the State Library of Oregon mini-grant, as well as the newly written Grade Level Learning Goals for the Oregon School Library Standards.

One tool that provides a detailed overview of "the connection between learner, librarian, and library standards" is the Standards Framework for Learners pamphlet, accessed through the AASL website: (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>). The visuals included in this pamphlet show the circular path of research and learning and provide a concise explanation of the interconnectedness between the foundations of inquiry, inclusion, collaboration, curation, exploration, and engagement within the domains of thinking, creating, sharing, and growing.

Similarly, with the Grade-Level Learning Goals Framework, the Oregon School Library Standards Committee has constructed an invaluable tool that aligns the ODE adopted standards with grade-specific indicators in a user-friendly format. This will standardize the information literacy skill instruction across the state and allow for equity and consistency between school library programs.

Knowing the commitment and time that has gone into the creation of this framework, I am filled with gratitude for the work done by all the members of the Standards Committee. For this issue of *Interchange*, committee member Leigh Morlock has collated a collection of articles that will provide elaboration on how to use the learning goals, why they are important, and the lasting impact they will have on the students we teach. We hope these will help you move forward into all of the gears of your library teaching journey.

Paige Battle is the 2017–2018 OASL President and NBCT Librarian for Grant High School in Portland, Oregon. Email president@oasl.olaweb.org for association business and pbattle.ghs@gmail.com for personal communication.



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Presenting the Grade Level Learning Goals: Creating educated and responsible learners *by Peggy Christensen*



I was a certificated educator in Oregon’s public school system for more than 35 years. I taught English in the classroom for 20 years (including seven years teaching humanities) and the remainder of my time was in the library. Because of my span of years in education, I have had the experience of teaching students research using books and other forms of written works because there were no personal computers. I was a pioneer through the process of setting state and district goals and standards. So, I feel that I have some experience and authority when I make the claim that the newly written Grade Level

Learning Goals stand shoulder to shoulder with other current documents that outline goals for student achievement such as the nationally written and state adopted Common Core State Standards. And, I can verify that a committee of dedicated members from your Oregon Association of School Libraries created them.

On many levels, the Learning Goals are a masterful work and huge achievement. Whether the measure is one of thoroughness, relevancy, rigor, or diversity, the Grade Level Learning Goals are strong. They are not flawless, but neither are they limiting. They embody the structure with which current Oregon educators are familiar, and they also lend both guidance for, and flexibility in, instruction. The Learning Goals also take into account the fluid nature of the format for information literacy instruction released in 2017 by the Association of College and Research Librarians (ACRL). ACRL’s *Framework for Information Literacy for Higher Education* is built upon a set of knowledge practices and dispositions.

The ACRL Framework guided and served as a reference for writing the Grade Level Learning Goals for Oregon. It has also served as an instructional goal to which K–12 library instruction aims, not only in the area of Information Literacy instruction, but also in the development of dispositions students need in order to become informed and responsible consumers and users of information. The Standards—Indicators Committee felt that the inclusion of dispositional development in the writing of the Grade Level Learning Goals was important because they recognize the social responsibility for accuracy and appropriateness required of members of a democratic society.

The newly written Grade Level Learning Goals take students from kindergarten through grade 14 and across calculated and progressive skill development in each of the four strands related to the Oregon School Library Standards. If an instructor, parent, or administrator wants to know where a student is headed in terms of information literacy instruction, they only need to look forward. If they want to know where a student should be in their information literacy instruction, they can look back. The Grade Level Learning Goals document tells the story.

I started this article by referring to the educational environment and reality when I first started teaching. Like other districts, our district developed specific goals for instruction in core disciplines to meet the broad standards set by the state. We had Essential Learning & Skills and Common Knowledge and Skills goals. But, here is the deal—they were *desired*, not necessarily *required*. That meant that while one teacher did the hard work of teaching research to students, others might satisfy “research instruction” by photocopying and distributing research material from which the students took notes. It wasn’t uncommon for those same instructors to give students a completed bibliography that was teacher, not student, generated. And so, while one teacher may have taught cultural universals and how to look at the complexity of historical and social development through relevant reading and the examination of history and literature, his or her colleague may have “taught” the same skills by showing movies day after day.

The point in bringing these historical practices up is to remind people that there was a time when the standards and goals for which student-learning aimed were not clearly understood. Later, when the goals were better articulated, they were not universally enforced. In a way, this rather muddled or laissez-faire approach is akin to where we are today with school libraries and information literacy instruction. We have the Library

continued...

Presenting the Grade Level Learning Goals *continued...*

Standards and Indicators and the Grade Level Learning Goals that define a path for equitable and progressive information literacy skill development. But what we don't have are state regulations in place that require that a licensed professional teach these skills, nor do we have a structural pathway that requires or enforces that these skills be taught. That means that the assurance that these skills are taught lies solely with teacher-librarians and their dedication and devotion to information literacy instruction.

Right now, what the state does or does not require regarding information literacy instruction is not in our hands. But, if you are a licensed librarian, the onus is on you to see that your students are receiving this instruction. The Standards-Indicators Committee has tried to make that job easier for you by writing the Grade Level Learning Goals document. In the end, all instruction shares the common goal of creating educated and well-informed learners. You, more than anyone, know what that means. Now, as you pore through the Learning Goals document, you have a picture of what it means for educators across the state.

The committee that wrote the standards has plans to take their document to the Oregon Department of Education and ask that they adopt them like they did the Oregon School Library Standards in 2015. What that means for the future of library instruction in Oregon K–12 schools remains to be seen. But, no matter what the results, the committee sees adoption as a necessary next step.

Peggy Christensen is a retired teacher-librarian from Coos Bay Schools. She currently chairs the Standards Committee and is winding up her term as OASL Past President. She can be reached at Standards@oasl.olaweb.org.

Changing Gears: My Journey from the Middle School Math Classroom to the Elementary School Library *by Lisa Tegethoff*



When I became a teacher-librarian five years ago, I searched high and low for a ready-made library curriculum that I could use in my Pre-K to eighth grade library classroom. You see, I'd come to librarianship after a decade of teaching middle school math and was used to a textbook with a scope and sequence where each skill was built off of the previous. *Teacher-librarians are rock stars, I believed. They definitely have a scope and sequence for their curriculum.* Nope. While grateful that I did find the Oregon School Library Standards and their indicators to serve as a guide, I still struggled with how to

implement the standards in my library classroom. I felt overwhelmed by the idea that teacher-librarians were made to interpret a broad set of standards and left to determine which skills would be taught at which grade level, and how deep that teaching would go. I had questions.

Am I teaching the same standards that are being taught at the school on the other side of town? Will my eighth-grade students graduate with the research skills they need in order to be successful in high school? How much do my kindergartners need to know about attribution? They'll understand the concept of a hanging indent, right? You can imagine my excitement when I was approached while chairing the Information Literacy Advisory Group of Oregon (ILAGO) to write a letter of support for a Library Services and Technology Act (LSTA) grant that would allow for the alignment of the Oregon School Library Standards to grade level equivalencies. *Yes!* I thought to myself. I'd finally have a guide to help me figure out what to teach and when. *This is the perfect first step for Oregon teacher-librarians to position themselves as leaders! Today the standards, tomorrow the world!*

Because I believed whole-heartedly in what this committee of librarians was setting out to do, I found myself not just writing the letter of support, but joining in to be a part of the collaborative process. At this point, I'd only had a mere three years of teacher-librarianship under my belt, but those three years gave me a better understanding of what my elementary and middle school students were capable of doing. I also had the added

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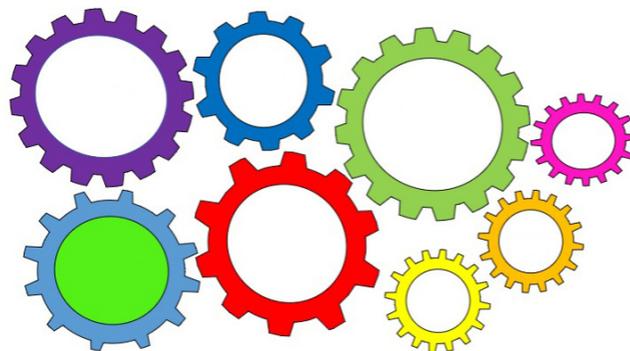
benefit of concurrently being a part-time reference librarian at Portland State University, as well as being a participant in an ongoing conversation amongst higher education librarians regarding how well-prepared (or not well-prepared) incoming college students were in the field of information literacy. Were it not for grades 9 through 12, I'd have been able to say I'd had experience teaching information literacy skills at every grade level in the K–20 continuum. I felt poised to help with the alignment.

