

INTERCHANGE

Journal of the Oregon Association of School Libraries

Fall Conference 2015



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Oregon Association of School Libraries



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COASTAL CONFERENCE 2015

– In this Issue –

- 3–4 **Welcome from the Conference Chairs** *by Peggy Christensen & Laurie Nordahl*
- 4 **Conference Schedule**
- 4 **From the President’s Device** *by Robin Rolfe*
- 6–7 **Recreation Opportunities on the Dynamic Southern Oregon Coast** *by Peggy Christensen*
- 9–12 **The Draw of Conference Authors** *by Paige Battle*
- 12–13 **Paraprofessionals Unite!** *by Louetta Jansen*
- 13–15 **Introducing Keynote Speaker Mark Ray** *by Jenny Takeda*
- 15–17 **Strands: A Coastal Conference** *by Jen Maurer*
- 18 **Get Your Game On at the Conference** *by Peggy Christensen*
- 19 **Featured Authors: Judy Schachner & William Ritter** *by Peggy Christensen*
- 20 **Got Tech?** *by Dana Berglund*
- 21 **OASL Awards** *by Grace Butler*
- 21 **Congratulations to 2015–16 Scholarship Winners!** *by Amy Richards*
- 22 **Too Excited for Sleep!** *by Laurie Nordahl*
- 22–23 **Who Cares About Privacy, Anyway?** *by Miranda Doyle*
- 24–25 **Resource Roundup** *by Jen Maurer*
- 26 **Beverly Cleary Children’s Choice Awards 2015–16**
- 26 **Oregon Reader’s Choice Awards**
- 27 **Oregon Battle of the Books** *by Courtney Snyder*
- 27 **Conference Swag**
- 27 **Conference Connect and Share**



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INTERCHANGE
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Layout/Printing Paula Lewis/Clackamas ESD Printing

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

INTERCHANGE: JOURNAL OF THE OREGON ASSOCIATION OF SCHOOL LIBRARIES is published three times each year by the Oregon Association of School Libraries, PO Box 3067, LaGrande, OR 97850 and is sent electronically to all member subscribers. Member subscribers can request printed versions at \$15 per year. Subscription rate for non-members is also \$15 per year for a mailed printed version.

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



Welcome from the Conference Chairs

by Peggy Christensen and Laurie Nordahl

Peggy: There is a saying: “If you do what you love, then you will never have to work a day in your life.” That pretty much represents my journey as I have worked with Laurie on this year’s 2015 Coastal Conference. It would be a little shady to suggest it hasn’t been work, but what has propelled me forward from the beginning has been the fun I have had doing it.

Laurie: During the board meeting following last year’s fall event, there was a discussion about next year’s conference: where would it be and who would host it? Peggy and I exchanged glances, and we knew. We had talked some about bringing the conference to our small coastal area but couldn’t come up with a satisfying venue. After a side conversation with each other at the meeting, we decided to commit to co-chairing the conference. Our immediate step was to find a venue that would work, accommodating our attendance needs and the needs of all the sessions. We decided on “The Mill” as everything we would need could be in one location, its location is right on the river, and lodging was in the same beautiful facility.

P: We are definitely “small town” here and the conference is definitely a BIG DEAL! You know from past conferences you’ve attended that they appear to have been conceived by mega geniuses and orchestrated by super heroes. Speaking for myself, I don’t fall into either category. (I wouldn’t even know how to bumble my way into one.) But, what I would consider to be “clever” was connecting with my co-chair, colleague and friend, Laurie Nordahl.

L: While I wouldn’t fall into the mega genius or super hero category either, working with another colleague is “super genius”. First of all, Peggy and I have worked together before as sole librarians in our respective districts, and we enjoy the time we spend together. It is a great way to share the work load, collaborate and expand ideas, and most importantly, spend time developing some great things: friendship and a conference.

Challenging yourself to put your brand on a conference and showcase your area is pretty heady stuff. For me, the challenging piece was always the voice in my head that created doubt. But, equal to that script (which I’ve just had to silence) is the euphoria this conference has created. Every time an author contracted to come, people offered a session, a sponsor stepped forward, a person agreed to be a chair, friends offered or consented to help out, an OASL member offered advice or affected some kind of intervention—there was cause for celebration. Laurie and I called, texted, and emailed each other to revel in every victory we experienced along the way. There have been many.

Another beautiful development in collaborating has been how the other partner steps in when those doubts creep up. It seemed that whenever we felt overwhelmed, the other was there with an idea or stepped in to tackle a task that was holding us up. Each challenge has been met in some way by our partnering perseverance or with the help of another great OASL colleague. Despite the struggles, there is great satisfaction in winning the day and celebrating the successes along the way. Of course, the process was not done in isolation.

This conference has all the ingredients to be another great one. Besides Laurie, who has been steadfast, dependable, and a terrific partner throughout the process, this conference has been built on the backs of many. Most noteworthy has been the support of all the people from OASL, the many conference chairs, the authors and keynote, the vendors, the local friends, businesses and community members who have gotten involved and the support of our sponsors, the COOS BAY AND NORTH BEND PUBLIC LIBRARIES, FOLLETT, GALE, and UMPQUA BANK.

There have been so many that have answered the plea for help when we’ve sent out the S.O.S. Peggy has been instrumental in seeking out community support and gathering key players. She has a wonderful way with words and her interactions are personal and meaningful. We could not have completed this mission without the support of OASL leadership and membership. We are thrilled with the guidance we’ve received from those who have planned a conference and from those who were willing to help when asked. All those positive interchanges have created something that I believe will be inspiring to all who attend.

continued...

From the President's Device *by Robin Rolfe*



20/20 Vision. I confess that I don't have it, but my vision for libraries is always improved when connecting with others. Connecting energizes me and clarifies the type of library that best meets the needs of the students at my school.

I expect nothing less from this year's conference. I expect to find new, helpful technology resources to take back to my building. I expect to find books that missed my radar and to be inspired by authors like Judy Schachner and William Ritter. I expect Mark Ray, Washington State's 2012 Teacher of the Year recipient and this year's conference keynote

speaker, to challenge what a library can be. I expect to touch base with all that is happening and changing in school libraries and I expect to do that while reconnecting with people who inspire, support and teach me, in a part of the state I don't get to visit very often.

And yes, I have already started to play this year's conference ARG game (check out the article in this issue of the *Interchange*).

It is an exciting time for libraries. Changes are in the air. It is not just that I write this in the middle of summer – that time of the year when my email box begins to get a few emails from those beginning to think again of the school year ahead. No, the changes I see are that school libraries are more and more part of the discussion, on national, state, and local levels. I say this knowing that there are districts continuing to struggle with the issues of staffing, resources and student access to libraries. Yet, school libraries are gaining recognition and awareness, and that is always the first step in finding solutions.

Statewide, positions are beginning to be added back to school libraries, and the discussions feel different. There is more understanding of the different strengths of paraprofessionals and certified library staff and how each complements the other.

Recognition has come from the Literary Arts' Walt Morey Award presented to Jann Tankersley for her work with the Beverly Cleary Children's Choice Awards, from OLA's recognition of Peggy Christensen and her work with the Oregon State Library Standards, and also their recognition of Dawn Prochovnic, Mitzi Sandman, and Debbie Plawner for their work in promoting school libraries. Dawn will have a session on her work at the fall conference. AASL will take to their board a recommendation to recognize ODE's acceptance of the OSLS.

The ESEA (Elementary and Secondary Education Act) reauthorization, arguably the largest education bill on the floor in the last 5 years, included a requirement for an effective library program, and it passed the Senate by a 98-0 vote, thanks in part to all those who took the time to contact their legislators.

ODE recently reached out to OASL members to include librarians in the discussion of how SLG (Student Learning Goal) requirements affect non-classroom teachers.

I know that changes are slow. I know that changes will not affect all areas at the same time, but I believe that there are positive changes happening in Oregon regarding school libraries, and I believe that it is the hard (sometimes thankless) work over a long period of time that has brought about these changes.

We have moved from why to how. On a state and local level, the questions used to start with "Why would school libraries be involved?" The question has changed to "How can school libraries be involved?" The process started slowly, but it is gaining momentum. Your work, your beliefs and your commitment make the difference.

20/20 Vision? Not even close, but we're all starting to see the deepening understanding of what all libraries can be.

Robin Rolfe has been the teacher-librarian at James John Elementary in Portland Public Schools for the past seven years. She has worked in the Portland district for over 20 years as a classroom teacher, reading specialist and library teacher. She is President of OASL. She can be reached at rrolfe@pps.net.

