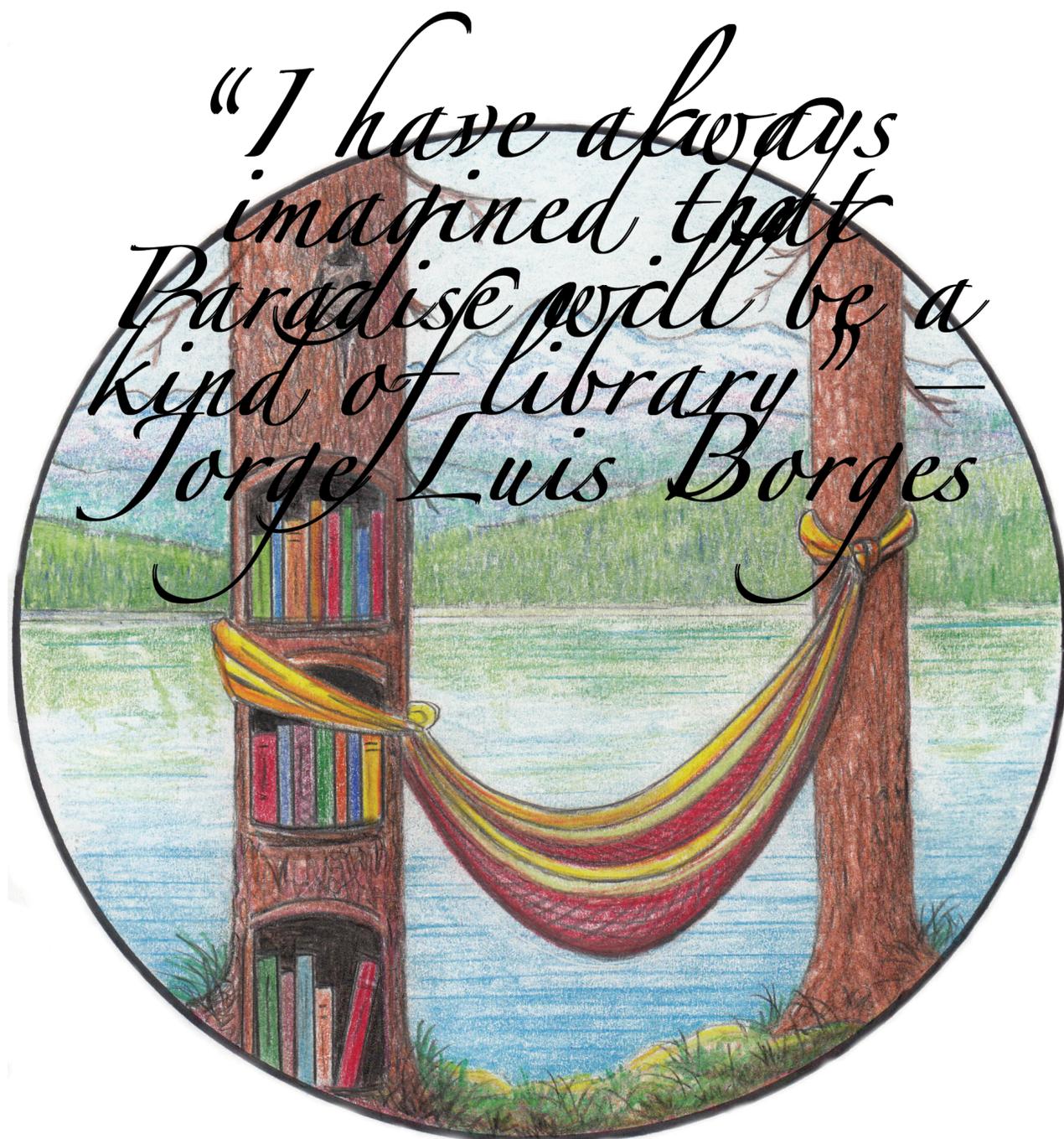


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INTERCHANGE

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Fall Conference 2016

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The cover art for this issue of *Interchange* and for the conference itself was created by Donna Seaton. She is the media manager at La Pine High School. She can be reached at donna.seaton@bend.k12.or.us



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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 Eila Overcash*

“I have always imagined that Paradise will be a kind of library.” Please note the capital P in this statement by Jorge Luis Borges. Paradise is a proper noun: the name of something specific, singular, and important. People, including me, throw the term “paradise” around nonchalantly. When I say that paradise is being buried in a pile of puppies, or eating an ocean roll (see Amy Wilde’s article about things to do in Bend), or luxuriating in a bubble bath, I use a lowercase p; these are things that I cannot envision spending all of eternity doing. They are lovely for a while, but eventually I want to move on--to capital P Paradise: a kind of library. I can definitely see myself surrounded by books in any form they take, in any place they can be read, for the rest of my life and into whatever happens after that. In fact, being buried in a pile of books or having my ashes spread throughout a library sound like good ideas to me.

After the Bend-La Pine library staff volunteered to host the 2016 OASL Fall Conference, we considered various themes and landed where we did because all of us identify with the quotation. And beyond that, we believe being in Bend enhances the Paradise that is a library. We love where we live and the countless places it provides for reading: coffee shops, park benches, open green areas, mountain lakes, rivers, and our school libraries. Although each school’s library is unique, all of them reflect the love of reading shared by everyone on the library staff. We are proud of what we do and excited to showcase it during the conference.

Full disclosure: even though I feel that Bend is capital P Paradise, it does have some flaws, which, technically, disqualifies it from capital P status. As we sought a venue for the conference, we were smacked in the face at every turn by one of those flaws: conference venues are limited and expensive. To complicate matters further, the Bend-La Pine district has a regular school day on Friday, October 14. Fortunately, my principal is flexible and accommodating. Using Summit High School on Saturday was no problem, and she agreed to let us use the library and auditorium for Friday afternoon sessions even though school will still be in session. By using SHS, we were able to avoid the high cost of every other venue in Bend. Additionally, it gives us the opportunity to show off my library and Bend Senior High School’s culinary program.

We intentionally left Friday dinner open and did not plan social events for Friday and Saturday evenings after the author presentations. Part of what makes Bend a paradise is the enormous number of outstanding restaurants and breweries it is home to. If we were to include dinner in Friday night’s plan, you would miss out on the opportunity to try one of Bend’s fabulous eateries, some of which are in easy walking distance from SHS or the conference hotel. Since paradise is different for everyone, we did not plan evening activities. Individuals and groups can decide how they want to spend time each evening: sitting by a fire outside one of our fine breweries or cider makers; shopping or strolling along the river downtown or in the Old Mill District; holed up in your hotel room with a good book and a local beverage: coffee, tea, beer, wine, spirits, kombucha; dancing at The Capitol; watching an independent film at Tin Pan Theater or a blockbuster at Regal Old Mill Cinemas. There are so many options. We want you to choose your own paradise each evening. If you want to gather with others, you can plan an outing and find participants by filling out the form on the conference website.

We are eagerly looking forward to October 14 and 15, and we hope that you will join us for more than 40 Saturday sessions, 8 authors, hours of book talks for elementary and secondary, fabulous swag bags, and tantalizing auction items. We hope that you will attend the 2016 Fall Conference and share your vision of Paradise.

Eila Overcash is an NBCT teacher-librarian at Summit High School in Bend. She is the 2016 OASL Fall Conference chair and the programs chair. Here she is reading in Paradise. She can be reached at eila.overcash@bend.k12.or.us.



From the President's Device *by Peggy Christensen*



I admit I am a dreamer. Although, I'm not sure it is something I should reveal—especially given these dictionary.com definitions: “*Dreamer—a person who lives in a world of fantasy; one who is impractical and unrealistic; a person whose ideas or projects are considered audacious or highly speculative; visionary.*”

The vibes these definitions embody may seem more moronic than prophetic. But to me, being a dreamer is not a bad thing. For me it provides a place of pure imagination—where I can spend time with my thoughts and envision possibilities. Besides, I couldn't find a legitimate account for the word “imagineer,” so I am okay with being a dreamer.