Shortly after I joined the Standards-Indicators Committee, as we called it, something became clear to our members: simply aligning the standards to grade levels was not going to be a game changer. Sure, it would be helpful. Yes, it was progress. But if we really wanted to impact the way students in our state learned library skills, if we wanted our Oregon teacher-librarians and the students they served to be geared for the future, then we needed something more. Enter the Learning Goals. Not only did our committee agree on the grade level at which students should be introduced to the indicators, and when proficiency was expected to take place, but we also wrote goals for each indicator based on our understanding of grade level competencies. With nearly 60 indicators spread through four strands of standards, and with each indicator warranting anywhere from one to four learning goals per grade level, this was, and continues to be, difficult work.

Our committee distributed its members through four grade bands to work on the Learning Goals. I joined the elementary band to write goals for students in grades K to 4. My small team of three was fortunate to have our members all residing and working within the greater Portland Metro Area and because of this, we were able to meet in person a handful of times to work on the Learning Goals. Sometimes there were only two of us and the work was slow going, but I appreciated the chance to talk to my colleagues about the work they were doing in their libraries. We shared lessons, talked about what worked and what needed tweaking. We shared book recommendations and ways to collaborate with teachers. It reminded me that I wasn't alone in what I was doing. Being the only librarian at a school can feel lonely even if you are always surrounded by teachers and students. Though often wonderfully supportive, there are very few teachers in a building that successfully grasp the full responsibilities of the teacher-librarian that serves their classroom and their school.

Having spent the past 20 months or so diving into the Oregon School Library Standards and writing the Learning Goals to help guide teacher-librarians, I still have questions. *Will my students understand what I'm trying to teach them? Why is it so hard to find the time to collaborate meaningfully with the teachers in my building? Why does my cardigan ALWAYS have cat hair on it?* But I also feel more confident that students across the state of Oregon will soon be learning in a more synchronized way. I feel more assured that, with a licensed teacher-librarian in the school library, coupled with learning goals written for each grade level, I won't have to worry about whether my students are learning the same thing in our library as the students at the school on the other side of town. I'll celebrate that my students will graduate from eighth grade with the research skills they'll need to be successful in high school.

Lisa Tegethoff is a teacher-librarian at Lewis Elementary School in Portland, a reference librarian at Portland State University, and an adjunct instructor for the Pierce Library at Eastern Oregon University. You can reach her at tegethoff.l@gmail.com.



Why Learning Goals are Important to Our Work as Advocates and Librarians *by Delia Fields*



While working with both elementary and secondary school staff, I find myself explaining what I do as a librarian more times than I feel should be necessary. From what I have gathered through networking and conversations with other school librarians from across Oregon, many of us wind up explaining our jobs to classroom teachers, parents, and community members who simply do not realize the breadth of school library services, and our potential impact upon student learning. A set of standards-based school library grade level learning goals can be a tangible and helpful tool to assist with these conversations.

Thankfully, this work is already underway and Oregon school librarians are able to view the product in progress and provide feedback by visiting the Oregon Association of School Libraries website.

The current work being done to develop learning goals with grade level indicators for grades K–14 is a more precise and detailed accompaniment to earlier work by OASL members. The Oregon School Library Standards, published in 2012 and adopted by the State Board of Education in January 2015 are the sturdy frame upon which the Grade Level Learning Goals are being developed. One aim of the Standards-Indicators committee is to have these Standards Learning Goals approved and supported by Oregon Department of Education. But more importantly, we also want them to be utilized by school librarians throughout the state. The Learning Goals are focused on the four strands of the Oregon School Library Standards: Information Literacy, Reading Engagement, Social Responsibility, and Technology Integration.

Before the development of the Learning Goals, I had been using my own structures to inform colleagues and others how I determine learning goals for my library program. Having a set of OASL-supported learning goals with grade level indicators helps to ‘officially’ explain what I can do and offer from my library position. This helps some of my colleagues move beyond the assumption that I check out books and straighten shelves whenever I am not helping staff members locate support resources. So now I can lean on the term *guide* for my own planning purposes as I am able to refer to the research and library skill expectations detailed at each grade level.

I don’t have to try to get my school staff to listen to me as I go over a detailed background of the *National School Library Standards*, and how those have a concurrent impact alongside Oregon School Library Learning Goals on what I do as part of my job. However, I have to insist that I take the time myself to become familiar with each of the 12 Standards with attached indicators for grades K–14 along with the recently released *National School Library Standards for Learners, School Librarians, and School Libraries* from the American Association of School Librarians (AASL). It’s not enough for me to go to the OASL website to look over the Standards and Learning Goals work and cherry pick a few that stand out. The work needs to be printed out, three-hole punched and put in a binder for ready reference. It’s also not enough for me to benefit from a generous gift from the State Library of Oregon of a copy of the revised national standards. It needs to be read, and readied with sticky notes, highlighting, and however else prepared to be useful and at hand. These tangibles of the national standards as well as the Oregon Library Learning Goals can equate to quite a bit of so-called street credibility with administrators and teachers.

What that means to me is that I can use the Library Standards and Grade Level Learning Goals as a blueprint for planning library services and lessons. Like many hard-working librarians in all sorts of Oregon schools, we want our students to become engaged readers and careful researchers, but we also want students to be knowledgeable and practice ethical behavior with technology and digital environments. However, in our busy school days with myriad tugs on our time, how do we clearly explain this and let it guide our instruction?

One way to verbalize this effort might be to use a military and sports phrase, “The best defense is a good offense.” In other words, visit with the school principal to update him or her about this work being done by OASL and give a brief overview of one or two plans for specific use. This will provide a reference point for further conversations with administration. Visit with the school’s staff leadership team to share with varied subject area teachers and encourage them to increase their utilization of the librarian for lesson planning support and guest teaching. Ask for a few minutes during each staff meeting to direct ears and eyes to our services

continued...

Why Learning Goals are Important *continued...*

and capabilities. In our schools, by using a good offense, we librarians will become a resource that becomes a standard supplement to be considered during any teacher's lesson planning.

Whereas a whole staff doesn't necessarily need or want to hear about the science department's curriculum or the social studies department's scope and sequence, we in school libraryland need to trumpet our own capabilities and offerings. People are simply not aware of our own stand-alone information literacy lessons or of how our curriculum can directly support their classroom learning experience. It used to be that the school librarian would likely just tell colleagues how he or she might be able to help and then hope that folks would take up the offer. Now, the librarian can come to staff armed with a physical, searchable set of standards-based learning goals. The conversations can much more easily encourage productive outcomes when there are pages of grade level indicators at the ready for review and application.

For our school library services to be a regular consideration during lesson planning amongst our teaching colleagues, we need to be able to show the details of how our Learning Goals align to and support the various subject areas. I use terms like "shared foundation" and the offer to help find lesson resources or to guest teach as a way to pique the subject area teacher's interest in collaborating with me. Now, I will have the Learning Goals laid out in front of us as I work together with another teacher. It gives me a confidence boost to know that I can show any colleague the shared expectations of what a student should be able to demonstrate as part of a subject-specific goal while also aligning with one of the Library Standards strands.

At times, we teacher-librarians are tasked with naming and defining our varied roles, both officially and unofficially. It can sometimes seem burdensome, yet we are often providing background information and examples of how we are information specialists, teachers, and instructional consultants. Now, the task is a clearer, and possibly easier one, because of having Grade Level Learning Goals at our fingertips.

Delia Fields is the OASL Region 6 representative and teacher-librarian at Hermiston High School and Armand Larive and Sandstone Middle Schools in the Hermiston School District in northeast Oregon. She can be reached at delia.fields@hermistonsd.org.

If Only... *by Laurie Nordahl*



If only there were state library standards. This was my wish years ago when state standards, and then Common Core, were the focal point in education. The teachers around me were busy trying to understand the changes and ensure they were teaching essentials. And, sure, I also attended professional development around standards and proficiency-based education. I helped my colleagues unpack standards to target the learning. I interjected ways that the library program could support and collaborate to improve instruction. But I wanted so much for library curriculum to be christened as "core" for students to master as well.

Voila! Now there are Oregon School Library Standards! While these standards may not be widely recognized by those outside our field just yet, the Oregon State Board of Education has officially adopted them. In the past, I relied on professional expertise and indicators from other states or organizations, such as ISTE and ALA, to guide my learning targets with students. Now, the specificity of the OASL Standards and Grade Level Learning Goals spells out in detail what it is that I am to teach. The Learning Goals provide focus and depth, making for clear targets in order to implement better student assessments. No longer do I need to refer to other organizations because the standards incorporate those as well, providing pieces of a comprehensive work that self-built curriculum could be missing. In essence, library curriculum is no longer *laissez faire*, but clean, crisp and clear.

Social Responsibility, the strand and indicators regarding communication and collaboration, has provided the chance for curricular expansion. Libraries have always been and should always be about reading engagement, technology integration, and information literacy. I work hard to promote reading and make connections for

continued...