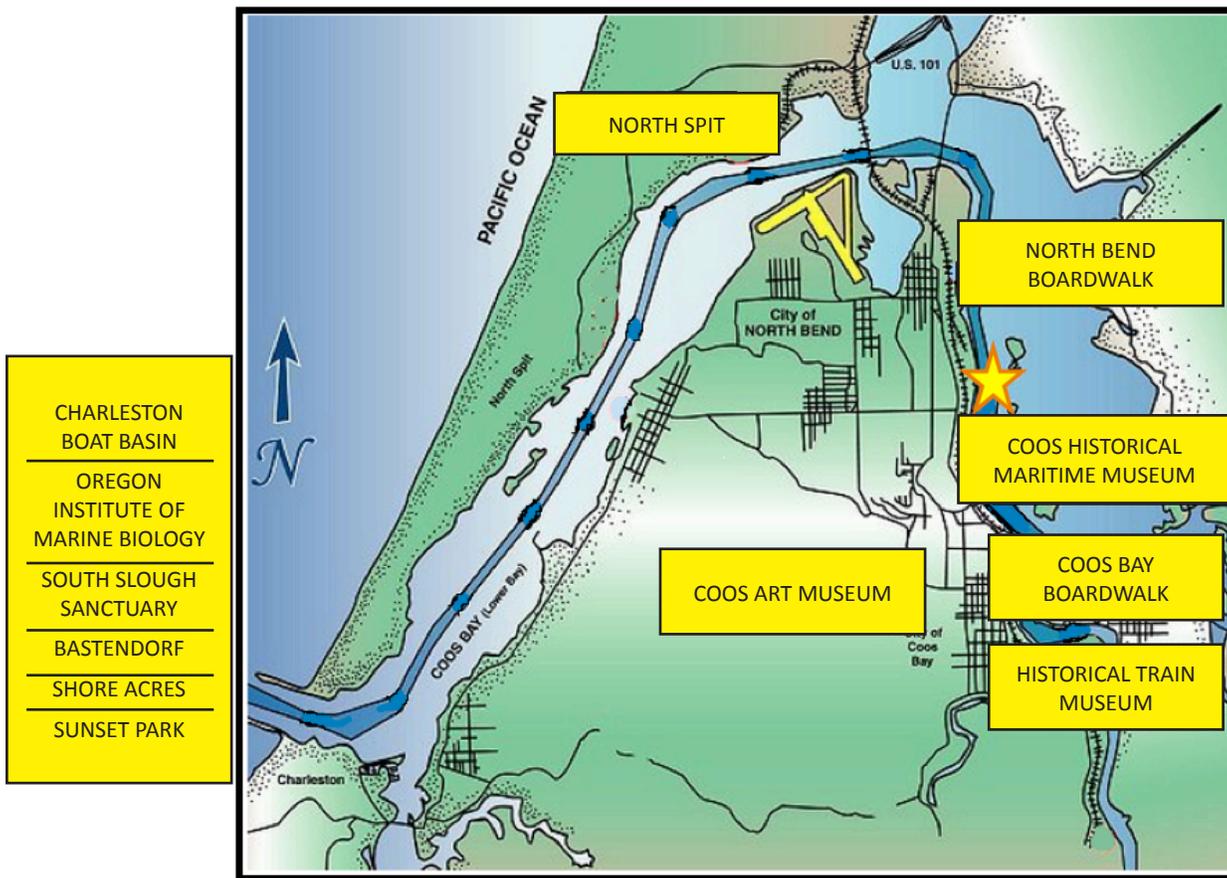
Recreation Opportunities on the Dynamic Southern Oregon Coast

by Peggy Christensen

The beauty of the Southern Oregon Coast is found in the great outdoors. So as you head to the Coos Bay-North Bend area, what are some of these destinations you want to take in?

Well, if you are a walker or jogger, you will enjoy the boardwalks. Relatively new developments to each city are the walking/jogging areas that follow the Coos Bay waterline. For undeveloped beach areas, you cannot do better than the North Spit. Horse Fall beach is relatively free of tourists any time of the year. Also, the Spit is a great area for putting in your boat (newer facility), or maybe you just want to frolic in the sand along the bay or fly kites. This is where you will also find the staging area to the dunes.

North Bend has several wonderful family/kid friendly parks. Simpson Park and Ferry Street are two of the oldest and are located on either side of the highway where the Coos Bay winds around the point.



Mingus Park, in Coos Bay, is in the heart of the city. It has a pond and a surrounding sidewalk. The outdoor Mingus Park Pool is at the north end of the park. Concerts are held there in the summer; maybe something will catch your eye there conference weekend!

Parks along the beaches on Route 54 include Bastendorf, which has both a lower level along the ocean and an upper level with a tremendous view. The upper level has camping and a play/picnic day-use area). If you keep following Route 54, you will come to Sunset Park. It is in a very protected cove, has a day-use park area, camping area, and great hiking trails that you can follow all the way to Shore Acres State Park and beyond. There is a golf course across the highway from Sunset.

Keep going south and you will run into Shore Acres. This is the site of the famed Simpson Mansion and botanical gardens. Concerts are frequently held here as are many other events.

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At the end of the road (where the highway literally ends) is Cape Arago. This is some of the most spectacular stretch of coastline you are likely to encounter.

Charleston is a little fishing town with a rich history. (Did you know that Jedediah Smith used to camp here?) Most people pass through it on the way to the ocean beaches, but it is a lively place with plenty of reasons to stop. The boat basin is there, as are places to get fresh seafood. “Getting seafood” means you could book an outing on a trawler and go catch it yourself, throw a crab pot off the docks and pull in your bounty, dig for clams, purchase oysters and other fresh seafood or you could eat at one of the restaurants in the area.

Interested in wildlife and conservation? Charleston is an important focal point of marine life research and discovery. The nationally-renowned Oregon Institute of Marine Biology (operated by the University of Oregon) is in Charleston, and they just opened up their Charleston Marine Life Center. It features displays of live animals and habitats, fisheries history, and an impressive skeleton of a juvenile grey whale. Additionally, South Slough Sanctuary turn off is right outside of the hamlet of Charleston. They also feature educational programs and trails.

The conference weekend will be an amazing weekend of learning, collaboration, and networking with professionals. Why not add some quality beach, park, wildlife, and museum time to your weekend? The south coast has so much to offer—maybe you should stay a few extra days!

Peggy Christensen is the co-chair of the 2015 OASL conference. She is the teacher-librarian at Marshfield High School in Coos Bay and also serves as the district librarian for all of the elementary schools. She can be reached at PeggyC@coos-bay.k12.or.us.



Simpson Mansion



Mingus Park



Cape Arago



Sunset Bay



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The Draw of Conference Authors *by Paige Battle*

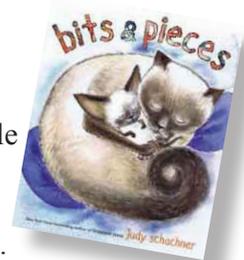
For me, one of the most enjoyable parts of attending library conferences is being able to meet and interact with authors. What I appreciate most about the authors attending OASL's fall conference is that each one has written books that help create connections to the Reading Engagement strand of the Oregon School Library Standards and, most importantly, help students develop a love of reading whether for personal growth or pleasure.



My cat, Mushii Mushi, contemplating his kindred spirit

Judy Schachner's picture books offer young readers the opportunity to appreciate an illustrator's craft while also being introduced to literary devices. In a *New York Times Book Review* article, Jerry Griswold highlighted that elementary-aged students appreciate the "intralinguistic wit, playfulness and musicality" found in each book title. In *The Grannymans*, Schachner utilizes flashback ("Simon could still remember what it was like after he was born") and alliteration ("He climbed, he clawed, he chased, and he chewed everything in sight") to describe the main character's favorite activities as a kitten.

In *Bits & Pieces*, the main character Tink (the kitten raised by Simon in *The Grannymans*) is beloved by his family despite the trouble he gets into by eating everything from a flip-flop to dollhouse furniture. A *Kirkus Reviews* article highlighted how Schachner's "breezy, colorful full-page paintings and multiple smaller vignettes are created with charcoal, pastel, watercolor and cut-paper collage to show these and other adventures" and effectively combine "mixed-media illustrations and a conversational tone with a healthy dollop of humor" for a story tailor-made for feline fanciers.