For me (and perhaps others), one of my coping mechanisms is the fact that I am comfortable with fantasy. Sometimes fantasizing a world where library staffing is suitable, budgets are strong, administrative and staff support is vigorous, and professional development is part of the culture, is what compels and motivates me to sojourn on. Maybe these are things you dream for your library program. It takes hard work to turn dreams into reality. But I assure you, that is what people are doing. Across the state, individuals are offering some very good programs, creating professional development opportunities, working in committees, and sitting on boards. They are strengthening the footprint of strong school library programs. And, they are real.

The credibility for our profession is growing. There are people in school libraries who are doing undeniably impressive things for Oregon students, and they have garnered personal recognition along the way. These accolades reflect very positively on the profession as a whole. You know the phrase, “living the dream?” Well, in a sense, they are. These trailblazers had a spark of an idea that ignited a passion. The results were a program or a movement or cause, ablaze with opportunity for our students. Within OASL and across the state, innovators are working hard to turn dreams into realities.

Here in the middle of my imagination, I see great things for the future of Oregon's children through robust library programs headed by well-trained staff. But I don't need to activate my imagination to know outstanding things are in store for us in Bend. *This* conference will be remarkable.

If you have been hearing the buzz surrounding the use of data to improve instruction for your library program, and wondering what it is all about, then this conference has the information for you. Concerned about how to educate students, staff, and parents about social media? Sessions addressing these concerns are being offered. Need resources for health and science? Or database navigation? Or ideas on how to teach or improve instruction for research? This conference has it covered. By the way, how strong is your library program compared to others? You can learn about that at the conference. And there are a lot of fun, creative, technology-rich sessions as well as those that promote reading.

Bend has a most impressive lineup of authors who will attend. Other articles in this edition will introduce you to them. But, know that Meg Medina, Miranda Paul, Duncan Tonituh, Emiko Jean and Tracy Clark will be joined by Heather Petty and Amber Keyser to present at an author's panel breakfast (sponsored by GALE).

In a world of pure imagination, ideas are formulated. It only takes one slice of the imagination—a slip of a dream, or a spark of an idea—to set fire to a movement or cause or a conference! The theme for this year's conference is built on the quote from Jorge Luis Borges, “I have always imagined that Paradise will be a kind of library.” This conference has the ingredients for activating your imagination. The people on the other side of the mountain have invited us to their paradise.

So come join us. Meet up with your old OASL friends and make new ones. If you are like me, you work a little harder and have a lot more fun with friends by your side. So be sure and bring some with you.

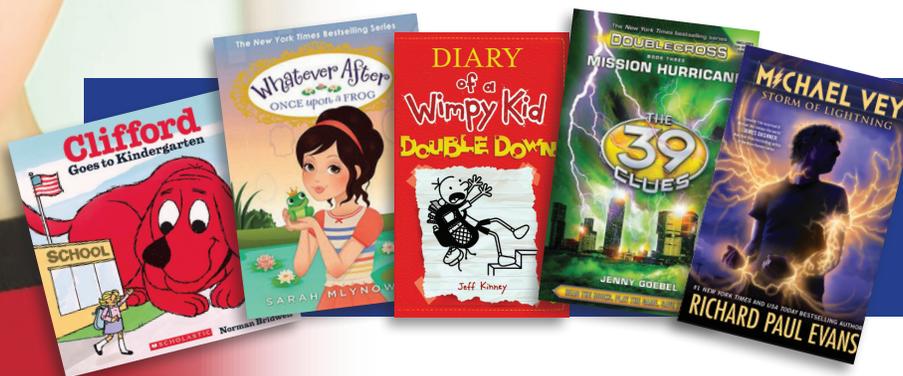
See you in October. I will be seeking those of you who are the audacious, highly speculative, visionaries, and dreamers. I can't wait to meet up with you!

Peggy Christensen is the current President of OASL. She can be reached at peggyc1857@gmail.com.



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So. Many. Sessions! *by Eila Overcash*



When I originally sent out the call for session proposals, only a few submissions trickled in. Trying not to panic (which is what I lean toward doing), I tapped into all of my professional networks and appealed to people (nagged, begged and pleaded) for their expertise, and the proposals cascaded in. I allowed my “more is always better” life philosophy to help us adapt the schedule and make room for all the amazing submissions we now had for the conference. We arranged for sessions of varying lengths, which increases the diversity of offerings. Now, it is up to you to do the truly difficult job of

deciding which sessions to attend. Thanks to all the presenters for their time and expertise, and best of luck in making your selections.

A Few Highlights:

Kathie Quick, a legendary math teacher at Summit High School, will present a 90 minute session on programming and writing code, and she promises that even the youngest students and most technologically challenged adults can be successful! But if mucking around in code scares you (it shouldn't!), you have two other 90-minute options Saturday morning: Intellectual Freedom in the School Library or Gale Databases for Secondary Libraries.

If you want to pack more sessions into your morning, you have several 45- and 60-minute options, including presentations by authors Miranda Paul, Heather Petty, Kristin Elizabeth Clark, and Emiko Jean. In addition, you can glean new ideas for creating an inviting library atmosphere, play with the Kahoot! app, learn about digital footprints, immerse yourself in LGBTQIA booktalks, or consider dramatically restructuring your library (sorry, Dewey).

Before we break for lunch, you have the unique opportunity to learn about K–12 Health and Science Resources for Libraries: NLM's Online Playground. Carolyn Martin, Consumer Health Coordinator for the National Network of Libraries of Medicine, is joining us to share the many free K–12 resources available. I'll be encouraging my school's science and wellness teachers to attend.

The afternoon also offers three 90-minute sessions and several 45- and 60-minute sessions. If you want to test your problem-solving and team-work skills, attend Scott McDonald's session on BreakoutEDU, a fun, interactive, educational problem solving game for people of all ages. The afternoon Gale database presentation focuses on elementary students, or you can learn about ESSA, which has taken the place of NCLB. In shorter sessions, you can learn from authors Meg Medina, Amber Keyser, or Tracy Clark. You can explore the apps Feedly, Flipboard, and Pinterest; learn about ORCA, the Beverly Cleary Children's Choice Award Program, and OBOB; or dive into the worlds of research and data collection.

Perhaps the most difficult part of your weekend in Bend will be deciding which sessions to attend and knowing that without a Time-Turner, you won't be able to attend them all.

Eila Overcash is an NBCT teacher-librarian at Summit High School in Bend. She is the 2016 OASL Fall Conference chair and the programs chair. Here she is reading in Paradise. She can be reached at eila.overcash@bend.k12.or.us.

Saturday Morning Sessions

Session 1 9:45-11:15
Programming for All (Really...everyone)
Challenges and Choices: Intellectual Freedom in the School Library
Gale Databases for Secondary

continued...

Saturday Morning Sessions *continued...*

Session 1A 9:45-10:30	Session 1B 10:35-11:20
Data! Data! Data! Using Data to Support Your Library Program	Text Sets
Digital Footprints: From Stalkers to Trolls to Student Empowerment	Revamp Your Library Lessons Using Kahoot!
Great LGBTQIA Reads	Embedding Library Resources into the Classroom
Why Genrefy	One Digital Package at a Time
	Advocate with Atmosphere: Creative Displays, Brilliant Bulletin Boards and Inviting Ambiance that Anyone Can Do!
Session 1C 9:45-10:45	
Best Practices for the Beginning Library Manager or Teacher Librarian	
OYAN's Graphic Rave 2016!	
Retirees	
Screencasting for Librarians!	
Miranda Paul: Beyond the Books: Jump Off the Page and Into Action	
Heather Petty	
Session 2 11:30-12:30	
Kristin Elizabeth Clark: Keeping it On the Shelf, But Not to Yourself – Tips on Librarian/Author Collaboration for Making (and Keeping) LGBT* Titles Accessible	
Emiko Jean: Activities for a Library Writing Club	
K-12 Health and Science Resources for Libraries: NLM's Online Playground	
College Libraries 101	
QR Codes for Reading Promotion	
Know Your Public Librarian	
Google Drive + Gale Databases = Research Made Easy	