If Only... *continued...*

students, strive to help them discern important and accurate information, and have been a technology leader in my district. But social responsibility remains somewhat untouched in most curricular areas, yet certainly needed as students increasingly rely on technology for socialization. Now we have specific learning goals at each grade to address social responsibility, not only for academics but also in communication socially and collaboratively. These standards have allowed for conversation with health instructors at the high school for co-developing a curriculum for social media, safety and responsibility.

Another area of the standards I am excited to use is the continuum of the Learning Goals through grades 14. Examination of those standards will help guide my vision for the necessary teaching for college-bound students. It gives me additional opportunity to discuss concepts students need for college with the dual credit teachers, opening the door for collaboration to strengthen the college readiness skill set. Not only do the standards and learning goals help point me in the right direction for the future of my students but also help me understand expectations the rest of the state has for me to prepare all students. Now there is a common, specific language for understanding when students should be taught which skills and what is expected of them to enter or exit our schools. The pressure is on, one might say, to teach all students using the Learning Goals not only for their benefit, but also for the next teacher-librarian should students relocate within our state.

The Standards and Grade Level Learning Goals also present a concrete way to help in program evaluation and can confirm strengths in my teaching. But perhaps most importantly, the standards and learning goals allow librarians to pause for introspection and look for weaknesses, which I can use to improve and make my program stronger. While affirmation is great, improvement is even better!

Prior to Oregon School Library Standards, I used my own curriculum, along with guiding standards from other states or organizations to talk with staff about incorporating library goals into their standards. But it was always just my voice exclaiming what I felt was important for students to know in conjunction with subject areas. Now I am armed with state standards and learning goals, which give validity and authority to my suggestions for co-teaching. Not only do the standards provide a viable way to open discourse with colleagues, it also provides the same for administration. Discussing the role of the library in the high school curriculum has new meaning for administrators when I can reference specific standards and learning goals. They are a great communication tool for helping my principal understand the valuable role I serve for both students and staff. Administration not only has a clearer understanding of this aspect of my job, but also acknowledges the library is an integral part of a student's education.

Now, if only our Library Standards and Learning Goals were considered "core" curriculum and there were more school hours in the day, so I had more time with those students!

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Save the date for the OASL Fall Conference!
October 12-13, 2018
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Bridging to Post-High School Library Skills and Information Literacy

by Pam Kessinger



When the grade level articulation work began in 2016, I was beginning to learn the implications and changes of the new *Framework for Information Literacy for Higher Education* (Framework, or, Frames) by the American Library Association (ALA). I had mapped information literacy related course outcomes for Portland Community College to the previous ALA set of *Standards*, and was finding the new Frames dense and inexplicable. Simultaneously working through the Oregon Library Standards and Indicators, with the Frames, I realized my contribution would best be to provide a college level target for each Learning Goal across all four strands. To ensure that the Learning Goals were complete for scaffolding to the innovative and integrated view of information literacy from the Frames, I asked, what could be accomplished in college if students were to achieve each of these Learning Goals?

Through that work I could begin to unravel the Frames, envision particular learning activities, and then see the grade-to-grade scaffolds needed up through grade 14 (2ND year of college). We brought the language and concepts of the Frames’ “Knowledge Practices” and “Dispositions” into the Learning Goals, with the purpose of ensuring that the key shifts required—in conceptualization, scaffolds, and developmental stages—were present at each grade level, so by the end of grade 12 graduates could seamlessly bridge into post-high school academics and career study, and second year college students could bridge to junior level research at university, or professional career entry.

Six Frames:

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching a Strategic Exploration

Framework for Information Literacy for Higher Education (2015)

Because the Framework is so substantially different than the former *Information Literacy Competency Standards for Higher Education* (now rescinded by ALA), we often had to rethink the depth or breadth of the Indicators for the Oregon Library Standards. We thought of the Learning Goals as building blocks towards developing conceptual understanding and skill, but also as revealing the ever evolving interconnectedness of news sources, scholarly conversations, expert practitioners and crowd-sourced information.

Both the Learning Goals and the Frames point to curricular revision. They both can inform assignment design, for teaching and assessment. The key difference is the conceptual nature of the Frames and its insistence on not prioritizing the Frames in any fashion. Included in this conceptual approach is also the acknowledgement that information literacy can no longer be accomplished by a prescriptive set of skills, limited primarily to library sources. Instead, as the Introduction to the Frames states, “...the dynamic and often uncertain information ecosystem in which all of us work and live, require new attention to be focused on foundational ideas about that ecosystem.” How does the purpose of a journal article differ from that of a news article, for example? Content, authorship, and editing processes are more important than the container—and each source will have indications of what type it is, if reviewed closely.

Of course, the “Higher Education” part of the Frames title points to a particular view of the developmental level of students. The Framework is aspirational, but given proper support and time for iterative practice, both the Frames and the Learning Goals can be achieved.

continued...

 Bridging to Post-High School *continued...*

In reviewing how well the Learning Goals align with the Knowledge Practices and Dispositions of the Frames, I could see that the Frames naturally emphasize more complex intellectual achievement such as:

- Cultural understanding of copyright and intellectual property
- Appreciation that the role of privilege plays in access to information
- Use of threshold concepts for discipline specific research
- Browsing and serendipity as integral to research and knowledge building

The Learning Goals lay a foundation for reaching these understandings.

Let's start with "Authority is Constructed and Contextual." Defining an expert is a fluid concept. Students learning how to discern levels of expertise and their markers should go beyond the standard academic definitions such as professional affiliation or peer-reviewed publications. Authority is bestowed by various communities in various ways, each legitimate within its own context. This doesn't mean that the previous standard indicators of authority are to be jettisoned: it means that additional views of how experts are made and recognized can be incorporated. LIB 1.1.F points to "determining the validity of information based on author(s)' subject area expertise, practice, or scholarship" and "purpose of the source" as well as "soundness/quality of the argument."

For the "Information Creation as a Process" Frame, to move from data to information, including facts and accepted knowledge (Wilkinson, 21), is a process which includes choices, decisions, and motivations, for creation. The format of the information, whether it is a blog post, video, or corporate report, is not as relevant for deciding if the information is reliable or useful, as is the content, and the purpose for which the content was intended. Who is speaking, and why? Sources, as Barbara Fister has noted, "aren't containers full of knowledge. They are people with ideas who are developing those ideas over time and within a community." (92) LIB 1.1.F again aligns here, with "whether the information contradicts or verifies...the level of editorial oversight, ...news cycles... can encompass both original and evolving information."

The "Information Has Value" Frame addresses intellectual property and copyright, and includes the concept of open access. It also points to the value of personal information, and the necessity to understand reasons to protect it or to use it. These ideas are included in LIB 3.2.C ("individual's or corporation's ownership of a creation or idea...the creators...may rely on the selling of their knowledge") and 4.1.D where "digital listening" is where "every transaction is tracked" and the "monitoring of data can be mined and used."

Inquiry requires metacognition, and accepting the difficulty of struggling through ambiguity and gaps in knowledge. The "Research as Inquiry" Frame shows that questioning is required throughout a research process. It also connects curiosity to investigation, with the implication that assembling others' ideas without examining their own is inadequate. LIB 1.1.C starts this process: "generate questions and evaluate them for validity or purposefulness to research a topic, modifying as needed."

In "Scholarship as Conversation" students are to be contributors to the ongoing conversations between scholars and information seekers. Key to their success is to follow a line of inquiry all throughout their research or writing, devising their own arguments and supporting them with evidence or arguments from other authors. LIB 1.1.H at Grade 12 set up working in shared documents, and by Grade 14 students would be expected to participate in professional level online groups.

Finally, in "Searching as Strategic Exploration" we find the most familiar requirements of search strategy and search tools. In addition, "mental flexibility" and "divergent thinking" are necessary for students to find connections between others' ideas and their own. The Framework defines divergent thinking simply as "brainstorming," but also implies the usefulness of surfacing one's perspective and assumptions, tapping into imagination and creativity, problem solving, and being open to alternative ways of understanding topics. LIB 1.1.B mentions these for prior knowledge; and 4.3.D requires evaluating one's own bias when sharing information in an online community.

continued...

Bridging to Post-High School *continued...*

These are a few examples of how the Learning Goals provide a forward-looking approach to prepare students for the information landscape. They will be a valuable tool for addressing the learning and experience gaps of my community college students. For example, an 8TH grade level Learning Goal would help me design a learning experience which will scaffold the student through to the college level. And I can use that kind of developmental approach to collaborate with my instructors to help them devise curriculum and learning outcomes based on the scaffolding necessary for college level library skills and information literacy.

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A Look at the Interdisciplinary Practices and Combined Standards

by Rita Ramstad and Venisha Bahr



As the Standards-Indicators Committee began to unpack the Oregon School Library Standards, we realized that district librarians in Oregon needed something in addition to the Learning Goals. We needed something more. Something that would allow us to advocate for library programming and staffing. Something that would resonate with teachers and administrators who were not knowledgeable about library curriculum and instruction. We knew that as district librarians we needed to begin where they were rather than make them begin with us and the Oregon Library Standards. First, we compared and contrasted the Oregon Library Standards with Common Core State Standards, and we immediately noticed common language that would allow us to connect and categorize the standards. That then led us to the creation of what we call the *Interdisciplinary Practices and Combined Standards with Student Language Learning Goals*. This was our something.