Schachner's publisher, Penguin Books, offers many Common Core-based lesson ideas for her picture books and other award-winning titles through their online educator guide which includes activities that address different learning styles and often provides web tie-ins:

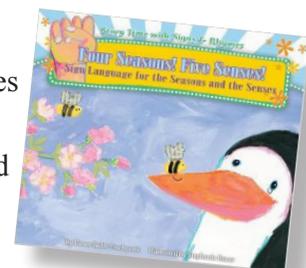
http://www.penguin.com/static/images/yr/pdf/PictureBook_brochure_13.pdf



Another author whose books invite an interactive story time is Dawn Babb Prochovnic. She created her "Story Time with Signs & Rhymes" series to fill a need that was not being met in her sign language instruction classes—original stories that incorporated childhood concepts, such as school activities, animals, colors and shapes, along with rhyme and American Sign Language signs. In an interview with Kathy McMillan, Prochovnic pointed out that "the playful, rhythmic nature of [my] stories encourages parents and caregivers to read, sign and rhyme with their children,

which helps build early literacy skills. My overall goal for the series was to create stories for children to interact with and get hooked on reading and signing."

On her blog, Prochovnic provides a video playlist demonstrating how to physically hold a book and sign along at the same time; she also has several posts dedicated to lesson plans that take you from start to finish and a YouTube channel with videos of story times in action.



April Henry's writing career has focused on crossover thrillers and mysteries for teens (and adults) and adults (and teens) as she cleverly notes on her web page (which you really ought to explore as it has wonderful stories and fun facts). Her books, ranging from teens dealing with going undercover to protect family members (*Torched*) to kidnapping (*Girl, Stolen* and *The Night She Disappeared*) to being on the run for your life (*The Girl Who Was Supposed to Die*), all provide non-stop suspense and memorable characters.

The story structure of Henry's books lend themselves to evaluation for author's purpose. Multiple points-of-view, foreshadowing, and flashbacks are all plot elements that the author employs to create dramatic tension and build suspense. Henry's writing life includes a lot of research. She has attended

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the Writers Police Academy which is held on the grounds of a real police academy in North Carolina and employs experts on such topics as arson investigation, fingerprint and blood splatter analysis, and handcuffing techniques. She also took part in the FBI Citizen's Academy—a 10-week course taught by FBI agents that involved firing a machine gun—and an Urban Escape and Evasion class that taught her how to get out of duct tape, zip ties, and handcuffs.

In answering a query from a student asking if she had a reason for writing her books other than to entertain readers, Henry shared that she sees her books falling between being entertaining and informative:

“When I first sit down to write a story, it’s totally to entertain. Usually I’ve come across a real-life scenario and think it will make the perfect jumping off point for an exciting story. And then there’s an ‘inform’ aspect to it, too. I try to research things and make them as real as possible, so the reader is not only entertained, but also learns something, too.

However, I’m also a person who has all kinds of ideas about how the world should be. So I might work in little messages about, say, a gay teen being kicked out of the house and being homeless through no fault of their own. Also in most books, the main character usually undergoes some kind of transformation. Often they learn things.

But those aren’t the main parts of the book, and they certainly aren’t the reason I write. I never sit down thinking I’m going to write a book with a certain theme, or to prove a point. While that may happen, it’s not why I write. I have a sort of meta-reason why I write. I want more people to enjoy reading. It always makes me happy to hear from someone who normally doesn’t like to read.”

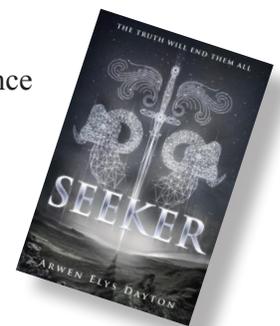
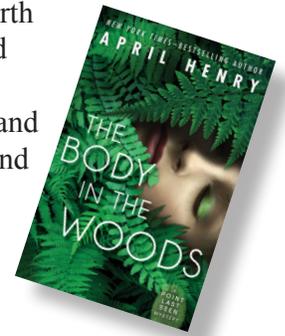


Another author who puts in months of research before writing her books is Arwen Elyz Dayton. For her latest book *Seeker*, most of her research focused on specific geography. She walked the streets of Hong Kong and London and explored castles in Scotland with a GoPro camera strapped to her forehead to get the feel for the worlds her characters would inhabit - an excellent example of building background knowledge to inform her writing.

In an interview with JeanBookNerd, Dayton shared that the greatest thing she learned at school was how to research any topic until she had a good grasp of it: “It’s the skill I’ve used most! Every writer uses this skill, but I think it’s extremely valuable no matter what you do with your life. So much of school can be sitting there letting someone else tell you what’s important. Research turns that around, and you’re in the driver’s seat figuring out the meaning and importance of a subject for yourself.”

In *Seeker*, the main characters of Quin, Shinobu, and John are all grappling with the consequences of being betrayed by the people they have trusted the most. This universal theme was what drew Columbia Pictures Vice President of Production Hannah Minghella to pick up the novel for production and to point out, “Arwen has created a cast of characters and world that transcends the Young Adult genre and offers a rich cinematic opportunity. The best science fiction and fantasy stories are a metaphor for a grounded universal truth and Arwen perfectly captures the emotionally complex awakening all young people have that the world is not black and white, parents are not perfect and ultimately we all have to be Seekers of our own truth.” Dayton has noted some specific cinematic influences on the writing of *Seeker* including *La Femme Nikita*, *Run Lola Run*, and the films of Bruce Lee.

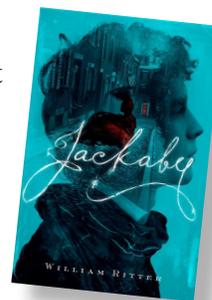
The second book in the “Seeker” trilogy, *Traveler*, is due to be published in 2016.



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William Ritter and Emily Whitman are two authors who transport readers to different times and realms. Their books also lend themselves to tie-ins with a variety of non-fiction topics that students can explore and encourage book discussion on historical eras.

Ritter's book *Jackaby* and its soon-to-be-released sequel *Beastly Bones* are delightful mashups of science and the supernatural with mystery and folklore to boot. One of my favorite databases to share with students is Novelist. In addition to having easy access to journal book reviews, this database also provides award lists a book has shown up on, detailed subject headings, audiobook information, and specifics on genre, the book's geographic location, and pace. Best of all, though, is the title read-alike and author read-alike suggestions. For Ritter's book *Jackaby*, read-alike suggestion include *The Ruby in the Smoke* by Philip Pullman, *Eye of the Crow* by Shane Peacock, and *The Clockwork Scarab* by Colleen Gleason while author read-alike suggestions include Eleanor Updale (author of the "Montmorency" series). Non-fiction topics that could be explored are daily life in 19TH century New England, crime investigation, and mythological creatures.



More mythology is offered up in Emily Whitman's *Radiant Darkness*, a retelling of the Persephone myth. Her book makes a nice supplemental reading suggestion when studying Ancient Greece in social studies classrooms. Whitman's second novel, *Wildwing*, follows 15-year-old Addy, who is transported from 1913 London to a Middle Ages castle where she is mistaken for Lady Matilda, the castle lord's intended bride. This story invites further investigation into the art of falconry, the Plantagenet period (1154-1485), and domestic servitude in the early 20TH century.



Author Bonnie Jensen Cox offers another story from the early 20TH century in *The Story Behind the Treble Clef: Family Roots in Denmark, Oregon*. She spent over a decade crafting this memoir about her father Charlie Jensen, known as the Music Man of Curry County, and the history behind the small coastal community of Denmark, Oregon, during the first half of the 20TH century.

Charlie Jensen had a long and varied musical career that included playing in dance bands (starting at the age of 14 when he organized one at the Denmark School), giving lessons, owning a music store, and selling instruments. Cox's artistic achievement is an illustration of resilience, perseverance and stamina when crafting both a biographical and historical story.



With each of the authors offering reading material at every grade and interest level, their books can help contribute to strengthening the reading and learning communities in each of our school libraries.

Author Info:

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continued...

Author Sites:

- April Henry: <http://www.aprilhenrymysteries.com/>
- Arwen Elys Dayton: <http://www.arwendayton.com/>
- Dawn Babb Prochovnic: <http://www.dawnprochovnic.com/>
- YouTube channel: : <https://www.youtube.com/user/dprochovnic/videos>
- Emily Whitman: <http://www.emilywhitman.com/>
- Judy Schachner: <http://www.judithbyronschachner.com/>
- William Ritter: <https://rwillritter.wordpress.com/>
- Author Twitter feeds:
- April Henry: @aprilhenrybooks
- Arwen Elys Dayton: @arwenelysdayton
- Dawn Babb Prochovnic: @DawnProchovnic
- Emily Whitman: @Emily_Whitman
- William Ritter: @Willothewords

Paige Battle is the NBCT Librarian for Grant High School in Portland, Oregon, where she teaches a dual-credit student library assistant internship in connection with PCC's PACTEC program. She is the past chair of YALSA's 2015 Alex Awards committee and a current member of the 2016 Michael L. Printz committee. When not reading, she likes to run 5Ks that encourage costumes. She tweets at @paigebattle and @Grant_Library

Paraprofessionals Unite! *by Louetta Jansen, OASL Paraprofessional Representative*



Get ready for fun, food, and fabulous networking. Let the power of knowledge equip you with all you need to make your library exactly what you have dreamed of. I hope you definitely plan to attend the Fall OASL Conference on October 9TH and 10TH in North Bend.