Saturday Afternoon Sessions

Session 3 2:15-3:45	
Gale Databases for Elementary	
BreakoutEDU	
ESSA and Opportunities for School Libraries: What's New and How to Be Ready	
Session 3A 2:15-3:00	Session 3B 3:05-3:50
How to ORCA Like a Boss	Welcome to the Beverly Cleary Children's Choice Award Program
Text Sets--Not Just Another Name for the Same Old Thing	Advocacy
	Maintaining Library Connections Beyond Paradise
Session 3C 2:15-3:15	
OverDrive and the Medford School District	
Using SmarterBalanced Data to Target Information Literacy Instruction	
Using I-Charts to Scaffold Informational Writing	
Start the Reading for Pleasure Habit with OBOB	
Meg Medina: On Authenticity: Issues in Building a Diverse Library	
Session 4 4:00-5:00	
Amber Keyser: Stories and Identity: One Author's Circuitous Path through a Life in Words	
Grow Yourself Professionally and Glean Amazing Ideas Using Feedly, Flipboard, and Pinterest	
Tracy Clark: Digging Deep - Uncovering the Gems in Every Aspect of Writing	
Using Oregon's Strong Library Rubric to Evaluate Your Library Program	
Crossover Readers' Advisory	
Protecting Patron Privacy in the Digital Age	
Learn to Research with OSLIS	

Conference Caterers: Showcasing Bend High's Culinary Accomplishments *by Jessica Lorentz Smith*

Nothing goes better with a weekend of professional development than professionally made food. This year at our library paradise, the food will be prepared by Bend Senior High's nationally recognized culinary team. Leading this group of amazingly talented chefs is teacher Molly Ziegler. She is a 2006 graduate of Bend Senior High and part of the first all-female culinary team to win a national title for Bend Senior High. Now entering her fourth year as head chef and teacher, she can also be proud of her own students' successes in both state and national challenges. This group of students has been given a theme and the creative liberty to craft some tasty meals. You can't miss them with their easily identifiable professional chef jackets.

Jessica Lorentz Smith is the teacher-librarian at Bend Senior High School. She can be reached at Jessica.lorentzsmith@bend.k12.or.us.

Silent Auction Hunger Games Challenge *by Amy Wilde*

May the odds be ever in our favor as we gather together at the 2016 Fall Conference for the silent auction OASL fundraiser. We are looking for you, yes you (you know who you are), to bring over items that represent your district, (well, region if you must be precise), for others to bid on and take back home with them. Last year's auction was so successful; we are hoping for a repeat performance. We are looking for district tributes (region reps) as well as contributions from other Panem civilians (conference attendees) to fill the cornucopia with an abundance of highly desired and sought after items for everyone to bid on. What is your district known for? Do you have a hobby that you would like to showcase? Fill out the Google form located on the conference website (<http://goo.gl/EBKEJw>) and check out the list of items as well so we can make sure the cornucopia is filled with a variety of goodies.

Amy Wilde is the teacher-librarian at Cascade Middle School. If you have any questions about the auction, please contact Amy Wilde at amy.wilde@bend.k12.or.us.

Are you interested in carpooling to Bend or to the conference venue? Are you in need of a roommate? Do you want to find dinner companions for your Friday night meal? Have you lost something? Found something? A shared document has been set up to help you connect with other attendees.

Go to the conference website: <http://goo.gl/EBKEJw>

- Find the tab that says "Rides, Rooms, Networking, Lost & Found"
- Complete the form with your information
- Click on the "Responses" tab at the top to see what others have submitted



*Graphic Credit
<http://tinyurl.com/hldxhta>*

Featured Authors *by Paige Battle*



At this year's conference, you can spend your meals with 3 amazing authors. On Friday evening, you can have your dessert while listening to Duncan Tonatiuh talk about his experience as a writer. During Saturday's Keynote lunch, you can hear Miranda Paul give a talk entitled "Reading in the Tub (Or, Stories of How I Got Here)." Saturday evening's Awards dinner will include Meg Medina discussing Latino identity, American history, disco music – and how it all comes together in her newest works for young readers. Plus, don't miss Saturday morning's breakfast author panel, with all three authors together, joined by 5

of our conference authors!

Meg Medina



In 2014, Cuban American author Meg Medina saw her place in the literary world rise significantly. That year she won the Pura Belpré Award for *Yaqui Delgado Wants to Kick Your Ass*, a young adult novel that deals with the topic of bullying. She makes no excuse for the book's title, even though her word choice has led to the book ending up on banned lists. Being honest with her teen readers is of utmost importance, though: "If you're asking

young people to trust adults, we owe it to them to talk about difficult problems honestly. If not, we're going to reinforce how shameful it is to be bullied." (Rodriguez)

She was dubbed a Reading Revolutionary when chosen to be one of the CNN 10 Visionary Women for her work helping "bicultural Hispanic teens keep and grow their identity by reflecting their lives in literature" and exposing "non-Latinos to her books as well, using universal themes to show that our life experiences aren't so different, no matter our culture." (Rodriguez) Her work with Girls of Summer (a blog she co-founded in order to create annual summer reading lists that span all ages and offer literary examples of how to become a strong woman) and REFORMA (an American Library Association affiliate promoting Spanish-language and Latino oriented materials in libraries) were also praised. Rounding out her breakout year, Meg was named one of Latino Stories' Top Ten Latino Authors to Watch.

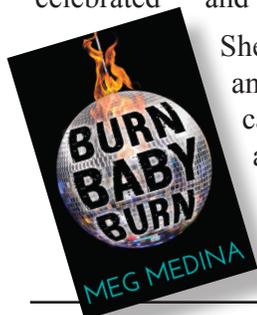
Meg writes books for every grade level. In her Pura Belpré acceptance speech, she pointed out: "what I want my books to do is to offer some of that same sense of connection to the children sitting in classrooms today. To give all children books that speak our story with pride and dignity and accuracy—and that speak about the universal problems of growing up. What I want my books to do is help make our varied stories as Latinos simply part of what we call the American story."

After this year's ALA Youth Media Awards announcements in Boston, Meg was interviewed by NBC news reporter Monica Olivera who pointed out that the book selections were being celebrated by Latino authors and illustrators across the country—leaving many very emotional. Meg shared that, "It felt as though we had broken through a glass ceiling. Latino children's book authors have enjoyed 20 years of the Pura Belpré award, but have not much presence outside of that. Yesterday it became clear that our stories and perspectives are now celebrated and included in the larger canon of children's literature."

She continued by stressing the importance of not siloing Latino authors or readers. "Empathy and a sense of the universal human story are a powerful glue in a country such as ours. We can't continue to think of Latino authors—or authors of any diverse group—as 'other.' We are a vibrant and diverse nation, and Latinos are part of it." (Olivera, "Latino")

In her latest novel *Burn, Baby, Burn* (a novel set in 1977 NYC during the Summer of Sam), Medina once again focuses on difficult subject matter - juvenile domestic violence.

continued...



“Generally speaking, I write stories that name the experience of growing up. There are beautiful experiences we have with our families growing up, and there are brutal ones. In this novel, I focused on a brutal one.” (Diaz)

Medina was drawn to this time period because many of the issues that teens were facing forty years ago are similar to ones being dealt with today—senseless violence, economic disparities, institutional racism. She relied on her personal experiences of being a thirteen-year-old living in the city during the late 1970s to provide emotional truth in the story. For factual details, Medina consulted both the NOW (National Organization for Women) archives housed at New York University, as well as the microfilm library for the *New York Daily News* and the *New York Times*.

Her main character Nora is fearful both on the streets, due to the horrific crime spree of serial killer Son of Sam, and at home, due to the violent abuse meted out by her brother Hector. Nora seeks to find stability in her life by piecing together a healthy support system of friends, teachers, and neighbors. With Nora, Medina provides an example of burgeoning feminism as her teenage protagonist tries to figure out what she believes in and where her place in the world is.

Up next for Medina is a middle grade novel that she says looks “at the sliver of time when we start shedding kickball and have to stare into the scary face of defining what’s next.” (Diaz)

Miranda Paul



Growing up in Wisconsin, Miranda Paul was first encouraged to write books by her second grade teacher, Miss Harrison. Because her rural school did not have a lot of money, author visits were an unknown; Miranda thought all authors most likely were dead. That mindset ruled out the possibility of becoming a writer, and a new career was envisioned - the first scuba-diving president of the United States! One summer during high school, Miranda had a job as an assistant zookeeper. Once again, her career outlook changed. Heading off to college, she was sure she would become a marine biologist. However, after taking some

writing courses with well-known poet and award-winning children’s author, Lucille Clifton, she changed her mind one last time by determining that she would become a writer and a teacher (hoping to emulate Miss Harrison by encouraging other kids just as she had been encouraged during elementary school).