The aim of the *Interdisciplinary Practices and the Combined Standards* is not only to help teacher-librarians see how the skills and knowledge that they teach progress

continued...

A Look at the Interdisciplinary Practices and Combined Standards *continued...*

through the grades, but also to help policy-makers, administrators, and other certified teachers see how the knowledge and skills contained in Oregon's Library Standards are essential and integral to every academic discipline. These purposes drive the organizational structure of the document.

The Interdisciplinary Practices were highlighted to clearly show the connections between the Oregon Library Standards and learning in all subjects. The Library Standards have been organized into Interdisciplinary Practices relevant to all content areas. Teachers across all disciplines need to teach students how to do these things:

- **Find** resources (both information sources and tools for engaging in academic work)
- **Evaluate** resources for accuracy, bias, appropriateness, purpose, relevance, authority, currency, credibility, balance
- **Self-select** sources and tools
- **Use** information and tools to demonstrate understanding, solve problems, and create
- **Collaborate** with others
- **Share** their work
- **Be safe and ethical**
- **Reflect** on the quality of their work
- **Read and experience** a range of texts

Additionally, the Interdisciplinary Practices are aligned to Common Core State Standards. For each Interdisciplinary Practice, relevant Library Standards and the Common Core State Standards (CCSS) that they support are identified. While some CCSS are not included in the documents, most Library Standards align with at least one Common Core standard. Common Core standards were chosen for alignment for two reasons: 1.) Teachers across all subject areas are responsible for teaching Common Core literacy standards, so aligning Library Standards to Common Core standards means they will be relevant to all teachers; 2.) CCSS contain standards specific to each grade level. Because teacher-librarians don't have grade-specific library standards, it makes sense to use Common Core grade level expectations as a starting place for setting grade-level library expectations. It ensures that the learning that happens in the library will complement and support the learning that happens outside of it.

There are key shifts that must also be addressed. The CCSS are vertically aligned; The Oregon School Library Standards are not. To articulate the grade level instruction of our Library Standards, the key shift in learning in the CCSS from one grade to the next was analyzed and captured. Using the language in the key shifts guided the language used in the combined standards.

The Combined Standards are designed to make the teaching of these standards manageable. There is one Combined Standard for each Interdisciplinary Practice. These Combined Standards identify which parts of the Library Standards are a priority for a particular grade level. At some grade levels, some parts of a Library Standard will not be evident in the combined standard because they are better addressed in other grade levels or through other Interdisciplinary Practices.

Student Language Learning Goals are provided to help those using the document see clearly how the Combined Standard breaks down into discrete grade-level learning goals. These are samples; there may be other Learning Goals that a teacher might choose to use for a particular Combined Standard using the Learning Goals as a guide.

The Association of College and Research Libraries uses the *Framework for Information Literacy for Higher Education*, focusing on integrated abilities. Included in our work is establishing an overlay of the ACRL Framework with the Interdisciplinary Practices because they build a strong foundation for students continuing their education past grade 12. The Interdisciplinary Practices allow a seamless progression of preparedness to begin deeper learning of these integrated abilities. Key shifts within the Interdisciplinary Practices guided the alignment.

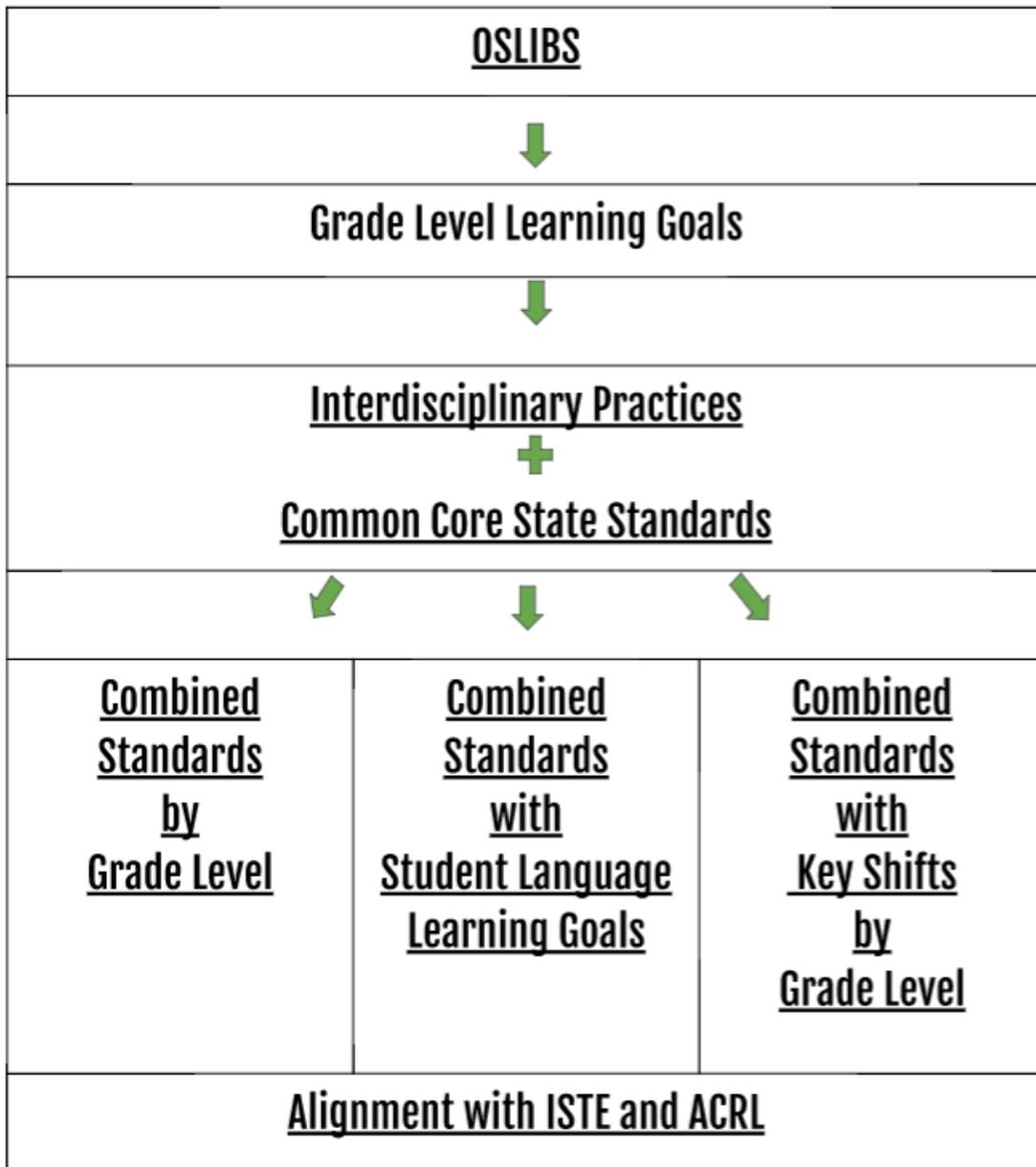
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A Look at the Interdisciplinary Practices and Combined Standards *continued...*

In addition to the ACRL, the Interdisciplinary Practices also aligned with the International Society for Technology in Education (ISTE). ISTE developed standards that build a profile of a successful digital-age learner. Using the Interdisciplinary Practices, teacher-librarians will have a starting point to articulate how Oregon Library Standards complement, enhance, and support learners as they strive to meet the ISTE standards.

Like the Learning Goals, writing the Interdisciplinary Practices and Combined Standards has been, and continues to be, arduous but well worth our efforts.

Below is an infographic showing the hierarchy of documents that informs each layer.



continued...