I have been in an elementary library for 15 years and love my job! However, there is a lot to this job, and I'm always looking for ways to improve the library. Well, the fall conference, loaded with sessions designed just for paraprofessionals, is our chance to get some wonderful insights and ideas to help! My favorite is the book talks. I love to hear what's new and wonderful to put on my book order list (and it's sure comforting to know students are going to love those books). There are so many more sessions like book mending, protecting online privacy, ebooks, and learning all about National Geo Kids or databases like Kids Infobits. There's an awesome session on library management that covers book orders, weeding, budgets, how to collaborate with teachers, copyright laws and assessing digital resources. The session about award nominees is another favorite, where you can find out how to promote the nominees and winners (Patricia Gallagher, Beverly Cleary and Oregon Reader's Choice) in your library. Obviously there are numerous sessions to choose from, and you can't really go wrong!

But wait—there's more! There will be two wonderful featured authors at our conference: Judy Schachner and William Ritter. Judy Schachner is the #1 New York Times Best Selling Author/Illustrator of over 23 books for children, including the famous Skippyjon Jones series, *Bits & Pieces*, *The Grannyman* and *Willy and May*. William Ritter is the 2015 Pacific Northwest Bookseller Association's Book Award Winner for his novel *Jackaby*. He has been known to play with words and they play back. There will be author signing times as well, so bring your checkbook and plan to buy books to have signed!

continued...

I know you will enjoy the North Bend/Coos Bay area: October is the best time of year for the Southern Oregon Coast. There are so many things to see and do: beautiful beaches and cliffs, ATV tours, dune buggy rides, and handmade Cranberry Sweets treats. I hope you'll take time to see the gorgeous Shore Acres State Park, offering formal gardens filled with flowers, ponds and history. I'm eagerly waiting for the fabulous evening of campfire fun and storytelling—you won't want to miss it!

You can find so much fun and information in one place! One idea can easily pay for the expenses of participation, with lots of valuable information and inspiration (check with your district about professional development funds!) So please come and gain new ideas, meet friends, and breathe new life into your library!

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

Introducing Keynote Speaker Mark Ray *by Jenny Takeda*



When the OASL Conference Committee Chairs asked the OASL Board for dynamic keynote speaker suggestions, I immediately thought of Mark Ray. Mark is very active as a leader in the school library and instructional technology communities across the country. His “Pivot Points” columns for *School Library Journal* are must-reads, with strategies to convince leaders of the value of school library leadership in helping transform schools with 1:1 and other digital shifts in instruction. Mark agreed to be interviewed via Twitter for this article. The transcript of our chat is included in this article and is also available thru Storify.

See the Resources section below for links to the Storify, Mark's column, and other articles.

As a high school librarian in Vancouver, Mark was honored in 2012 as the Washington State Teacher of the Year. He moved into administration and was the Director of Instructional Technology and Library Services before recently becoming the Chief Digital Officer for Vancouver Public Schools this year. Vancouver's teacher-librarians were featured in a Digital Promise case study and in an *Education Week* article this year. Mark was selected this March by the National School Boards Association as one of the “20 to Watch” leaders in education technology.

Mark is designing an “unkeynote” for the conference that will get everyone talking and generating ideas to implement following the conference. I encourage OASL members to read the articles in the Resources section and follow Mark (@_TeacherX) on Twitter for more information about school library successes in Vancouver. Learning from Mark will be one of the highlights of the 2020 Vision Conference.

Twitter Interview:

Introduction:

Jenny: Twinterview today with @_TeacherX, Chief Digital Officer from VPS. Keynote for OASL fall conference: goo.gl/ePWfiv. @oaslpromo #oasl

Jenny: @_TeacherX Thank you for agreeing to share thoughts with us this afternoon on libraries, leadership and ed tech! #oasl

Mark: Thanks for the invite! I like the choportunity of responding in 140 characters! (Challenge+opportunity)

Jenny: I like your “choportunity” term and the idea of short answers in a Twinterview. Nice to know it's ok to be concise!

continued...

On becoming an educator:

Jenny: Here's the first question....What led you down the path to become a librarian/educator? #oasl

Mark: Ignoring advice of my father (tchr), having graduated from @EvergreenStCol a desire for a human 'bottom line.' #oasl

Mark: Planned to be an English Teacher, but I took a class in YA Lit that was MUCH more fun than Chaucer. #oasl

Jenny: YA lit is so much fun. I often listen to YA audiobooks in the car. Do you have a favorite YA title/author? #oasl

Mark: This dates me, but Robert Cormier paved the way for YA to transcend 'kiddy books.' #oasl

Favorite library memory:

Jenny: Here's another library question. Describe your favorite library moment from your childhood. #oasl

Mark: I remember checking out my first non-fiction book "My Village in Finland," in 1st grade. My mom was Finnish. #oasl

Mark: When they got rid of the card catalog, the librarian gave me the card for that book. I was one of the only kids that read it.

Jenny: Do you still have the card? My fav memory is checking out 10 books per public library visit. Now I can have 100 at a time!#oasl

Mark: I have the card somewhere. I have so many things 'somewhere.' Never was a Type A librarian. #oasl

If marooned on a deserted island:

Jenny: Book + tech question: If you were stuck on a deserted island for a week, what 1 book + 1 website/app would you choose?#oasl

Mark: Some libs will hate me, but I'll take Wikipedia or YouTube. Given the choice of veracity or utility, I'll take latter.

Mark: For a book, I think I'd want some poetry. Just got back from SF. Ferlinghetti's Coney Island of the Mind might keep me sane.

Mark: I'm a non-fiction/reference guy at heart. YouTube would help me build a shrine, purification system or how to open coconuts.

Jenny: YouTube or Wikipedia would be useful and provide variety. It's hard to imagine a limit of 1 tool since we use so many. #oasl

Leadership advice:

Jenny: New topic. What is the best leadership advice you've ever been given? #oasl

Mark: Hire and retain people smarter than yourself. Culture eats strategy, etc. for lunch, dinner and fourthmeal. Be nice. #oasl

Jenny: Great advice. Being nice and respectful is so important and definitely applies to service oriented school libraries. #oasl

FutureReady questions for school libraries:

Jenny: Last question: Is there anything conference attendees can start thinking about now prior to your keynote on October 10th?#oasl

Mark: 2 simple Qs: How can librarians ensure that schools & students are #futureready? What does a @FutureReady library look like?

Jenny: Excellent questions to consider and discuss. Thank you for your time today! Look forward to seeing you at Oct conference.#oasl

continued...

Resources:

Follow Mark on Twitter: @_TeacherX

“K-12 Librarians’ Roles Shift to Meet Digital Demands” from Education Week by Carol Brzozowski, 4/13/2015
<http://goo.gl/aUwuJA>

“Mark Ray Interview” 7/20/15

<https://goo.gl/AKqQg9>

“The New Librarian: Leaders in the Digital Age” by Digital Promise

<http://goo.gl/aMjVCD>

“NSBA Names ‘20 to Watch’ Education Technology Leaders” National School Boards Association, 3/6/2015

<http://goo.gl/bzhRif>

“Pivot Points” column by Mark Ray for School Library Journal

<http://goo.gl/jxNuZ2>

“Teacher Librarians: Mavens in a Digital Age” by Steven T. Webb and Mark Ray in School Administrator, May 2015

<http://goo.gl/03L5Jr>

Strands: A Coastal Conference *by Jen Maurer*



Merriam-Webster [defines strand](#) as “the land bordering a body of water.” Synonyms include beach and shore. I had to look much further down the page to find this definition: “one of the elements interwoven in a complex whole.” M-W’s example was “one strand of the novel’s plot.” Both of those meanings apply to the 2015 OASL Fall Conference. The more obvious connection is that we will gather at the beach in North Bend, just up the road from Coos Bay. (Do not wind up in Bend by mistake. I know a vendor from middle America who accidentally flew into North Bend for a library conference in Bend! She laughs when she tells the story... now.) Be sure to take advantage of the local attractions and consider bringing your family.