Miranda’s message when visiting schools and meeting children and teens is to let them know it is okay to change your mind as you learn who you are in the move toward adulthood. All of her books, she says, reflect her “passion and enthusiasm for building empathy, expanding horizons, celebrating nature, and imagining possibility.”

In addition to being an award-winning children’s author, Miranda also spends her time serving as mentorship chair for We Need Diverse Books™ (www.diversebooks.org), volunteering for Books for Africa, acting as a regional advisor for the Society of Children’s Book Writers (Wisconsin Chapter), and critiquing written work on RateYourStory, a website she founded that allows writers to submit their stories and have them rated by other published authors.

Miranda’s latest book, *10 Little Ninjas*, was described by *Publisher’s Weekly* as a “‘sensei-tional’ picture book twist on a childhood rhyme, in which a group of not-so-sleepy ninja toddlers devise ways to sneak, creep, and tumble their way out of going to bed.” The children in the story are racially diverse and each takes on a different persona (ninja, “rowdy cowboy,” “prowling tiger,”) as s/he tries to stave off bedtime. Miranda has said the inspiration for the book came from her husband, who is the youngest of ten children!



continued...

Duncan Tonatiuh



Duncan Tonatiuh writes books and creates illustrations about the subjects he is most passionate about—history, social justice, art.

Born to a Mexican mother and an American father, he spent his childhood in the small city of San Miguel de Allende, located in central Mexico. As a teenager, he left his hometown to complete high school and attend college in the United States. The more time he spent away from Mexico, the more he realized how much he missed the things that surrounded him as a child. He also “became interested in issues that affect people of Mexican descent on both sides of the border.” (Hunt)

While attending Parsons The New School of Design, Duncan discovered that there was a large Mixtec community in New York City after meeting a man named Sergio. The Mixtec are an indigenous group from the South of Mexico and were one of the major civilizations of Mesoamerica in pre-Colombian times. For his senior thesis, Duncan decided he would create a comic book that told the story of Sergio’s journey to the U.S. “One of the first things I did was go to the library and look up Mixtec artwork. I came across images of Mixtec codices from the fourteenth and fifteenth centuries. I was immediately drawn by their flatness, geometry, and repetition of color and decided to do a modern-day codex of Sergio’s story. I’ve been drawing in that style ever since.” (Hunt).

Duncan’s books are known both for their unique and striking illustrations as well as their serious subject matter. In *Separate Is Never Equal*, he told of the struggle Sylvia Mendez and her family faced when attempting to desegregate schools in California in the 1940s. *Pancho Rabbit and the Coyote* is an allegorical story about the dangers undocumented immigrants can face when they come to the United States.

With all of his work, Duncan hopes his Latino readers “see themselves and some of their reality reflected. I hope they see familiar objects, learn about their history and traditions, and feel proud.” (Olivera, “Duncan Tonatiuh”)

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Meg Medina—<https://megmedina.com>

Miranda Paul—<http://mirandapaul.com>

Duncan Tonatiuh—<http://www.duncantonatiuh.com>

Author Twitter feeds:

Meg Medina—[@Meg_Medina](https://twitter.com/Meg_Medina)

Miranda Paul—[@Miranda_Paul](https://twitter.com/Miranda_Paul)

Duncan Tonatiuh—[@duncantonatiuh](https://twitter.com/duncantonatiuh)

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 president-elect of OASL. Her main jam when writing this article was "Bros" by Wolf Alice.

Tweeting @paigebattle and @Grant_Library.

Authors! Authors! *by Paige Battle*



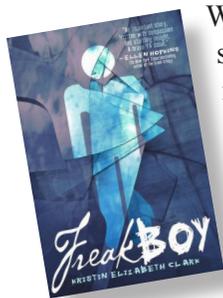
Considering the theme of the OASL fall conference, our author lineup easily invites comparisons to paradise. From picture books, to middle grade and YA fiction, nonfiction, and an essay collection, Jorge Luis Borges would have reveled in the titles that he could add to his transcendental bookshelves.

Kristin Elizabeth Clark

When a young adult with whom Kristin Elizabeth Clark was close came to her a few years ago to tell her she was transgender, Kristin realized she did not know as much about the subject as she thought she did. This led to researching in order to find support and resources available for transgender teens. Wishing there were more books that covered the subject, Kristin reached out to Ellen Hopkins at a writers conference, wondering if Hopkins might write a book for this group. Hopkins politely told Kristin she was the one who needed to write the book.



Though Kristin had been writing for middle grade, she felt YA was the best platform for her topic: "I chose YA because identity itself is a big question mark when you're that age, and it felt as though this story was one that a lot of kids would be able to relate to. My protagonist is asking pretty universal questions. Who am I? Where do I fit in? What is my place in this world?" ("Authors Ellen Hopkins")



Written in free verse, the narrative of *Freakboy* is divided among three characters: Brendan, a star wrestler who is questioning why his body feels wrong; Vanessa, Brendan's girlfriend who is trying to keep their relationship from falling apart; and Angel, a transgender social worker who is fighting to overcome the demons in her past.

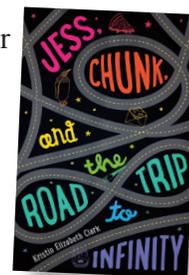
In her author's note in *Freakboy*, Kristin tells readers: "There are as many expressions of gender identity as there are individuals. No two are exactly the same, and I would never in a million years attempt to tell the transgender story. All I can do is tell a transgender story and cross my fingers that people will be interested enough to start asking their own questions."

While Kristin wrote *Freakboy* so teens experiencing gender non-conformity would not have to feel so alone, she also wrote it "so that people who haven't experienced what it feels like to be different in such a

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fundamental way will know what that's like—will feel what it is to be mocked or even bullied for being who they are. In the words of Laurie Halse Anderson, 'Reading is the gateway to compassion.' And it's hard to mock, bully, dismiss or marginalize someone once you've walked a mile in their kicks." (Clark)

Kristin's latest novel *Jess, Chunk, and the Road Trip to Infinity*, is due to be published on November 8, 2016. Jess has not seen her father in quite a while, and the last time they were together Jess was a boy. Having just graduated high school and heading to art school, Jess decides she needs to deal with some unfinished business with her dad and convinces her best friend Chuck to join her on a cross-country road trip to attend the wedding of her dad to her mom's former best friend. While the novel includes a main character experiencing her first year of transition, the book is really concerned more with dealing with how relationships change in the face of divorce and remarriage.



Tracy Clark

Tracy Clark was born and lived in Reno, Nevada, until the age of eleven. She will tell you that her "real growing up" took place in Southern California where her first professional jobs included working for a casting company that hired extras for movie sets, as an executive secretary for a B-horror movie production company, and as a sales manager for the merchandising department of Giant Records. (Neuffer)



After spending a summer in the Mojave Desert learning how to skydive, Tracy moved back to Nevada. She contemplated becoming a flight instructor, but eventually revived her adolescent dream of being a writer by submitting chapters from a fantasy novel she was beginning to write to the San Francisco Writers Conference writing contest. Although selected as a finalist, Tracy was not chosen as a contest winner. A literary agent said to her, "Let me tell you why you didn't win. You're writing YA. Did you know that?" The agent urged Tracy to join the Society of Children's Book Writers and Illustrators—a career move that led to being chosen for a six-month mentorship with YA author Ellen Hopkins. (Neuffer)



After a second mentorship with another YA author, Tracy found a literary agent and was signed by Entangled Teen for a three book deal that would become the Light Key Trilogy. Tracy's self described "metaphysical mystery" centers on seventeen-year-old Cora Sandoval, a Scintilla who possesses the ability to see the auras surrounding everyone she encounters, and members of the Arrazi, a group of vampire-like beings who feed off of other people's auras.



Tracy's latest book, *Mirage*, is a psychological thriller whose main character Ryan is an adrenaline junkie. A close brush with death leads to Ryan seeing a reflection in the mirror that she does not recognize. Not sure if she is mentally ill and experiencing hallucinations or truly being haunted by Death, Ryan fights to keep her sanity and the relationships of those she loves intact.