A Look at the Interdisciplinary Practices and Combined Standards *continued...*

Example of Interdisciplinary Practice Document

Interdisciplinary Practice: Evaluate resources for accuracy, bias, appropriateness, purpose, relevance, authority, currency, credibility, balance		
Common Core State Standards	Oregon Library Standards	Combined Standard
<p>RESEARCH PROCESS CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>HOW POV/PURPOSE SHAPES TEXT CCSS.ELA-LITERACY.CCRA.R.6 <i>Assess how point of view or purpose shapes the content and style of a text:</i> CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>EVALUATE ARGUMENT AND CLAIMS CCSS.ELA-LITERACY.CCRA.R.8 <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i> CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>EVALUATE A SPEAKER'S POV, REASONING, EVIDENCE CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>LIB 1.1.A: Follow an inquiry-based process to seek knowledge.</p> <p>LIB 1.1.D: Find, evaluate and select appropriate sources to answer questions</p> <p>LIB 1.1.F: Evaluate information for accuracy, validity, importance and bias</p> <p>LIB 2.2.D: Evaluate text for author's purpose.</p> <p>LIB 3.2.A: Consider a variety of balanced and authoritative sources.</p> <p>LIB 4.1.A: Find, evaluate and select appropriate digital sources to answer questions</p> <p>LIB 4.1.C: Evaluate digital information sources for accuracy, validity, importance and bias</p> <p>For Library Grade-Level Learning Goals: OSLIBS: School Library Learning Goals</p>	<p>With guidance and support from adults, evaluate if a resource is a good one for answering a question in shared research and writing projects.</p> <p>Sample Student-Language Learning Goals:</p> <p>I can tell who wrote and illustrated a _____ (type of resource). <i>(This learning goal is building foundational knowledge for evaluating credibility.)</i></p> <p>I can decide if information in a book answers my question, or if I need to look in a different book.</p> <p>I can use a book's purpose to help me evaluate if it will be a good one to answer a question.</p>

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Learning Goals Leading Students to Standards Proficiency

by Leigh Morlock

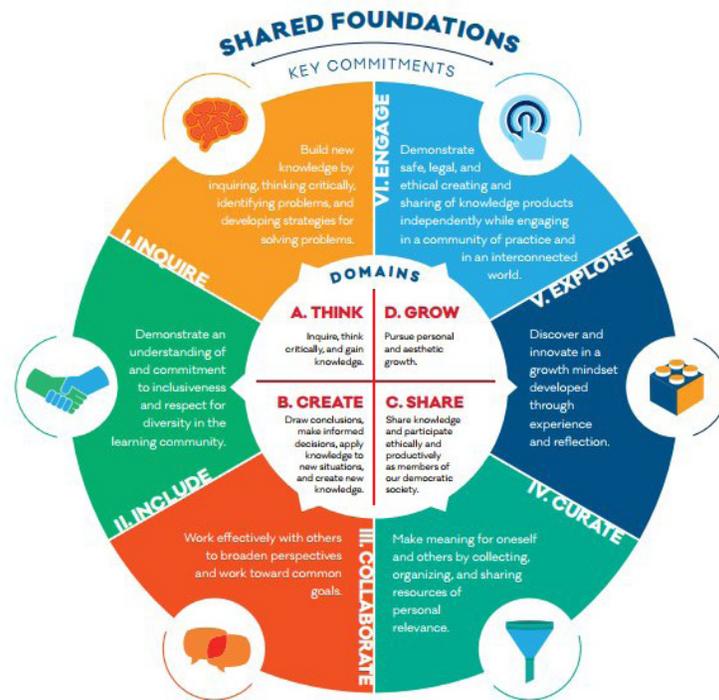
In 1989, President George H. W. Bush adopted the National Education Goals to be achieved by the year 2000. One of those goals was the creation of content standards (Barton, 2009). Since then, standards, most recently Common Core State Standards, have been an integral part of public school education. As educators, librarians realized the value of content standards, so much so that our own Oregon School Library Standards (OSLIBS) were adopted by the Oregon Department of Education in 2015. However, unlike Common Core, the OSLIBS were not articulated by grade level. This would have to come later.

The OSLIBS were written to align with those from the American Association of School Librarians (AASL) and the International Society for Technology Education (ISTE); and, as it happens, during the writing of the Learning Goals, both AASL and ISTE updated their decade-old standards. The shift from an industrial to a knowledge-based society, one in which students will be expected to read, write, and think in order to actively

continued...

participate, not just in the workforce, but in our globalized world, was the driving force behind these changes. Both organizations recognized that students must adapt to “a constantly changing technological landscape” (ISTE Standards, 2016). The new standards, and therefore, the new learning goals the committee was to write, had to reflect the fluid nature of that landscape.

The new National School Library Standards are extensive and include a separate framework for students, school librarians, and school libraries. Each framework has four domains: Think, Create, Share, and Grow. The domains connect to the Shared Foundations, which are Inquire, Include, Collaborate, Curate, Explore, and Engage. These Shared Foundations reflect the broader nature of the new standards and emphasize their flexibility.

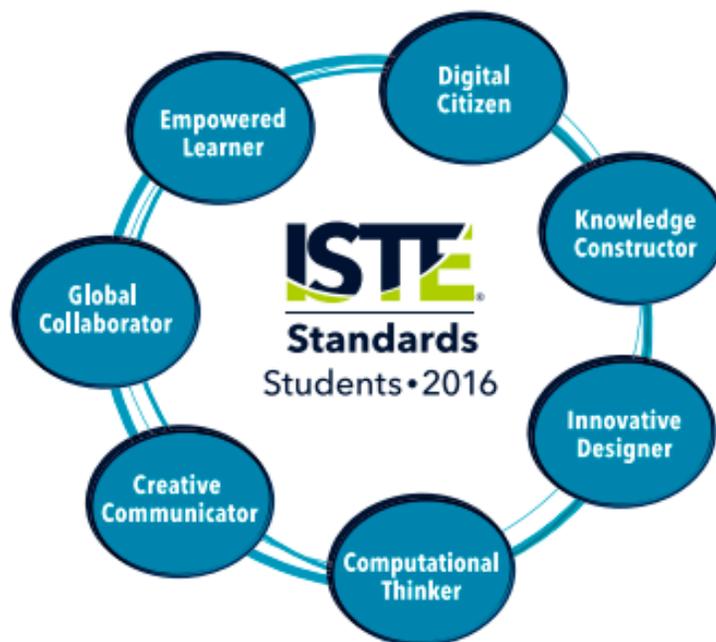


Shared Foundation and Key Commitments Infographic

For example, the AASL standard for Collaborate means to “work effectively with others to broaden perspectives and work toward common goals” (*National School Library Standards: for Learners, School Librarians, and School Libraries*, 2018, p. 36). The standard itself does not include specific ways in which students must work together, or specific goals the group must meet. However, once we pair the standard with a specific Learning Goal for, say, the 8TH grade, we can see how it would work in action: “With guidance and support, use ground rules and guidelines by actively participating, sharing information, cooperatively making decisions, respectfully listening, considering the ideas of others, and being courteous and honest” (Oregon School Library Learning Goal LIB 4.3.D). By *participating and sharing*, then, behaviors teacher-librarians can directly observe, students become effective collaborators. When we use the Learning Goals to plan lessons and develop curriculum, we can be sure we are guiding our students toward mastery of the new National School Library Standards.

Similarly, the new ISTE standards have a framework for teachers, administrators, coaches, and computer science educators. The ISTE standards are divided into seven categories, or “intellectual identities.” They are *Empowered Learner*, *Digital Citizen*, *Knowledge Constructor*, *Innovative Designer*, *Computational Thinker*, *Creative Communicator*, and *Global Collaborator*. These intellectual identities and standards reflect the pedagogical goal of empowering students to develop competencies rather than achieve outcomes.

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ISTE Standards for Students Framework

To acquire the intellectual identity of Global Collaborator, for example, students will “use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally” (ISTE Standards for Students, 2016). This standard effectively mirrors the AASL’s Shared Foundation, Collaborate, and the OSLIB standard Practice ethical behavior when using technology. So, when our same group of 8th graders meet this Learning Goal, they move closer to proficiency in both the OSLIB and the ISTE standards. And, again, students aren’t asked to perform particular tasks, but rather to develop the dispositions that will allow them to successfully complete any task.

The alignment between the standards and the new Learning Goals is clear, making these Goals an invaluable tool for guiding our students toward flourishing global citizenship.

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Grade Level Learning Goals: an Answer to the Fake News

Debacle by Peggy Christensen



For those of you who are familiar with legitimate journalism—and have perhaps taught it—you know that the first tenet is to “get it right.” The ethics of journalism involve how you think (Is it accurate?) and what you practice (Is it verifiable?). Good journalism requires that the journalist be objective and removed from, or uninvolved with, the story so that facts can be reported as accurately as possible.

It used to be that if investigative news was not objective, it was not called news. It was something else, perhaps yellow journalism. This distinction between what news was and was not was good for the consumer because one could look to the news as being accurate and verifiable. But not anymore.

We are presented with all types of journalism other than news or investigative. There is *ambush*, *gonzo*, *churnalism*, and *new journalism*, to name a few. And today, we are also visited with the term *fake news*.

Technically, one might think the term *fake news* to be an oxymoron. If we work from the idea that news is accurate and verified, then it cannot be fake. It is discouraging (if not damaging or dangerous to a democracy) to be presented with today’s rather mainstream accusation that news is *fake*.

Recall the reputation and connotation the word “fake” has. For example, *fake jewelry* was known to be junk or “paste.” *Fake ID*—used to commit something illegal. *Fake art* or forgery, often for extorting money. *Fake eyelashes* (and other body enhancements) seen by some as glamorous and by others as disingenuous. Most of these examples of fake carry negative connotations.