Golfers might want to schedule time at renowned [Bandon Dunes](#) while naturalists will want to discover the beauty of [Shore Acres State Park](#), which is perched on cliffs overlooking the Pacific. Several years ago while on a geocaching weekend in the area, I was charmed by Charleston, a cute fishing village.

That covers the recreational side of attending a conference, but the definition of strand as one part of a whole applies, too. This year’s event is organized around the four strands of the [Oregon School Library Standards](#): information literacy, reading engagement, social responsibility, and technology integration. Each strand has three standards associated with it, and each standard has multiple indicators. As you know by now, an OASL committee finished writing the standards in 2012, and earlier this year, the Oregon State Board of Education adopted them. While that formal recognition does not make teaching to the standards mandatory, it validates the importance of strong school library programs and enables licensed staff to use the standards for their Student Learning and Growth goals. (See the Resource Round-Up column in this issue for more about that.) When soliciting and selecting conference sessions, our goal was to offer multiple opportunities to engage with each of the four strands. Here are a few highlights for each. Be sure to read the full conference program for more connections.

Information Literacy

The OASL definition for the [information literacy](#) strand is to use strategies for locating, selecting, organizing, understanding, evaluating, using, and producing information. LuAnn Harrison, a national Gale trainer, will offer

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two sessions on Friday afternoon about some of the K-12 [databases available statewide](#). One slot is aimed at those who work with elementary students and will focus on Kids InfoBits and National Geographic Kids, while the other will introduce participants to the new Research In Context database for middle schoolers and relate it to Student Resources In Context, which is the “older sibling” designed for high schoolers. As one example of an information literacy connection, those sessions support indicator *LIB 1.1.D: Find, evaluate, and select appropriate sources to answer questions*.

Marlene Lee, retired school librarian and chair of the OSLIS committee, will lead a Saturday morning session to review the myriad new resources available on [OSLIS](#). For those who do not know, OSLIS is an information literacy website and the central access point for the databases offered statewide from the Oregon State Library. In support of teaching research as a process, OSLIS offers tutorials, worksheets, eBooks, and more, and this supports indicator *LIB 1.1.A: Follow an inquiry-based process to seek knowledge*. Another session that supports that indicator is College Research Instruction in the High School, presented on Friday afternoon by Michele Burke, a reference librarian at Chemeketa Community College in Salem.

Reading Engagement

The second strand of the Oregon School Library Standards is [reading engagement](#), defined as reading to pursue intellectual, personal, and emotional growth for life. Naturally, all of the author sessions fit this category. Saturday morning, you could attend the Author Inquiry session in which Debbie Alvarez, a librarian in Beaverton, will demonstrate how she hooks students on reading by getting them interested in the people behind the pen (or keyboard): authors. Several indicators apply here, but *LIB 2.1.E stands out: Appreciate and evaluate author’s craft and use of literary devices*.

Bob Jonas recently returned from being a school librarian in Germany, and his Friday afternoon session—Indie Publishing: Fame, Fortune, & Reading Engagement—will outline his process for having students self-publish their writing, which includes using social media for marketing. This covers indicator *LIB 2.3.B: Contribute to a reading and learning community* and touches on technology integration as well. Want to learn how to make physical books with kids, how to incorporate young adult literature outside of the English classroom, or how to participate in one of several Oregon reading programs like Oregon Battle of the Books? Yep, those reading engagement sessions are offered, too.

Social Responsibility

[Social responsibility](#), as defined in our library standards, means to share knowledge and participate ethically and productively as members of our democratic society. Jean Gritter is a teacher librarian in Albany, and her Saturday afternoon session title offers an excellent summary of the session itself – Implementing Digital Citizenship Curriculum When Your Students Are Digital Natives & Your Teachers Are Not. Her foundation will be [curriculum from Common Sense Media](#), and this covers indicator *LIB 3.3.A: Collaborate as members of a social and intellectual community*.

Samantha Pierson and Paul Addis from the Coos Bay Public Library will present Cybercreeps and Cyberbullies: Protecting Yourself in the Digital Age on Friday afternoon. They will provide tips on how to protect your privacy, preserve your online presence, and know who might be looking over your shoulder. This directly applies to indicator *LIB 3.1.B: Participate in and advocate for safe and ethical communication*.

Technology Integration

The last strand addresses an aspect of today’s educational landscape that school library staff is increasingly responsible for: [technology integration](#). OASL’s focus is very specific: employ digital technology and communication tools or networks to locate, evaluate, use, create, and produce information. This is the time to beef up your skills or take the plunge with an application that you might find daunting. For example, if you do not have a school library website, or if yours could use some shine, learn some tips on Saturday afternoon from librarians Ayn Frazee and Susan Robertson, who both work in Portland Public Schools.

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Or, maybe the plunge that awaits is using [Google Apps for Education](#). If so, you are in luck because Kate Weber, the librarian for Southern Oregon Education Service District, will lead a Friday afternoon session all about GAFE. There's also a separate Saturday afternoon session focused on the benefits of [Google Classroom](#), an online learning platform, hosted by Stephanie Thomas and Miranda Doyle, librarians in Portland and Lake Oswego respectively. One indicator that applies to both sessions is *LIB 4.1.E: Collaborate online and in digital environments to broaden and deepen knowledge*. You can also learn the latest about using eBooks, explore how to use social media for professional development, jump into the makerspace movement, and much more.

Speaking of more, the conference offers a strand not addressed by the Oregon School Library Standards—librarianship as a profession. This includes sessions about advocacy, weeding, library management for paraprofessionals, and So. Much. More. Speaking of more (see a theme here?), engage in the conference by participating in the virtual space. One specific use will be to continue conversations that might begin during networking time. Watch for announcements about how to access this resource.

I have attended OASL conferences for almost a decade now, and I have met many other conference goers. In all that time, I have never met anyone who did not think that attending the OASL Fall Conference was worth their time and effort. Everyone walks away with new learning, new friends, and new energy. Come explore the strands of the Oregon School Library Standards and enjoy the strand of [Oregon's southern coast](#).

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Oregon State Library. (n.d.). Statewide Database Licensing Program. Retrieved from Oregon State Library website: <http://www.oregon.gov/osl/ld/pages/technology/sdlp/index.aspx>

Sightseeing Websites

Bandon Dunes Golf Resort: <http://www.bandondunesgolf.com/>

Charleston: <http://visittheoregoncoast.com/cities/charleston/>

Oregon's Southern Coast: <http://www.southernoregon.org/southern-oregon-coast>

Shore Acres State Park:

http://www.oregonstateparks.org/index.cfm?do=parkPage.dsp_parkPage&parkId=68

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

Get Your Game on at the Conference *by Peggy Christensen*

Functional, fundamental and funky all have something in common. That's right: "FUN!" They also describe some of the things you can expect to experience and participate in during this year's 2015 OASL Conference. Making a debut appearance this year is a conference game known as an Alternate Reality Game (ARG). The tab to play this game is on the conference website: <http://tinyurl.com/OASLconf15>. An ARG is an interactive and networked game that can be played by teams or individuals. Anyone can create an ARG (and hundreds of thousands of people have!) but an important feature of an ARG is the creator's ability to identify the learning and direct the players toward acquiring that information. If you work in a library and want something creative, networked, interactive, engaging, *and* covering information/skills, then an ARG might be your ticket.

alternate reality games

The OASL Conference ARG has several purposes. Of course, one is that it fits the definition of funky fun. But besides introducing an ARG to those who may

not be familiar, it serves so many other purposes: to be a discovery or learning tool about local history (Coos Bay/North Bend), OASL, and Google apps; to showcase an online game (your kids will love KAHOOT); to become familiar with OSLIS and searches; and to tap into critical thinking, inferring, deduction and collaboration. Playing the Conference ARG might just inspire you to create one. Chances are it will also stir up some excitement and increase interest in the library. We want to engage our kids, right? Well, this is one avenue.

Those who make it all the way through the Conference Game (ARG) will have their name put in a drawing for a prize. You have to be there to win, but that is the only condition.

Two other opportunities for fun and games at this year's conference are familiar to you. First, bring your favorite reading promotion on a tri-fold display to participate in the Book Promotion Boards contest! Book Promotion Boards are something we can work on during the summer, are transportable and therefore easy to share. It would be no problem to get in league with others who head libraries and agree to create book promotion boards that you could divvy up and rotate through your libraries all year. If you think of 8 people you could share with, you could have a "new" poster for every month of the school year. Not a bad idea. In truth, there have been some very creative book promotion board presentations. Who has forgotten the READ BOX? Conference attendees will be given tickets at the time of registration to vote for the board they like the

best. Who knows, it might be the one you bring! The one with the most votes, wins.