Tracy has said she feels compelled to write about teenagers since she felt so alone as she struggled to fit in during that part of her life. Her hope is that her writing inspires teens to "think, at the most basic level, how other people make them feel, what they take on and what they give off." (Neuffer)

Emiko Jean



Before Emiko Jean became a writer, she earned a degree in entomology. While working in that field, she found outlets for her creativity through candle making and flower arranging. Eventually, she went back to school in order to earn a teaching certificate and taught elementary school math.

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Her debut novel, *We'll Never Be Apart*, was inspired by work she had done with children who were in the foster care system. The novel is centered around seventeen-year-old Alice Monroe who is contemplating how to seek revenge for the death of her boyfriend who was killed in a fire set by Alice's twin sister Celia. Now committed in a mental hospital, Alice is assisted in her plot for vengeance by fellow patient Chase.

When starting the writing process, Emiko likes listening to music and always creates playlists for each novel—selecting theme songs for specific characters and sometimes book chapters. I asked her if she could share some of the music that went into the creation of *We'll Never Be Apart*. Of the 100+ songs that were on her playlist, she ended up listening to these tracks over and over again:

“Be Not So Fearful” by A.C. Newman for the *The Walking Dead*

I listened to this song when writing the end chapters of the novel. To me it represented the end of Alice's journey and the need for hope.

“Bad Blood” by Bastille

I listened to this song while writing scenes between Alice and Celia. Alice and Celia have a complicated relationship (to say the least) - I think the term “bad blood” summarizes it quite well. (I think Taylor Swift might agree with that sentiment as well, Emiko! - Paige)

“Right Behind You” by Brandon Flowers

In the novel, Alice receives a lot of help/support from various people (doctors, technicians, new friends) and this song served as inspiration for those relationships.

“Demons” by Imagine Dragons

Hands down the song I listened to the most while writing the book. It actually served as inspiration for the whole book. So I listened to it while outlining and creating the characters.

While on “blog tour” for her novel, Emiko told Fangirlish, “I love psychological thrillers! Exploring the complexities of the human mind and how it twists and turns is so fascinating. I read a broad spectrum of thrillers from YA to adult.” (Teisha) When asked about the psychological thrillers that she has enjoyed reading and drawing inspiration from, Emiko offered these titles and plot descriptions:

Room by Emma Donoghue: A unique narrative told from the perspective of a little boy born and raised in an 11 x 11 room. It's an original, thought provoking story about adversity, the human spirit and how we endure.

Charm and Strange by Stephanie Kuehn: A slow-burn psychological thriller that isn't for the faint of heart. Beautifully written with a twist at the end that is shocking.

Bone Gap by Laura Ruby: Okay, this isn't really a thriller. But I was mesmerized by it. So lyrical, so poetic, an exemplary piece of literature.

When not writing, Emiko likes to explore forests in the Pacific Northwest, keeping an eye out for giant moths. She has a passion for bugs - as evidenced by her cataloguing of rare insect colonies.

Amber J. Keyser



With a master's degree in zoology and a doctorate in genetics, Amber J. Keyser quite often finds her scientific background filtering into her writing. In one of her more recently published books, *Sneaker Century: A History of Athletic Shoes*, Amber included not only biographical spotlights on sports legends Jesse Owens, Wilma Rudolph, and Michael Jordan, she also included information on the evolution of our human ancestors and examined the biomechanics of running.

In *The Way Back from Broken*, the reader is placed in the Canadian wilderness—classic man vs. nature. Fifteen-year-old Rakmen has spent the last ten months accompanying his mother to what he refers to as the “dead baby club” —a support group for both parents who have lost children as well as the surviving siblings. The emotional toll from not noticing his baby sister was in distress and feeling responsible for her death has left Rakmen feeling broken, especially as he watches his parents' marriage start to crumble.

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After his biology teacher begins attending the support group, he reluctantly agrees to spend the summer at the teacher's cabin so she can have help with her ten-year old daughter and Rakmen's parents can have time to work through their grief as a couple.

Circumstances lead the trio to abandon the cabin and go "au large" —portaging through the outback in a canoe, with the wilderness serving as a central character that forces Rakmen to confront his fears and pain and find the path that will lead to putting the pieces of his life back together.

Amber's most recent book, *The V-Word*, involved compiling seventeen essays from prominent women in YA discussing that most primitive of all biological urges—first time sexual experiences. VOYA book reviewer Elizabeth Matson noted:

The book serves young women as a kind of rite of passage with a bevy of older sisters telling it like it is, sharing experiences that are rarely talked about. Given the array of experiences (from wedding night to casual encounter) and identifications (hetero, lesbian, bi, and trans) some readers may have difficulties with some of the frankness, diversity, and language. The trade-off, however, is well worth it. The variety emphasizes how individual it is and how important it is for each young woman to make an informed and conscious choice for herself. It turns out the V-word of importance here is not so much "virginity" as it is finding one's own "voice."

Up next for Amber will be another opportunity to employ her background knowledge. Along with Kiersi Burkhart, she is co-authoring *Quartz Creek Ranch*, a middle grade series that will be published by Darby Creek in 2017.

Heather Petty

Starting around the age of twelve, Heather Petty became obsessed with mysteries—finding stories that involved murders on trains and crimes solved by eccentric detectives preferable to any other genre.



When Heather was asked by Jen Lamoureux on *Hypable* to describe her first novel *Lock and Mori* in five words, Heather responded: "When Sherlock was the sidekick."

Petty's debut novel takes characters from the Sherlock Holmes stories and reimagines the backstories of their teenage years while placing the action in a contemporary setting. Asked why she chose to reimagine Holmes and Moriarty as teens, Heather said: "Mostly because I'm a YA writer, so I

always think of things in association with the teen years. But the original story idea, that maybe Sherlock Holmes lied to Watson about Moriarty for some reason, lent itself perfectly to an exploration of his younger years and how he might have met his future nemesis way back when." (Lamoureux)



Heather read an article that referenced the relationship of Sherlock and Moriarty as an example of nemesis in literature with the article's author pointing out that information on Moriarty is very limited in the Sherlock canon, that all of the information that does exist comes solely from Sherlock, and that no other character ever meets Moriarty.

At first, Petty envisioned Moriarty as a male character who would be both a school friend and rival of Holmes. But once she started to contemplate the possibility of Moriarty as a female character, she realized that she could flip the bad boy/good girl trope and create a female villain who uses her hyperintelligence versus her sexuality. (Lamoureux)

When writing, Heather creates a playlist for every project; having background noise helps with combating distractions and maintaining focus on the words. I asked Heather what songs helped guide her through *Lock & Mori*. She said that she uses Spotify, so the playlists are pretty long, but can be found on her account (<https://play.spotify.com/user/1224825491>) listed as L&M, L&M2, L&M3. I will confess this became the soundtrack I listened to while writing this article!

In an interview with Angie Manfredi, Heather was asked if she had any recommendations for other YA mysteries. Heather suggested these titles:

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Dead to Me by Mary McCoy

Ten by Gretchen McNeil

Unspoken by Sarah Rees Brennan

The Book of Blood and Shadows by Robin Wasserman

Holding Court by Kristen Crowley Held

Property of the State by Bill Cameron

The second book in the trilogy, *Lock & Mori: Mind Games*, will be published by Simon & Schuster and released on December 6, 2016, with the final installment slated for a Fall 2017 publishing date.

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Tracy Clark—<http://www.tracyclark.org>

Emiko Jean—<http://emikojean.com>

Amber J. Keyser—<http://amberjkeyser.com>

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Tweeting @paigebattle and @Grant_Library

Technology at the Conference *by Christy Boen*

We all use some form of technology in our personal lives, in our work, and yes, at the OASL fall conference in Bend, Oregon. You can count on having Internet access using BLS Guest wifi during the conference. Mind you, this is a school with filters in place which means that you may have a hard time accessing Youtube. If you are presenting, it is always a good idea to download any videos you will use ahead of time.

Technology is closely interwoven in all that we do in our libraries. This year's conference has a variety of technology offerings that will pique your interest:

Programming for All!

Computer programming is an area of study that is not emphasized enough in our school system today. According to Code.org, there are currently 607,708 open computing jobs nationwide and last year, only 42,969 computer science students graduated into the workforce. This presentation will give you an introduction to programming using block-based programming languages. Using blocks allows a student at any level to access the logic behind programming a computer. We will start with a system that will help you start to create a computer game and then end with a program that will give you the start to a useable smartphone application, no matter your computer knowledge!