There are people who practice due diligence to ensure that things are not fake as part of their job. Examples would be people who must spot fake ID, fake currency, and fake art—researchers! Their job can literally depend on the ability to identify and decipher what is valid and accurate and what is not. Lest we become too comfortable with the concept of fake news, we need to take quite seriously the teaching of skills that allow one to spot and interpret it.

As you know, one of the strands of the Oregon School Library Standards is Social Responsibility. This strand is defined as: “Share knowledge and participate ethically and productively as members of our democratic society.” The indicators contain the words “ethically” and “responsibly” and “democratic society.” Those are weighty concepts. If you are wondering, “What can I do to teach Social Responsibility?” Some of the answers can be found in the newly written Grade Level Learning Goals.

Proficiency toward developing and acquiring the skills and dispositions to participate ethically as a member of a democratic society begins in grades K–1. Take a look. The Learning Goals call for kindergarten students to “use kind words,” “practice mutual respect and active listening,” “look for what is true, based on fact, before sharing information.”

If information literacy skills are not being taught through the school library program, especially in the context of social responsibility, then where else in a student’s educational career will that happen? Our current culture is experiencing the *wages* of ignoring this critical instruction. The statistics are grim.

How familiar are you with the [Oregon Quality Education Model](#) (QEM)? This came out of the Oregon legislature and was formed “to establish an objective and research-based link between student achievement and the resources devoted to Oregon schools to use as a guide in future efforts to adequately fund Oregon schools.” Want to know where libraries stand? There is currently a statement on the Oregon.gov website that reads, “While we still collect school library staffing and materials expenditures data from ODE, we are not currently analyzing it to write a report.” It is no wonder. Oregon went from 881 certified librarians in 1980, a ratio of 1 librarian to 500 students, to 130 certified librarians in 2014, a ratio of 1 librarian to 4,500 students.

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Grade Level Learning Goals: an Answer to the Fake News Debacle *continued...*

There was a recent segment on the [PBS News Hour](#) by Stephen Kloepfer about the need for “more poetry in our lives.” Several key lines from poetry were highlighted. One from John Milton’s “Paradise Lost” was to make “darkness visible.” One from Wallace Stevens was to catch “the hum of thoughts evaded in the mind.” Another highlight was from Percy Bysshe Shelley regarding “the gigantic shadows which futurity casts upon the present.”

Collectively, the quotes that Kloepfer offered as defense for needing more poetry in our lives could also be applied to the need for more information literacy instruction in our lives; specifically teaching the Grade Level and the Oregon library standards. For me, the Standards, the Learning Goals, and the Interdisciplinary practices encompass the skills (by grade and by discipline) our students need to acquire critical information literacy skills

I don’t know about you, but one thing I really care about is communication. And, there’s a corollary to that—it needs to be honest and real. This declaration may be received as rather curious by those who know me because on many levels I am not particularly good at communicating. But, knowing something about my core beliefs helps to understand my passion for, and my commitment to, the Oregon School Library Standards and the newly written Grade Level Learning Goals. My beliefs fuel my passion to stand by something I think will really make a difference in the lives of our students. This belief and this passion circles back to the values of honest journalism and honest communication.

Honest communication is the underpinning to good relations and relationships. Relationships define the human experience and on a basic level explain who we are. It is hard (if not impossible) to get better at communication if we are not taught the skills that will help us to get there. For me, the library standards and the Grade Level Learning Goals will help students become better, more honest, and more accurate communicators and consumers of information.

Our students should have unfettered access to Information Literacy instruction as part of their core learning. They should receive it throughout their entire K–12 experience and into college. This instruction should be as mainstream to their education as other core disciplines. They should be taught the skills and strategies to identify fake news. The goal of a student’s school experience is to develop the skills necessary to be career or college ready. It is also to prepare students to become participating members of a democratic society. Our society is under attack by an onslaught of fake news. Some countries that have had similar undermining attacks to their democracy are doing something to teach students how to deal with fake news (e.g. verify sources). We, in Oregon, should be too.

To circle back to the need for more information literacy instruction in our lives, it is perhaps comforting to know that your OASL standards committee has helped map a path as to how that should happen. The Grade Level Learning Goals “help to make the darkness visible.” They help us capture and express “the hum of thoughts evaded in the mind.” They address “the gigantic shadows which futurity casts upon the present.” And they most definitely give students the skills they need to identify fake news when they see it and to avoid it at all costs. Fake news is the doctrine on which dictatorships thrive. Fake news is a threat to our democracy. When asked, “Why does it matter if we have teacher-librarians teaching information literacy skills?” the answer is, “Because it matters for our kids and their future.”

Peggy Christensen is a retired teacher-librarian from Coos Bay Schools. She currently chairs the Standards Committee and is winding up her term as OASL Past President. She can be reached Standards@oasl.olaweb.org.

Resource Roundup

by Jen Maurer

OSLIS Learn to Research Videos Support Students and Standards



AASL. CCSS. ISTE. OASL. What do these acronyms have in common? Each is associated with standards that apply to students' ability to do research, a big part of information literacy. We know that being able to successfully do research is an important life skill, but despite the applicability of research skills across many school subjects, it is often a weak spot for students. That may be one reason why OASL developed Grade Level Learning Goals for the Oregon School Library Standards. It's also why the OSLIS committee developed a series of video tutorials focused on various steps of the research process.

Let's explore two of the video tutorials in the context of how they support student skill development and standards related to research. What is listed below is a starting point and is not a complete list of all standards that might apply. NSLS stands for [National School Library Standards for Learners](#), OSLIBS is [Oregon School Library Standards](#), and GLLG is [Grade Level Learning Goals](#).

Choosing a Topic / Developing a Topic

I will start at the beginning of the research process. Often, teachers assign research topics, though more educators are leaning toward student choice within an assigned area or based on student interest. Whether or not the topic is assigned, there's background reading to do and questions to ask in order to hone in on a specific focus for the paper or project. By doing that, knowledge gaps should be easier to identify. Often students do not receive much direct instruction in how to do that, but there is an elementary and a secondary video tutorial that addresses the topic of topics, so to speak.

Choosing a Topic & Developing a Research Question (elementary)
Developing a Topic (secondary)

NSLS I.A.1. Formulating questions about a personal interest or curricular topic

OSLIBS 1.1.B. Apply prior knowledge to new learnings

GLLG, Grade 3 With support, use prior learning to make connections to a new problem, question, or topic

GLLG, Grade 7 With guidance, generate a categorized list of prior knowledge related to a new problem, question or topic, and evaluate prior knowledge for appropriateness and accuracy

GLLG, Grade 11 With support, brainstorm prior knowledge (using a semantic web, word cloud, list, concept map, etc.) related to a new problem, question or topic, and evaluate own experiences for applicability

Searching Effectively / Advanced Searching

In my job at the State Library, I meet so many dedicated and talented people. One person runs a combined IT and library department for his district, and he does not see the need to teach search skills because Google makes finding information so easy. I disagree for several reasons, but perhaps the biggest reason is that I think of search skills as a toolbox for students to dig into when they need help. The more that students understand about how searching works and how to search effectively, the more control and options they have to solve their own information problems. That will be helpful whether using a library database or a search engine like Google. OSLIS offers videos about generating search terms or keywords, using Boolean operators, and applying advanced search skills like truncation or subject searching. These are two of them.

continued...

Resource Roundup *continued...*

Searching Effectively: Boolean Operators (elementary)

Advanced Searching: Limiters & Subject Searching (secondary)

NSLS I.B.2. Devising and implementing a plan to fill knowledge gaps

OSLIBS 1.1.C. Develop, select, clarify, and use questions and strategies to search for information

GLLG, Grade 3 With guidance and support, generate keywords, their synonyms, and related concepts that can be used in a search

GLLG, Grade 7 With prompting, guidance and support, generate and modify search terms (i.e. combine keywords to narrow the search), evaluate search results to improve search strategy, and recognize relevant search results even if the terms don't match

GLLG, Grade 11 With support, strategically generate and modify search terms (i.e. combine keywords to narrow the search, or use encompassing concepts), use discipline specific language, subject headings, evaluate search results to improve search strategy, and identify relevant search results even if the results don't match the original search terms

Crediting Experts / Incorporating Information into Your Paper

Okay. Students took notes. They connected ideas gleaned from multiple sources. Now they are ready to start writing. But how might students pull everything together, and how can they let their readers know which ideas are theirs and which belong to experts? Several videos address those points, including these two.