Another familiar fun thing you can expect from the OASL 2015 Coastal Conference is the silent auction,

graciously hosted again this year by Ruth Murray. You can bet there will be books at bargain prices, but there is always a wide variety of items. This year you can expect to find items representing the diverse regions of our state, with unique (and sometimes delicious) offerings. Curious? Then come see what's there for you. (And bring your checkbook!)

The auction, the poster boards and the ARG fall under the description of functional, fundamental, and funky and connected to each other through *fun*. Why not have some?



Have You Registered Yet?
www.tinyurl.com/OASLConf15

Featured Authors: Judy Schachner & William Ritter

by Peggy Christensen



Judy Schachner has been bringing her spunky characters to the page for over a decade. Many readers of children's stories are drawn in by the imagination, courage and adventurous spirit of her most famous character, Skippyjon Jones, the *pequeño gatito siamés* who thinks he is a Chihuahua. In the past decade, Schachner has created a book a year, offering not just adventure, but subtle glimpses of a mother's love and understanding of this little rascal she is in charge of raising.

Schachner's wry sense of humor and manipulation of language keeps the reader engaged in the story on more than just one level.

Although best known for her stories and product lines associated with Skippyjon Jones, Schachner's journey into the world of art goes way back. After college, she first worked for Hallmark. The next big venture was raising her children, which sidelined her professional career for a time. Her first published illustrations appeared in a book by Donna Jo Napoli. There were others, but it was in 2003, with the publishing of her first Skippyjon book, that Schachner's career really took off. Her books have won many awards, including the E.B. White Read Aloud Award in 2004.

Spontaneity and creativity are still hallmarks of Schachner's talents. She has *imagineered* a new character, Dewey Bob Crockett, a raccoon with a few lessons of his own to learn. He's a collector of everything—buttons, doodads, shiny things—but realizes he has nobody to share them with. He embarks on collecting friends, a task that takes more (and different) skills. <http://www.judithbyronschachner.com/>

Schachner is flying out from the east coast to present at the OASL 2015 Coastal Conference as our featured children's author. In addition to a few appearances at local schools and a public library, Schachner will present at a Friday afternoon session. The evening will kick off with an optional *Fiesta Buffet* (in the spirit of Skippyjon's alter ego) before the featured Friday night author event with Judy Schachner. The evening with Judy is free with the cost of the conference registration. You won't want to miss it!



We are also excited to announce up-and-coming author William Ritter as the featured YA author on Saturday night. Ritter grew up in Portland, went to school at the University of Oregon and is currently engaged in a teaching assignment in Springfield, Oregon. His first book, *Jackaby*, has met with tremendous success, leaving his readers clamoring for more. Ritter has delivered. His second book in the *Jackaby* series, *Beastly Bones*, is being released this fall.

It's been a whirlwind for Ritter. He was part of a session and book signing event at ALA in San Francisco this past June before moving on to Washington state where he attended another book signing event.

As a writer and a high school teacher, Ritter has expressed his passion for reading engagement. Having readers be a part of the story, walk around in it, and examine it from the perspective of one who is there, gives deeper meaning and serves as a vehicle by which instructors can teach/talk about society, its strength and its frailties.

Ritter will be part of the Saturday authors' book signing and will present a session on reading engagement on Saturday. His address to the conference will be incorporated into the Awards Celebration that takes place in the early evening.

Peggy Christensen is the chair of this year's conference and a teacher-librarian at Marshfield High School in Coos Bay. You can reach her at PeggyC@coos-bay.k12.or.us



Got Tech? *by Dana Berglund*

Some of the best sessions I have attended at conferences have been those that introduce “new” (to me) tech tools, or give me time to use the tools and learn the various ways that people are using them in their schools. Which tools will make our lives easier, which will help the kids engage more with the learning, and which will be a conduit to improved student learning? If you want to experiment with new technology, or improve your skills with a tool, there will be excellent opportunities at this year’s OASL Fall Conference. Bring your devices with you! You can read the full session descriptions on the conference website, <http://tinyurl.com/OASLconf15>.



Interested in working more with Google Apps, Google Drive, Google Classroom, or Hangouts? You can explore some familiar and not-so-familiar free Google tools for collaboration and connection in two different sessions: a Friday afternoon session on Google Apps with Kate Weber, or a Saturday afternoon session with Stephanie Thomas & Miranda Doyle.

Thinking about branching out creatively with technology? On Friday, you could join Kathryn Harmon and a panel of other librarians who have brought Makerspaces to their libraries, spotlighting engineering and STEM/STREAM activities. You could pick up some tips on making your own creator’s paradise. Or you could attend Ayn Frazee and Susan Robertson’s session on Saturday afternoon about designing engaging web sites for your library. They want to share with you what they’ve found about creating attractive and easy to maintain websites that are appealing and accessible to students, parents and teachers. All the tools discussed in this presentation are designed for people who do not have a background in web design or programming—even basic Internet users can create simple, functional and attractive websites for use by students and staff.



Maybe Makerspaces aren’t quite DIY enough for you. How about computer coding—are you using Scratch? Sharon Rossback will present a Friday afternoon session about the Scratch programming language, showing how learning to code with Scratch can help students think, reason, design, collaborate, express, and learn new concepts, all while having fun.



If you’re interested in using websites and apps that have gotten rave reviews from other librarians, there are two Saturday morning sessions that might be just right for you. First, Molly Sloan from Portland Jewish Academy will help Twitter novices and newbies join the Twitterverse of professional development opportunities. In the next session, Erin Fitzpatrick-Bjorn and Kiva Liljequist from Portland Public Schools are presenting a session of the best of the best apps and websites, from ALA and their experience. Tips from trusted librarians—what could be better?



On a serious note, if you are always looking for additional ways to teach your kids to be safe online, there will be an excellent session by Sami Pierson and Paul Addis right after lunch on Friday. With the massive increase in social media use, it is now one of the biggest venues for cyberbullying. In addition, cybercreeps may be trying all sorts of tricks and gimmicks to get your personal data. But all hope is not lost! Come learn what can be done to protect yourself and others in the online world.

Investigating digital curriculum? If you want to talk more about efficient and exciting use of eBooks, you can join Jan Snyder & Miranda Doyle in their session right before the dinner break on Friday. If it’s the digital curriculum you’re more interested in, Jan will be presenting a second session about developing the digital curriculum in your building.

With so many technology sessions to choose from, you may need to clone yourself (or get a Time Turner) to attend them all! Get ready to charge up your devices and your digital practice as you attend these great conference sessions!

Dana Berglund is the editor of Interchange and the enthusiastic media specialist at Sandy High School. She lurks on Twitter at @danaberglund and spends too much time obsessing about book reviews and trivia questions on Goodreads. She can be reached at interchange@oasl.olaweb.org.

OASL Awards

by Grace Butler

This year, our awards presentation will be held during the William Ritter author event on October 10TH. Nominations for teaching and paraprofessional awards were gathered from administrator submission and from our membership. An awards committee chose the winners during the summer OASL Board retreat in August.

Teaching awards are given to school librarians who demonstrate exceptional performance as a teacher, an instructional consultant, an information specialist, and a leader.



This year's winner of the Secondary Library Media Specialist award is Nancy Sullivan, Madison High School, Portland Public Schools.



The Distinguished Library Service Award for School Administrators is given to an administrator who supports exemplary school library media programs and has made an outstanding and sustained contribution to advancing the role of the school library media center. Nominations for this award come from OASL members. This year's winner is Susie Orsborn from West Albany High School, Greater Albany Public Schools.



The Library Paraprofessional of the Year award is given to a library paraprofessional or library assistant who demonstrates exceptional performance. This year's winner is Jennifer Xochihua from Grant High School, Portland Public Schools.



This year's winner of the District Librarian of the Year award is Jan Snyder, Oregon City Schools.



No award was given this year for Elementary Library Media Specialist.

Congratulations to the 2015 Award Winners!

Please keep 2016 in mind, and don't hesitate to nominate a talented colleague when the request comes next spring.

Grace Butler is the OASL Awards Chair and can be reached at grc.btlr@gmail.com

Congratulations go to our 2015–2016 scholarship winners!

by Amy Richards

OASL offered two academic scholarships this year for members who are studying in the areas of educational media and information technology. Academic scholarships may be used to assist the recipients to further their education in summer or academic year coursework at any accredited college or university.