Gale Databases

Come explore the new middle school product, Research In Context, as well as the high school equivalent, Student Resources in Context. Learn how to save content from In Context databases to Google Drive and Google Classroom, and discover how the content supports Common Core, classroom instruction, student research projects, and more. As time allows, we'll explore other databases. Now is your time to ask questions!

Digital Footprints

What does your Digital Footprint say about you? Take the Google Yourself Challenge to find out what your virtual presence says. Learn about what to do if you encounter stalkers or trolls. Learn that nothing you do online is private! Come away with tools, activities and lessons to teach students about oversharing and branding.

District Acceptable Use Policies and student activities with AUP briefly addressed also.

Revamp your Library Lessons using Kahoot!

Create a fun learning game in minutes (we call these 'kahoots'), made from a series of multiple choice questions. Add videos, images and diagrams to your questions to amplify engagement! Attendees will play a KaHoot!, learn how to build one and then build one themselves. Kahoots are best played in a group setting, like a classroom. Players answer on their own devices, while games are displayed on a shared screen to unite the lesson – creating a 'campfire moment' – encouraging players to look up.

Embedding Library Resources into the Classroom One digital Package at a Time

Do you have eBooks that you wonder why you purchased? Perhaps your OSLIS database stats are lower than you'd like? How do you promote those under-utilized digital resources? This session will discuss how teacher-librarians can curate these resources into a digital package complete with ready-touse tutorials. MackinVIA is the platform that will be used to host the grouped eBooks, databases, screencasts, web tools, etc. However, any learning management system or website could serve a similar purpose.

Screencasting for Librarians!

Wouldn't it be great to have an archive of your best informational literacy or book promotion lessons? Screencasting is a great way to make a movie of your lessons, upload them online and then share with your faculty or students. Learn screencast options for MAC, PC, Chromebook, or iPad—please bring your own device (with the ability to install apps/extensions). This is a hands-on lesson so be ready to make!

K–12 Health and Science Resources for Libraries: NLM's Online Playground

This session will introduce the freely available consumer health resources as well as K–12 science information resources provided by the National Library of Medicine (NLM). Participants will be equipped with knowledge of

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consumer health sites regarding various aspects of student health with emphasis on MedlinePlus. This session will also include the NLM science education resources to support teacher curriculum as well as providing information support for students and parents' homework needs. These resources provide valuable information for newsletters, websites, social media, for policies and procedures regarding the health and well-being of students, parents, school staff and the wider community.

QR Codes for Reading Promotion

Participants will learn how to create and use QR codes to link students to books—both electronic and print.

Learn to Research with OSLIS

OSLIS has grown so much in the last couple of years! Come learn about the new resources in the Learn to Research section, including tutorials, worksheets, and information literacy ebooks. Get a refresher course on how to use the site to support students doing research. Ask questions and offer suggestions.

Google Drive + Gale Databases = Research Made Easy

Help students use Google tools to organize research projects from start to finish! We'll walk you through a suggested workflow. First, students download articles from Gale databases—available statewide from OSLIS—and take advantage of comments, highlighting, translation, read-aloud and “digital notecards” to understand the content. Then they share their research folders through Drive or Classroom so you can keep tabs on their progress. Finally, students create a quick Works Cited list in Google Docs with help from the Easybib add-on. You will take away great free tools—and copies of our best digital resources—for teaching to the Oregon school library standards and CCSS literacy standards. Best for middle and high school, but all are welcome. Bring your own device.

Gale Databases for Elementary

Learn the ins and outs of Kids InfoBits (K–5) and National Geographic Kids (K–8) and discover how you can use these periodicals databases to support Common Core & Next Generation Science Standards, classroom instruction, student research projects, and more. Learn what's new, and get your questions answered.

OverDrive and the Medford School District

Medford School District currently has nearly 1000 ebooks and audiobooks available to their K–12 population. I will demonstrate how the ebooks/audiobooks work; how students and staff log-in; our policies; etc. I will also share my argument for adding ebooks, show the back-end of Overdrive Marketplace, and have ample time for question and answers. This is not a sales pitch but an opportunity for interested folk to see it in action in one school district.

Christie Boen is the district librarian and instructional technology coach for the Bend La Pine Schools.

Party in Paradise *by Amy Wilde*

This year our paradise moves from the coast to the high desert. There's so much to do and experience this year! Following in the footsteps of showcasing the talented students we serve, the award winning culinary students of Bend High and Mt. View High will provide us with their delicious cooking creations Friday and Saturday. Kick off your conference experience with a Friday night networking hour and enjoy appetizers in the commons at Summit HS. Spend time perusing the vendor area and become the highest bidder on the item you would like to take home from the silent auction. Enjoy one of Bend's many restaurants (see article on what to do in Bend & visit www.visitbend.com) for Friday dinner, but save room for dessert and return to Summit HS for a fantastic evening with Duncan Tonatiuh, the 2015 Pura Belpre Illustrator Honor and Robert F. Sibert Honor recipient for *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* and winner of the 2014 Tomás Rivera Mexican American children's book award for *Pancho Rabbit and the Coyote*.

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On Saturday, the party continues with a breakfast and author panel sponsored by Gale/Cengage. Enjoy the discussion/question & answer session with Kristin Elizabeth Clark, Tracy Clark, Emiko Jean, Amber Keyser, Meg Medina, Heather Petty, Miranda Paul, and Duncan Tonatiuh, followed by an author signing with Meg Medina sponsored by Perma-Bound. Lunch is served with the OASL all-member business meeting and a delightful session with author Miranda Paul, whose work includes *Whose Hands are These?*, *One Plastic Bag*, and *Water is Water* (which earned a SLJ starred review).

Make sure to take advantage of the vendor meet-and-greet time in the afternoon before they have to leave this little piece of paradise. Get your final bidding in for the auction by 5:15 so you can brag to your friends about what you are taking home with you, and enjoy a fabulous dinner and awards celebration with Meg Medina, who was awarded the 2016 Pura Belpre Honor for *Mango, Abuela, and Me*, the 2014 Pura Belpre medal and CYBILS fiction award for *Yaqui Delgado Wants to Kick Your Ass* and the 2012 Ezra Jack Keats New Writers medal for *Tia Isa Wants a Car*.

The OASL Fall Conference in Bend Paradise has much to offer. Come join us there!

Amy Wilde is the teacher-librarian at Cascade Middle School. She can be reached at amy.wilde@bend.k12.or.us.

The Perks of Being in Paradise *by Amy Wilde*

I'm in Bend. I have some time to: eat, shop, drink, read, knit, hike, bike, enjoy art, and explore Bend history. Where do I go? We've got you covered! I wanted to look at this from a new perspective, as if I were a visitor in my own town. I'll share some of my top picks, but by no means will these cover every option.

Food We will feed you well when you are with us at the conference; we want to make sure you continue to eat well when we aren't around. There is no shortage of great restaurants in Bend, and many are within walking distance of the conference hotel. Many restaurants offer delicious food at attractive prices during happy hour times, as well. In addition, check the conference program for coupons and discounts at several restaurants and cafes

- If Bend is new for you, you must visit *Pine Tavern*, if for no other reason than to see the giant Ponderosa Pine trees growing right in the restaurant. They offer a great happy hour if you can find a spot in the bar, and it is worth the wait for their prized honey biscuits, regardless.
- *The Brickhouse*, *900 Wall*, and *Joolz* are some top favorites with inviting happy hours as well as delicious dinner menu offerings, and all 3 are located downtown.

If you happen to head toward the Old Mill you will find restaurants right on the river, also with pleasing happy hour and regular menus.

- *Anthony's* and *Greg's Grill* are bigger restaurants with patios overlooking the beautiful Deschutes River. Elsewhere in Bend:

- Visit Bend's food cart scene at *The Lot*. Choose from 5 different food carts and a bevy of beverage options from the 16 taps. Wine and kombucha are offered as well.

I want to give a heads up to vegetarians and vegans in town: Bend has options!