Crediting Experts Using Signal Phrases (elementary)

Incorporating Information Sources Into Your Research Paper (secondary)

NSLS V.A.2 Reflecting and questioning assumptions and possible misconceptions

OSLIBS 1.2.A Analyze and evaluate information to draw conclusions and make informed decisions

GLLG, Grade 3 With support, draw conclusions backed by the main idea using details from a source

GLLG, Grade 7 With prompting, guidance and support, use related main ideas, details, and examples, from multiple sources, to draw conclusions about a theme or topic

GLLG, Grade 11 With guidance and support, use related main ideas, details, and examples, from multiple sources, to examine subtleties, complexities, varying views, to draw conclusions about a theme or topic

Master Lists, Closed Captioning, and Transcripts

If you have never explored the Learn to Research tutorials before, hopefully you will now. There's a set of fifteen videos for secondary students, and four of the elementary ones are currently posted with nine more coming in summer 2018. The videos average four to seven minutes in length and take advantage of graphics, color, and attempts at humor to keep viewers' attention. They can be used to introduce or reinforce a range of skills, everything from learning how to ask good questions to giving authors credit and citing sources.

Videos are linked in relevant steps in the Learn to Research section of OSLIS and featured in the Resources box for those steps, but there is also a master list of all [elementary](#) and [secondary](#) videos. Each tutorial can be played from Vimeo, YouTube, or TeacherTube, though the latter is not linked on OSLIS. There is also a SafeShare link which strips away ads and other distracting content on the YouTube or Vimeo options. Closed captioning and transcripts are provided in English and Spanish, and YouTube offers machine-generated CC in multiple other languages.

There's lots of good stuff on OSLIS. Thanks for exploring and for spreading the word.

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.

continued...

Resources

National School Library Standards for Learners: <http://standards.aasl.org/framework/> or <http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>

Oregon School Library Standards: <https://sites.google.com/site/oregonschoollibrarystandards/>

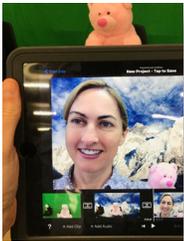
Oregon School Library Standards Grade Level Learning Goals, Draft:

<https://sites.google.com/site/oregonschoollibrarystandards/grade-level-learning-goals---draft-2017>

Video Tutorials, Master List, Elementary: <http://elementary.oslis.org/learn-to-research/external-resources/learn-to-research-videos-for-elementary>

Video Tutorials, Master List, Secondary: <http://secondary.oslis.org/learn-to-research/external-resources/learn-to-research-videos-for-secondary>

Are You Censoring Your Own Library Collection? *by Miranda Doyle*



Recently, it seems like we've had an unusual number of challenges in Oregon school libraries. [A Beaverton School District administrator's decision](#) to remove *Stick* by Andrew Smith from some classrooms in February—coupled with complaints about the inclusion of Alex Gino's *George* on next year's Oregon Battle of the Books list—has certainly heightened my awareness.

As we hear about challenges at other schools, it's easy to start second-guessing ourselves on selection issues. I know that I do sometimes catch myself thinking, as I read a review, "This book seems to fit my collection development policy, and students will likely enjoy it. But what if a parent, community member, teacher or student complains about it? How will I defend my decision?"

It's important that we all examine our biases and our fears as we select books for our school libraries. A 2016 School Library Journal survey found that more librarians are using content labels and creating "restricted" sections, both practices that are not recommended. "[Unnatural Selection: More Librarians are Self-Censoring](#)", in the Sept. 26, 2016, issue of SLJ described the issue well. Let's not allow a few challenges to have a chilling effect on what materials we provide for our students. Easier said than done, no doubt! Also, if a book in your library is challenged, you will have support. The American Library Association's Office for Intellectual Freedom, OASL, the Oregon Library Association's Intellectual Freedom Committee, and several other groups can provide advice and assistance.

I've been thinking about how to check up on my own selections to ensure that I'm not making choices based on anticipated challenges. First, it's always a good idea to regularly review your collection development policy. You do have one, right? If not, be sure to check out the American Library Association's new [Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries](#), which addresses selection and reconsideration policies, as well as intellectual freedom documents such as the Library Bill of Rights.

Mine says, in part:

The district affirms the following concepts, which are adapted from the Library Bill of Rights:

1. Age-appropriate books and other library resources should be provided for the interest, information, and enlightenment of students, parents, and staff served by the school library. Materials should not be excluded merely because of origin, background, identity, or views of those contributing to their creation;
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval

To check my libraries, I made a quick list of frequently challenged elementary, middle, and high school books. Most of them were challenged due to sexual or LGBTQ content, which seems to be a common thread for many book challenges recently. I thought about whether I should look at the political content of my nonfiction books to make sure there was a balance, but that's problematic because I purchase very little new nonfiction at the secondary

continued...

Are You Censoring *continued...*

levels—we are mostly using databases for research—so it would be difficult to analyze. I decided to stick to fiction for now.

Next, I used my catalog to determine how many of the titles libraries own. I tried to pick books that are bestsellers and in high demand, or award winners, where most reviewers agreed that they were a good fit for the listed grade level.

Once I did my search for my district, I added up total points (one point for each school with the book, no points for extra copies at the same school) and divided by possible points. I came up with 73 percent—the frequently challenged books on my list were at 73 percent of the schools where I believe they are appropriate for the collection.

If you try a similar analysis, and if you are missing many or all of these books, or books on your own “well reviewed, popular, but frequently challenged list”, consider why that might be. Try to remember whether you made a considered choice not to purchase them. Did you decide they weren’t a good fit based on content? Were you worried about challenges? Or was your budget tiny the year they came out? Did you decide your students and staff wouldn’t be interested, and the reason has nothing to do with self-censorship?

My list below is not at all scientific, just my attempt to think about what I’ve chosen for my library collections and (more importantly) why I’ve made those choices. Every school, community, and collection is different, with a wide variety of funding levels and interests.

However, if you are missing all or most of these books—or the books on a list you make for yourself—it’s an opportunity to consider the reasons and whether you might be designing your own collection to avoid potential conflicts. It’s never pleasant to deal with book challenges, but we owe it to our students to provide a wide selection of relevant, engaging books that fit our collection development policies.

My Own Frequently Challenged Book List

Elementary

“Drama” by Raina Telgemeier is at ___ / ___ schools

“George” by Alex Gino is at ___ / ___ schools

“This Day in June” by Gayle E. Pitman is at ___ / ___ schools

Total score possible: _____ (3 titles x ___ schools)

Middle School

“Being Jazz “ by Jazz Jennings is at ___ / ___ schools

“This One Summer” by Mariko Tamaki is at ___ / ___ schools

“Thirteen Reasons Why” by Jay Asher is at ___ / ___ schools

Total score possible: _____ (3 titles x ___ schools)

High School

“The Hate U Give” by Angie Thomas is at ___ / ___ schools

“Eleanor & Park” by Rainbow Rowell is at ___ / ___ schools

“Two Boys Kissing” by David Levithan is at ___ / ___ schools

“Looking for Alaska” by John Green is at ___ / ___ schools

“Beyond Magenta: Transgender Teens Speak Out” by Susan Kuklin is at ___ / ___ schools

“Fun Home” by Alison Bechdel is at ___ / ___ schools

“The Perks of Being a Wallflower” by Stephen Chbosky is at ___ / ___ schools

Total score possible: _____ (7 titles x ___ schools)

My total: ___ / ___, or about ___ %

(My score: 73.68%)



continued...

Are You Censoring *continued...*

If you do end up needing support because of a challenge, please contact me or other members of the Oregon Library Association's Intellectual Freedom Committee. We can provide letters to administrators, book reviews, and other forms of support. You won't be alone—you have a community of librarians and others behind you who value intellectual freedom and the freedom to read.

Miranda Doyle is the OASL Intellectual Freedom Chair and the district librarian for Lake Oswego School District. She spends her days teaching research and technology skills to students in every grade, and finding reasons to visit whatever school happens to have the best Friday treats. She can be reached at doylem@loswego.k12.or.us.

From the ParaPro by Wanda Daily



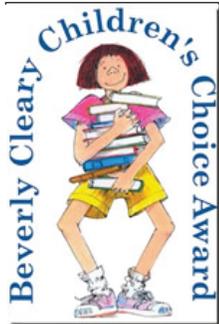
Multicultural diversity in children's literature, both picture and chapter books, is an increasing and welcome movement. Many new books reflect the varied cultural and racial experience of our student populations. Authors who write from their personal, heritage perspective, whether Black, Hispanic, Asian, First People or any other perspective, are creating authentic stories. Some of these themes are overtly obvious and some seamlessly embedded in the tales.

Two different, but important, things can happen when intentionally using multicultural read-alouds. Students may feel their culture validated when characters reflect their heritage and everyday experiences. They can make vital text-to-self connections. They feel SEEN. Secondly, students exposed to characters or plots from cultures different than their own can begin to contemplate different life experiences and values. This promotes more social understanding, tolerance, and empathy in our communities. It also allows a student to compare and reflect on their own lives and values. They SEE.