The Joyce Petrie Scholarship 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.

The winner of the Joyce Petrie Scholarship is Jean Young. Jean is enrolled in the Portland Community College Library Assistant Certification program and hopes to work as a library assistant in a college or university library.



The Norma Zabel Scholarship is offered to qualified graduate students who are studying in the fields of education media and/or instructional technology.

Shelly Buchanan is the winner of the Norma Zabel Scholarship. Shelly is a teacher librarian and language arts teacher in the West Linn/Wilsonville School District who is working on a Ph.D. studying inquiry learning and information literacy.

Amy Richards is the teacher-librarian at St. John Fisher School in Portland and is the OASL Scholarship chair. You can contact her at arichards@sjsfschool.org.

Too Excited for Sleep! *by Laurie Nordahl*

When I think about the upcoming 2020 Vision Coastal Conference, I am reminded of the advertisement featuring a young restless boy at bedtime, sneaking into his sister's room to talk about their upcoming Disneyland trip. As his mother enters the room to quiet them, the little guy exclaims, "I'm too excited to sleep!" There are some great moments ahead at the fall conference and the anticipation is growing. I'm really looking forward to the opportunity to visit and connect with colleagues from all over the state.

There will be several opportunities to get together with old friends and make new friends. For starters, at one of the last sessions on Friday, there will be a chance to ask those burning questions of each other, putting our collaborative experiences together to help our library programs and to laugh together. Friday evening will be a hoot, beginning with the Fiesta Buffet. There will be a great selection of festive foods, of which Skippyjon Jones would surely approve, while we mingle with each other to share joys and experiences from our libraries or personal lives. Topping off the fiesta is an opportunity to hear #1 NY Times best-selling author/illustrator, Judy Schachner, speak. Following the author event, we can move to the fireplace for a chance to visit and hear some great storytelling. Do you have a good story to tell? Bring it to share around the fire Friday evening. Talk about a party!



We'll be so excited about the morning, we may not be able to sleep once again! Saturday morning promises some great food and time to network before and after the roundtable panel with a talented pool of authors – what better way to start our weekend with the chance to socialize with other library professionals and great writers! Saturday evening will be another star-studded affair, with a great spread of hors d'oeuvres, network time and a chance to hear Oregon's own William Ritter! Speaking of anticipation, his second novel, *Beastly Bones*, is due to be released just weeks before the conference!

But why wait to get started? Find a colleague and start playing the Coastal Conference Game! (Click on the appropriate tab at <http://tinyurl.com/OASLconf15>.) While a partner or team isn't necessary, it makes for great fun together. In the process, you might just be inspired to create your own game for your students. You'll also get more excited about coming to the conference, all while learning a little about the South Coast.

In the meantime, just try and get a little shut eye while anticipating the trip to the Fall Coastal Conference...I dare ya!

Laurie Nordahl is the co-chair of the 2015 OASL conference. She is also the district librarian for North Bend School District, and Library Media Specialist at North Bend High School. She can be reached at lnordahl@nbend.k12.or.us.

Who cares about privacy, anyway? *by Miranda Doyle, Intellectual Freedom Chair*



This past summer, I had the privilege of traveling for almost two months, circling the globe and visiting five different countries along the way—Italy, Sri Lanka, Thailand, Indonesia and Japan. Because privacy and intellectual freedom is often on my mind, I particularly noted messages about these issues in each new place. For example, signs in several countries notified me that video cameras were recording my movements. Indonesia heavily censored websites and television, banning any hint of nudity or sexuality. In Japan, my fingerprints were taken as a requirement for entry. Visiting almost any website while in Italy instantly generated a pop-up warning about cookies and tracking.

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The cultural differences intrigued me. Why do some countries worry about certain types of content, or specific aspects of privacy, but not others? Before the trip, I'd been thinking about how to teach middle and high school students about privacy issues. I'm personally concerned about government and corporate tracking of personal data, but I've noticed that our students are less worried about this. When they notice targeted ads that match their recent Google searches, for example, teachers and parents are more likely to be alarmed, while teens just shrug their shoulders.

A [Pew study from 2013](#) confirms my impressions: just 9 percent of teens say they are "very concerned" about third-party access to their data. They are quick to share information and photos online, even personally identifiable information such as real names (92 percent) and phone numbers (20 percent). However, they are also very involved in "curating" their online presence by deleting, editing, or otherwise manipulating their social media profiles or lists of friends. The majority also protect their privacy by using inside jokes and coded messages that only their friends will understand.

Perhaps, then, young people are very concerned about online privacy. To an older generation, it may seem like teens and Millennials are thoughtless about the sheer volume of photos, videos, tweets, etc. they posting online. Actually, though, their concerns focus on the image they present to the world, and on who can see and understand that information. Hiding from the prying eyes of authority figures is more important than hiding from corporations or the government. That makes sense, of course, given that negative consequences for online activities are most likely to come from parents, schools, or employers.

If that's the case, how do we talk to our students about privacy concerns? "Here's how you can more effectively hide your online activities from adults" is probably not the best approach. Nor is it likely a lesson teens need, given that 26 percent told the Pew researchers that they post false information about themselves to protect their privacy, and almost 40 percent admitted to lying about their age to access websites. Young people are also good at "hiding in plain sight", using acronyms, song lyrics, private jokes, and other codes only close friends will understand.

For years now, I've been warning students to avoid posting personal information. Don't use your real name, I tell them. Don't ever give away your location, phone number, or other personal data. I've warned them about the dangers of technology, and tried to teach them how to limit what they put "out there" on the Internet. I've talked about the massive amounts of data now collected about each of us -- our browsing habit, what we buy, where we are at any given moment -- and why that's worrisome. But now I wonder if that's the right strategy.

Maybe we should instead be helping students learn how manage their online presence. Remaining invisible is no longer possible or even desirable. Keeping everything private is not the goal; maintaining control over their personal information, however, is crucially important to them. As teacher-librarians, we can help them with that. We can acknowledge the benefits of social networking, rather than trying to scare students with all the potential dangers and drawbacks. At the same time, we can empower them to take charge of their online lives.

One of the joys of travel is gaining new perspectives on culture. In many ways, younger generations do live in a different culture -- one where an online presence is a given, not optional. That doesn't mean I've stopped caring about privacy policies, data collection, and government spying, or that I now trust Internet companies to do the right thing with my personal information. I'm not going to start telling my students that it's fine to post their phone numbers. I'm just shifting my perspective a little as I try to see privacy concerns through their eyes.

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Miranda Doyle is OASL's Intellectual Freedom Chair and the librarian for Lake Oswego School District. She's not quite paranoid enough to own a tinfoil hat, but is pretty sure Google already knows everything about her. Miranda has an MLIS from San Jose State University and is National Board Certified in Library Media. Comments, questions, or ideas? Please email Miranda at doylem@loswego.k12.or.us.



Student Learning and Growth Goals: Resources and Helpful Hints

Both Oregon law and the Elementary and Secondary Education Act waiver criteria require school staff to establish a vigorous system for assessing student learning. As a result, all Oregon licensed educators, including administrators, must create annual Student Learning and Growth (SLG) goals. Staff at the Oregon Department of Education (ODE) [defines the requirement](#) this way: “Student learning and growth means measures of student progress (across two or more points in time) and of proficiency/mastery (at a single point in time) in relation to state or national standards. Student learning and growth is evidenced by state assessments as well as national, international, district-wide, and other valid and reliable assessments and collections of student work. Educators, in collaboration with their supervisor/evaluator will set learning goals aligned to state or national standards for their students and use assessments to measure their progress toward these goals.”

That doesn't sound daunting at all, does it? Fortunately, ODE staff recently offered some clarifications about Student Learning and Growth goals. Plus, as a result of efforts from Oregon State Library staff and OASL leadership, staff at the Oregon Department of Education thought to consider school librarians as part of their outreach. Perhaps the most illuminating information addressed the issue of content and standards and made clear that the standards for an SLG goal are to be based on the content area one was hired to teach. For licensed school librarians, this means the [Oregon School Library Standards](#).

Additionally, ODE has a [webpage](#) that provides a range of resources to help educators understand and create SLG goals. It includes everything from templates to explanations of each component to training materials. There are also sample SLG goals, including the newly-added samples for school librarians that incorporate the Oregon School Library Standards. One document that looks especially useful is *Guidance for Setting Student Learning and Growth (SLG) Goals*.