- *Cafe Yumm!* and *Laughing Planet* are restaurants you may be familiar with from other places in the state.
- If you want to venture out and try something new, check out *NLB (Next Level Burger)*, a plant-based burger joint that now has a location on Hawthorne in SE Portland.
- *Bethlyn's Global Fusion* offers mostly vegetarian and vegan food choices with some additional options for meat eaters.

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Bend now has a *Market of Choice* located close to the Old Mill and there is a *Safeway* on your way to *Summit High School*. For a unique market experience, stop into *Newport Market* for some harder to find food and drink options as well as some very fun novelty items.

I would probably not leave Bend without trying an ocean roll from *Sparrow Baking*. You can pick one up with a delicious almond milk latte at one of my two favorite coffee places in town, *Back Porch Coffee Roasters* or *Palate: A Coffee Bar*. Or you can go to either of Sparrow Bakery's two locations, one just down the street from Summit High School. You can find other small breakfast and lunch delights at each location as well. If you need a caffeinated pick-me-up during the conference, the *Brewing Storm*, Summit High School's coffee shop, will be open for your convenience, and last time I checked, they get their beans from Back Porch Coffee Roasters.



www.backporchcoffee.roasters.com

Beverages, etc. Do you enjoy a good pint? Maybe a glass of vino or perhaps a locally distilled beverage over ice? Maybe kombucha is more your style? Coffee or tea? Well, we have it all. Check out the *Ale Trail map* in your swag bag. If you love kombucha, be sure to visit the *Humm Kombucha* tasting room where you can sample all the current flavors as well as order up some kombucha ice cream floats! For the full brewery experience, must try spots include *Deschutes Brewery*, the brewery that put Bend on the beer map; *Crux Fermentation Project*, for the view and the spacious outside venue; and *Bend Brewing* for the location in downtown Bend, as well as their award winning brews with a female master brewer. If you are looking for something off the beaten path and want to try some of the best beers in Bend, make sure to try *Boneyard*. The location is only a tasting room, but it is worth the visit. In fact, if you have time while visiting Boneyard, be sure to walk over to *Bend Electric Bikes* and test out some of the most fun bikes in town. Make sure to let Sterling know that Amy Wilde sent you! There are bikes available to rent, and you can test out any of the bikes in the shop. If you don't find yourself heading for tasting at Boneyard, you can rent traditional non-electric bikes at *Wheel Fun Rentals* at the Old Mill as well as *Pine Mountain Sports* on Century Drive.

Hiking & outside stuff Do you have time to hit the trails? Fall is a perfect time to hit the trails and enjoy the Bend wilderness. Hike them or bike them and have some fun.



Pilot Butte photo credit:
[https://en.wikipedia.org/wiki/Pilot_Butte_\(Oregon\)#/media/File:PilotButteBend.jpg](https://en.wikipedia.org/wiki/Pilot_Butte_(Oregon)#/media/File:PilotButteBend.jpg)

- You can't miss the Pilot Butte trail right in the middle of town. Once skied by locals, this popular walking and running spot has a trail to the top of the butte as well as a trail that circles the butte at the bottom, making this a great place for a quick bit of exercise for all skill levels, not to mention a great view of Bend and the surrounding areas from the top. The less motivated or those short on time can drive to the top and take in the 360 degree view.
- If you haven't had a chance to visit Smith Rock, just 37 minutes out of town, it is worth the time and trip. Again, there is a trail at the bottom that works for all fitness levels, but if you want an extreme challenge, you can choose the Misery Ridge trail that provides all that its name describes—except for the incredible views once you reach the end.
- It is also worth the time to take a drive up toward Mt. Bachelor, where hiking and mountain biking trails await.



Shopping Spend some time wandering through the boutique shops in downtown before or after you grab a bite to eat at one of the many restaurants. Check out the gift shop at the *Deschutes Public Library* while you stroll the downtown streets. You won't find any big box stores in downtown, but you will over at *The Shops at the Old Mill*. For a list of shops available and other activities at the mall check out <http://www.theoldmill.com/shopping-bend-oregon/>

Sewing, Quilting, and Knitting Excluding Sisters, most locations are a quick 15 minutes or fewer from Summit High School.

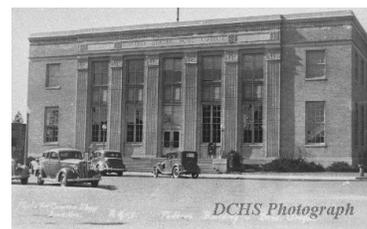
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- We are closer than you realize to the mecca of quilting in Sisters, Oregon. If you are coming over or leaving through Sisters, make sure to stop at *The Stitching Post* fabric and quilting store in town. If you want more to check out in Bend, be sure to stop by *BJ's Quilt Basket*, *Quilt Works*, and *Sew Many Quilts* to get your stitch fix.
- Need to get your knit on? Go to *Gossamer: The Knitting Place*.

Reading Remember to bring your Barnes & Noble teacher appreciation card to Bend to shop the B&N conference book fair set up specifically for the OASL Fall Conference, but you can also make sure to check out *Dudley's Book Store* for something new or old to read. Are you a comic book aficionado? Take a quick peek into *Pegasus Books*, too. Both stores are located in downtown Bend.

Art Be sure to check out some of the artistic areas here in town. Bend is full of galleries, large and small. You can find them at the Old Mill as well as right in the middle of downtown Bend. Remember to check out the roundabout art provided by Art in Public Places, which has been on the local arts scene since 1967. There is a roundabout art route map included in your swag bag.

History Are you a history buff? Interested in the history of this beautiful Central Oregon town? Take a history walk through downtown Bend. Visit seven different heritage sites throughout the downtown area. You can download the Heritage Walk app for your Apple or Android device that includes an audio narration at www.deschuteshistory.org. Visit the *Deschutes History Museum* itself located in downtown Bend, where, among the ongoing exhibits, you can check out the current rotating exhibit on Oregon's Nordic Ski History.



Des Chutes Historical Society

We are very fortunate to have a great visitor center here in town with a great website, so explore there as well. If you are interested in exploring more of Central Oregon, be sure to visit the Central Oregon Visitors site as well. There is a little bit of paradise for everyone! www.visitbend.com. www.visitcentraloregon.com

Amy Wilde is the teacher-librarian at Cascade Middle School and can be reached at amy.wilde@bend.k12.or.us.



<http://tinyurl.com/zk8g6mh>

What's happening in your little piece of Paradise? *by Eila Overcash*

There is little better than reporting to “work” each day in Paradise. I really can't imagine a better working environment than a library, unless maybe all the furniture were made of cheese and chocolate and the drinking fountain dispensed a wide range of beverage options other than water. While we work in Paradise each day, all of us implement unique activities. The POSTER SESSION at the conference gives every attendee the opportunity to share a display, lesson or unit, contest, promotion, or...anything that has worked to create excitement, promote literacy, or educate students or staff. Reflect on what you have accomplished in your library and create a poster showing the highlights. Attendees will vote, and the winner will receive a valuable prize (to be announced when I have procured a valuable prize). Posters should be free-standing so that they can be easily displayed on the tops of library shelves.

If you'd like to participate, please fill out the form at this link: <http://tinyurl.com/OASLposters> .

Eila Overcash is the teacher-librarian at Summit High School and the 2016 conference and program chair. She can be reached at eila.overcash@bend.k12.or.us.

Conference Schedule Overview

We have planned a knowledge-packed day-and-a-half of conference sessions, beginning Friday afternoon with three hours of book talks and wrapping up Saturday evening with Meg Medina. When you leave Bend, we want your brain to be full and your excitement for all things library to be off the charts.