There is an abundance of research, literature, and online information about multicultural children's books. It has been a common talking point among library staff across Oregon for years. Recently I was asked by teachers how to search for books on diversity in our library. I realized that few teachers know the many titles with these themes in our collection, especially the newer chapter books with multiple, cultural perspectives imbedded in their plots. How many staff know that the Magnus Chase series by Rick Riordan has a Muslim girl protagonist? That an essential element in *Gaby Lost and Found* by Angela Cervantes is the deportation of Gaby's mother to Honduras? That *Dash* by Kirby Larson is set in a Japanese-American internment camp? What teacher has had the time yet to read the 2018 Newbery winner, *Hello, Universe* by Erin Entrada Kelly?

Consider creating an easily accessible book list of multicultural titles in your collection as a teacher resource. Many OPACs allow you to create lists within the catalog itself. Evaluate new acquisitions for inclusion in this list. Students who see themselves positively reflected in literature are often profoundly impacted by this experience. It is one small way to inspire global awareness and make our world a better place.

Wanda Daily is the Media Technician at Oak Grove Elementary in Milwaukie, Oregon. She can be reached at dailyw@nclack.k12.or.us.

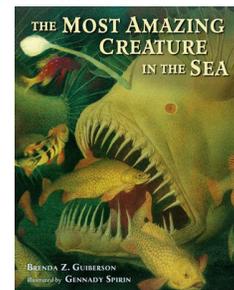


Happy 102ND Birthday Beverly Cleary!!

Oregon born author Beverly Cleary's birthday is April 12TH, and the Beverly Cleary Children's Choice Award (BCCCA) Committee would like to proudly announce that over 1,848 children from Oregon and Washington participated in voting for their favorite 2017–2018 BCCCA nominee!

The 2017–18 BCCCA Winner is...

***The Most Amazing Creature in the Sea* by Brenda Z. Guiberson**



Thank you to all school libraries, public libraries, and classroom teachers for promoting and encouraging your children to participate in this exciting Pacific Northwest children's choice award.

For more information on the BCCCA program, please go to the BCCCA homepage:

<https://ola.memberclicks.net/bccca-home> and also go to <https://ola.memberclicks.net/bccca-nominees> to start reading the 2018–2019 Nominees!

The Powerpoint, Animoto, and educational links will be updated over the summer.

Announcing the 2018–2019 BCCCA Nominations

Krishnaswami, Uma. *Book Uncle and Me*. AR 3.8

Fleming, Candace. *Giant Squid*. AR 3.2

Medina, Juana. *Juana and Lucas*. AR 4.9

MacLachlan, Patricia. *The Poet's Dog*. AR 3.7

Pennypacker, Sara. *Waylon! One Awesome Thing*. AR 4.6

Urban, Linda. *Weekends With Max and His Dad*. AR 4.1

Barton, Chris. *Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions*. AR 4.6

Please email or contact me if you have any questions!

Libby Hamler-Dupras, BCCCA Chair, can be reached at elfgirl@Q.com.



ORCA Announcements by Kiva Liljequist

Hot off the presses...please put your hands together for the newest crop of ORCA winners! Thank you to the student who cast 2,223 votes from 60 schools and libraries across Oregon! The ORCA committee is pleased to announce the following winners for the 2018 Oregon Reader's Choice Award:

Upper Elementary Nominees:

Circus Mirandus by Cassie Beasley

Fish in a Tree by Lynda Mullaly Hunt

George by Alex Gino

My Near Death Adventures (99% True!) by Alison DeCamp

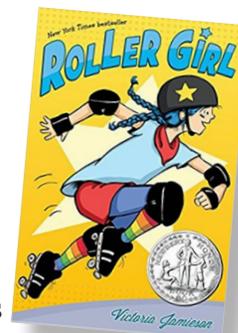
Roller Girl by Victoria Jamieson

Stella by Starlight by Sharon Draper

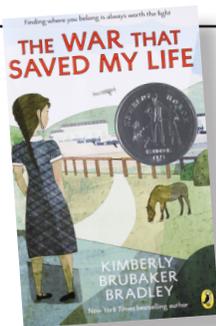
The Terrible Two by Mac Barnett and Jory John

Unusual Chickens for the Exceptional Poultry Farmer by Kelly Jones

And the winner is...*Roller Girl* by Victoria Jamieson



continued...



Middle School Nominees:

The Boys Who Challenged Hitler by Phillip Hoose
Full Cicada Moon by Marilyn Hilton
Listen, Slowly by Thanhha Lai
Lost in the Sun by Lisa Graff
Lumberjanes, Vol. 1 by Noelle Stevenson
The Nest by Kenneth Oppel
Orbiting Jupiter by Gary D. Schmidt
The War that Saved My Life by Kimberly Brubaker Bradley

And the winner is...*The War That Saved My Life* by Kimberly Brubaker Bradley

High School Nominees:

All American Boys by Jason Reynolds and Brendan Kiely
Dumplin' by Julie Murphy
Everything, Everything by Nicola Yoon
The Game of Love and Death by Martha Brockenbrough
More Happy Than Not by Adam Silvera
Nimona by Noelle Stevenson
The Weight of Feathers by Anna-Marie McLemore
The Wrath and the Dawn by Renee Ahdieh



And the winner is....*Everything, Everything* by Nicola Yoon

And now get ready for the nominees for the 2019 Oregon Reader's Choice Award. Here they are:

Upper Elementary nominees:

The Wild Robot by Peter Brown
Some Kind of Courage by Dan Gemeinhart
Garvey's Choice by Nikki Grimes
Full of Beans by Jennifer Holm
Compass South by Hope Larson
The Turn of the Tide by Rosanne Parry
The Best Man by Richard Peck
Two Naomis by Olugbemisola Rhuday-Perkovich and Audrey Vernick

Middle School nominees:

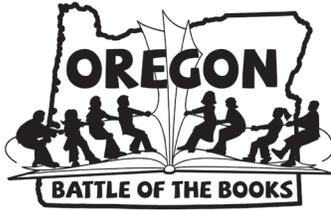
Booked by Kwame Alexander
The Girl Who Drank the Moon by Kelly Barnhill
My Seventh Grade Life in Tights by Brooks Benjamin
Nameless City by Faith Erin Hicks
The Seventh Wish by Kate Messner
Ghost by Jason Reynolds
Darkstalker by Tui T. Sutherland
Wolf Hollow by Lauren Wolk

High School nominees:

The Reader by Traci Chee
Burn Baby Burn by Meg Medina
If I Was Your Girl by Meredith Russo
Salt to the Sea by Ruta Sepetys
Scythe by Neal Shusterman
Paper Girls, Vol. 1 by Brian K. Vaughan
The Sun is Also a Star by Nicola Yoon
The Serpent King by Jeff Zentner

We look forward to another great year of reading, enjoying, talking about and voting for these nominees in schools and libraries all across Oregon. Thank you for your participation and helping to ensure Oregon's very own children's choice reading program remains strong, robust, relevant and fun!

Questions? Please send them to the ORCA chair at orca@olaweb.org.



Congratulations to the OBOB 2018 State Champions!

OBOB lists for the 2018–19 school year are now complete!

Check out <http://www.oregonbattleofthebooks.org/2018-2019-obob-book-titles/> for the lists.



*3–5 division winners:
Dundee Elementary*



*6–8 division winners:
Ashland Middle School*



*9–12 division winners:
Elmira High School*

Photographer: Gabe Havran

OASL Scholarships

Each year, OASL offers scholarships for members to either further their education in summer or academic year coursework at any accredited college or university (the Joyce Petrie Scholarship), or to attend the fall conference for the first time (the “First Timer” Scholarship).

Joyce Petrie Scholarship

The Joyce Petrie Scholarship, in the amount of \$800, is offered by OASL to undergraduate students working toward an educational media endorsement, individuals studying at the graduate level in the fields of educational media &/or instructional technology, or paraprofessionals working toward library assistant certification.

Selection for academic scholarships are based on the following:

1. Applicant’s potential for professional contribution in the field of educational media/instructional technology.
2. Oregon residency or employment in an Oregon school.
3. Experience related to the field of educational media, communications or technology, such as employment, field experience, course work, service to the field through OASL activities, and membership in other professional organizations, etc.
4. Two letters of recommendation from persons familiar with the applicant’s professional qualifications and leadership potential.

The deadline for this year’s scholarship application is May 15, 2018.

For more information and application form, go to <http://www.olaweb.org/oasl-zabel-petrie-scholarship>

First Timer Scholarship

OASL offers scholarships to Oregon school library staff who are members of OASL (certified or classified), to attend their first OASL conference. This year’s event will be held on October 12–13, 2018 at Wilsonville High School. The scholarship will cover your registration costs and a free ticket to the Annual Conference Business Meeting. Applicants will be judged on the basis of how the conference will benefit them professionally, as evidenced by both the personal response and administrator’s supporting statement.

The deadline for this year’s scholarship application is September 15, 2018.

For more information and application form, go to: <http://www.olaweb.org/oasl-first-timers-scholarships>

Questions? Please contact Lori Lieberman, scholarship@oasl.olaweb.org



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 2018 Guest Editor: Holly Gardner.
Theme: Fall Conference