Here are some helpful hints to better understand the eight required components of Student Learning and Growth goals:

Content Standards => As of this writing, ODE is working to publish the Oregon School Library Standards on their website. Those standards are also available on a [website](#) created and maintained by OASL's Standards Committee. One resource on OASL's page is an alignment of the Oregon standards with the Common Core State Standards, AASL's Standards for the 21ST-Century Learner, and the International Society for Technology in Education (ISTE) Standards for Students.

Assessment => This consists of both pre- and post-assessment. How do you know what your students' needs are, and how do you know that your students have grown? Assessment tools are based on proficiency assessment of the standards either as a rubric or as a traditional multiple option test (think [TRAILS](#) assessment). Assessments should be developed with a team, comprised either of building or district staff, rather than in isolation. Jon Mueller, Professor of Psychology at North Central College and author of the [Authentic Assessment Toolbox](#), posted a comprehensive list of information literacy assessments on his [website](#).

Context => This refers to the applicable demographics of your students (number of students, gender, race/ethnicity, socioeconomic status, diverse learners) and includes your contact time with them (one 45-minute period a week, for example).

Baseline Data => This provides information about the students' performance at the start of the time period being measured. It is the basis for the rationale, targets, and strategies, and it is a summary of the students' data-based strengths and weaknesses at the time the goals were written.

Goals or Targets => Growth goals are for *all* students. An achievement goal looks at one point in time and expects all students to hit the same target. Growth goals identify where students are starting and then point to rigorous yet reasonable targets. This is the difference between saying “students will improve an average of 3 points on the assessment (or one or more steps on the rubric),” which is a growth goal, and saying “90% of students will earn a passing score (or score a 3 on the rubric),” which is an achievement goal. Growth goals always reference where the student started in their growth, while achievement goals reference only the end competence.

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Tiered goals are often used here, but they are not required. A tiered goal identifies different targets for different sets of students. Example:

Students scoring below 60% will improve their scores by 20 points.

Students scoring above 60% will improve their scores by 15 points.

Rationale => Why is your SLG goal important? Do students need the competency for requirements in the next grade, to achieve grade-level competencies, or for a different reason?

Strategies => What steps will you take to help students achieve the learning related to a SLG goal?

Professional Learning and Support => While it is natural to list here the skills you need to improve as a teacher to achieve your goal, this is an area to also include support you need from your building or administrator. It may be things like time to meet with the teachers you work with or access to a specific training.

There are likely numerous other excellent resources to support educators as they develop SLG goals, but two come to mind. First is REL Northwest, one of ten Regional Educational Laboratories supported with funds from the U.S. Department of Education. Their staff can help you find sample SLG goals for your grade and find evidence-based answers to questions about education practices, policies, or programs. Use REL Northwest's free [Ask a REL Reference Desk](#) service to contact a reference librarian for "prompt, authoritative, and customized answers to your questions."

The second is a new resource from ODE. The [Oregon Educator Network](#) (OEN) strives to connect "Oregon P-20 educators for job-alike sharing and discovery of practices, resources, model programs, and professional exchange. The purpose of the network is to showcase promising practices, inspire collaboration, and recognize professional expertise across the state." It is very likely that there will be an OEN group dedicated to SLG goals or something similar.

Your OASL Board will continue working to keep school libraries on ODE's radar and will keep membership informed about SLG goals.

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



Beverly Cleary Children's Choice Awards 2015–16

The Beverly Cleary Children's Choice Award (BCCCA), named in honor of Oregon-born author, Beverly Cleary, is voted on by students every spring. This award encourages reading by highlighting good quality literature (fiction and nonfiction) written on the second–third grade reading level.

On Saturday of the OASL conference, co-presenters Libby Hamler-Dupras and Molly Sloan will be sharing the 2015–2016 BCCCA nominees. Come learn how your students can get involved in voting for their favorite book in this 20 minute presentation.

For more information, contact Libby Hamler-Dupras at elfgirl@Q.com or go to the BCCCA homepage at <https://ola.memberclicks.net/bccca-home>.

Nominations for 2015–16:

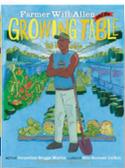
Charlie Bumpers vs. The Teacher of the Year by Bill Harley
Farmer Will Allen and the Growing Table by Jacqueline Briggs Martin

Gone Fishing: A Novel in Verse by Tamera Wissinger

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

Ukulele Hayley by Judy Cox

White Fur Flying by Patricia MacLachlan



Oregon Reader's Choice Awards

The nominations for the 2016 ORCA awards are listed below. It's never too early to have your students start reading the titles and get ready to vote in the spring! Stay tuned! <https://oregonreaderschoiceaward.wordpress.com/>

Upper Elementary Division

True Blue Scouts of Sugar Man Swamp by Kathi Appelt

Jinx by Sage Blackwood

Flora & Ulysses by Kate DiCamillo

Escape from Mr. Lemoncello's Library by Chris Grabenstein

A Tangle of Knots by Lisa Graff

Donner Dinner Party by Nathan Hale

Mountain Dog by Margarita Engle

Rooftoppers by Katherine Rundell

Middle School Division

Serafina's Promise by Ann E. Burg

Etiquette & Espionage by Gail Carriger

Etched in Clay: The Life of Dave, Enslaved Potter and Poet by Andrea Cheng

Delilah Dirk and the Turkish Lieutenant by Tony Cliff

Counting by 7s by Holly Goldberg Sloan

The Great Trouble: A Mystery of London, the Blue Death, and A Boy Called Eel by Deborah Hopkinson

One Came Home by Amy Timberlake

Brotherhood by Anne Westrick

High School Division

The Coldest Girl in Coldtown by Holly Black

The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics by Daniel James Brown

The Living by Matt de la Peña

The Summer Prince by Alaya Dawn Johnson

Reality Boy by A.S. King

More Than This by Patrick Ness

Midwinterblood by Marcus Sedgwick

All Our Yesterdays by Cristin Terrill

Oregon Battle of the Books *by Courtney Snyder*

Fall is in the air and as all the commercials on TV will kindly remind you this means a return to school (most of you are probably already there). While there are many things to prepare for back to school, we're hoping Oregon Battle of the Books is on the "toppish" of the list. I, at least, can vouch for the fact that my students are already preparing and clamoring for the Battle Books and we hope you are too!

Registration for OBOB starts on September 1ST and runs to November 15TH, 2015. Grant registration for OBOB is September 1ST to October 15TH, 2015. Links to registration will be posted on our wiki, oboblsta.pbworks.com, which is also where you can find the lists for the books, posters and bookmarks for all divisions, and other helpful information for anyone who is new to the program.

Visit the website, register, gather supplies, ask questions, and let your students loose to prepare for battle.

Courtney Snyder is the OBOB Outreach Chair and works at the Baker County Public Library. She can be reached at oboboutreach@gmail.com

Conference Swag

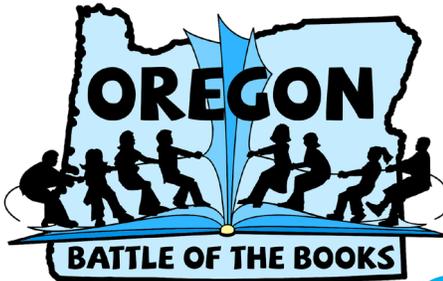
What makes a conference more fun? How about getting the swag that proves you've been to the conference, having the logo-ed merchandise that you can wear to work the next week? Well, OASL has the gear for you! This year, there will only be a limited amount of small items available for sale at the conference itself. What we have instead is a Zazzle store ready for you to order and receive your items before the conference! You can arrive at the conference wearing your brand new OASL shirt, drink a beverage from your OASL coffee mug, take notes during sessions with your OASL pen in your OASL notebook, and carry it all around in your OASL totebag! Go to <http://www.zazzle.com/oaslpromo> and see what other great gear you can get in advance, today!



Are you looking to share a ride to the conference, or do you need a roommate for the conference? A helpful shared document has been set up for you to find people to connect with! From the main conference page, www.tinyurl.com/OASLConf15, click on the final link in the left sidebar: Rides, Rooms, Networking, Lost & Found. From here, you can offer your information or find someone who is looking at the same travel plans as you.

Connect and share before you go!

THE BATTLE



IS ON!

OREGON BATTLE OF THE BOOKS | 2015-2016

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

Division 3-5 Titles:



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



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



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



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

Division 6-8 Titles:



Bamboo People - Mitzi Perkins
Counting by 7s - Holly Goldberg Sloan
Dealing with Dragons - Chris Crider
Famous Last Words - Katie Alender



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



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



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

Division 9-12 Titles:



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



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



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



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



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Winter Interchange theme: TBA.

Winter Issue Guest Editor: TBA.

Deadline to Guest Editor: October 23, 2015.