Friday, October 14	Conference session/Event	Location
12:00-1:00	Registration	SHS Library
1:00-4:00	B&B Booktalks secondary	SHS Auditorium
1:00-4:00	Danielle Jones--Youth Services Librarian, Multnomah County Libraries--Booktalks elementary	SHS Library
3:00-4:00	Vendor/silent auction set-up	Commons
4:00-5:00	Appetizers/Networking/Vendors/Silent auction	Commons
5:00-6:30	Dinner on your own --Check the conference program for special offers and discounts from local restaurants. This is a great time to enjoy Bend's local flavors!	
6:30-8:00	Dessert and an Evening w/Duncan Tonatiuh*	Commons

Saturday, October 15	Conference Session/Event	Location
8:00	Registration	
8:00-9:15	Breakfast and author panel sponsored by GALE/Cengage*: Featured authors Meg Medina, Miranda Paul, and Duncan Tonatiuh will be joined by Amber Keyser, Kristin Elizabeth Clark, Emiko Jean, Tracy Clark, and Heather Petty for an engaging discussion facilitated by Paige Battle	Commons
9:15-9:45	Author signing, vendors, networking Meg Medina signing sponsored by Perma-Bound	Commons and Library
Session 1 9:45-11:15	90 minutes	
Session 1A 9:45-10:30	45 minutes	
Session 1B 10:35-11:20	45 minutes	
Session 1C 9:45-10:45	60 minutes	
Session 2 11:30-12:30	60 minutes	
12:30-2:00	Lunch with Miranda Paul: Reading in the Tub (Or, Stories of How I Got Here)* In this keynote, author Miranda Paul will share stories of how creative teachers and book enthusiasts filled an important role in her childhood, despite the fact that her schools lacked trained librarians or had no library.	Commons
2:00-2:30	Vendor time	

See Page 7 for Session Descriptions

continued...

Session 3 2:30-4:00	90 minutes	
Session 3A 2:30-3:15	45 minutes	
Session 3B 3:20-4:05	45 minutes	
Session 3C 2:30-3:30	60 minutes	
Session 4 4:15-5:15	60 minutes	
5:15-5:45	Auction/Networking/Vendor take-down	Commons
5:45-7:30	Dinner/Awards featuring Meg Medina: On Writing the American Familia: * Author Meg Medina discusses Latino identity, American history, disco music – and how it all comes together in her newest works for young readers	Commons

*Nominal registration fee for those attending the conference

Conference Artwork and Priceless Auction Item

by Donna Seaton and Eila Overcash

When the committee began discussing a theme and artwork for the conference, I immediately mentioned the Jorge Luis Borges quotation that has always spoken to me. Everyone else agreed that it is a perfect statement for how we feel about libraries and about where we live. Christie Boen, district librarian, mentioned that Donna Seaton, media manager at La Pine High School, is a creative and gifted artist. We passed the quotation on to her, and fell in love with the “little sketch” she came up with. We decided to use it for the conference logo, but Donna took it about a bajillion steps further. Here’s what Donna has to say:

“I have always imagined that Paradise will be a kind of library.” This quote by Jorge Louis Borges gave me the inspiration to create a quilted wall hanging which will be auctioned during the October OASL Library conference in Bend, Oregon. After pondering this quote and helping my son paint a pocket library for the Sunriver Nature Center, I sat down to draw a Central Oregon scene, putting a pocket library in a large Ponderosa tree. I included a hammock in a restful spot by a lake with a mountain view. Having spent much time enjoying the scenic surroundings here, I can’t help but think of it as Paradise—add a library and you have perfection!

After the drawing was finished, my next step was to start picking out fabric. I wanted to turn the drawing into a quilt about 48 by 60 inches. This is currently my summer project in progress and will be finished and ready for auction by October.

Donna Seaton is the media manager at La Pine High School. She can be reached at donna.seaton@bend.k12.or.us.



Joyce Petrie Scholarship *by Amy Richards*



A scholarship in honor of Joyce Petrie is offered annually by OASL to undergraduate students working toward an educational media endorsement, individuals studying at the graduate level in the fields of educational media/instructional technology, or paraprofessionals working toward library assistant certification.

Catherine Hampton is the 2016 recipient of this scholarship. Catherine is the new teacher librarian at Marshfield High School in Coos Bay, and she is enrolled in the Library Media endorsement program at Portland State. In addition to OASL, she is active in many professional organizations, including the National and Oregon Councils of Teachers of English and Oregon Journalism Education Association.

When asked what she is looking forward to in her position as a teacher librarian, she said, "I am excited to work with and support colleagues who I have been teaching with for years, as well as new staff, in research skills that will supplement their classroom curriculum. Teacher librarians have a wonderful opportunity to teach critical thinking, research and technology skills essential in the 21st century no matter what their students pursue beyond high school."

Amy Richards is the OASL Scholarship Chair and the Library Media Specialist at St. John Fisher School in Portland. You can reach her at scholarship@oasl.olaweb.org.

From the Paraprofessional *by Wanda Daily*



Oregon school libraries are often staffed by a single person. The unique skill set required can create a work environment that becomes isolating in the school community especially for the paraprofessional. This is a frequent lament heard each year in mid-winter. The synergy that occurs whenever library staff gather for meetings, workshops, or conferences mitigates this isolation. Collaboration with peers sparks creativity, yields solutions to problems, inspires, and renews us. This is no small thing.

Of course, I am preaching to the choir here. You, who are reading *Interchange*, are already members. Certified media specialists, please offer information about OASL to your assistants and support staff. Help us increase the involvement of the paraprofessional by offering us as a resource for them. My AHA! moment this past year was that OASL is my association and advocate. As Jen Maurer pointed out to me, it is the Oregon Association of School Libraries, serving both certified and classified library employees.

As we enter another school year, OASL is actively seeking the paraprofessional experience. What are your needs? Let us know how we can support you. For instance, what workshops would you like to see at the conferences? Please feel free to contact me personally at dailyw@nclack.k12.or.us with any questions or concerns. Share your successes too. I am incredibly curious about how you experience your workplace. Let us collaborate across the state, and I hope to see you at the conference!

Wanda Daily is the Media Assistant at Oak Grove School in North Clackamas, and the new paraprofessional representative on the OASL board. She can be reached at dailyw@nclack.k12.or.us

Conference Swag

Arrive at the conference dressed to impress in a 2016 conference t-shirt. Get the t-shirt and many other OASL items at this link: <http://www.zazzle.com/oasl+gifts>



Poetry Out Loud *by Mitchell Lenneville*

Hello, my name is Mitchell Lenneville. This year I was fortunate enough to win Oregon's Poetry Out Loud (POL) state competition. This was my second time competing and my first time advancing to the national finals in Washington, DC. Last year I knew nothing about poetry; this year I was deeply in love, and that is, in part, the magic of this competition. POL originated my love of poetry, and I'm extremely grateful to have been able to participate.

POL is a program capable of fostering literary scholarship in a diverse body of students. It strikes a compelling balance between the study of the written word and the nuance of performance. I have a lot of experience in the performing arts, including several years spent as a professional actor. POL drew me in as a performer, but I had to be a reader to succeed. At the national competition, I met students who were my opposite; they entered with a love of poetry but had to learn how to speak in front of an audience. Every student I met at local and national competitions echoed the sentiment that POL helps young adults grow as performers and as poetry scholars.

Another remarkable benefit of the program is the relationships it promotes between students from manifold backgrounds. My experience in Washington, DC, was inspiring and challenging. Participating in POL introduced me to other young poets in my community and from afar. Even though I may never get the chance to see my friends from the national finals again, we still remain in contact via the Internet. I often open my Twitter to find that another state finalist has sent me a draft of an original poem for my critique. As arts education programs dwindle nationwide, the opportunity to build friendships centered around creative expression and literary study is invaluable.

As the state champion for Oregon, I was positioned to promote POL and arts education through various print and radio interviews. Throughout the last couple of months, my message has remained consistent: programs like POL enrich lives, keep kids in school, foster friendships, and as a result should be accessible to every student. There is a clear correlation between involvement in the arts and graduation rates.

Librarians and other educators are in a unique position to change young adults' lives for the better, and POL is a powerful tool to effect such change. Thanks to POL, I've grown as a scholar, performer, person and learner and I hope that other students will continue to be afforded these opportunities.

Poetry Out Loud is a free recitation contest open to all Oregon high school students. It is sponsored by the National Endowment for the Arts and the Poetry Foundation in partnership with the Oregon Arts Commission and other state arts agencies. For more information, visit www.poetryoutloud.org or the Oregon Arts Commission's page at <http://bit.ly/2bdRTzC> To register your school to participate in Oregon's 2017 Poetry Out Loud competition, please contact Malka Geffen at OregonPOL@gmail.com.

Mitchell Lenneville is from Tualatin, Oregon. He is managing Dick Anderson's Oregon Senate Campaign, and will be attending American University's Public Policy, Politics and Law Scholars program in 2017.



*POL Alumni.
Photo credit Gordon Wilson*



*Photo credit
James Kegley*



*Oregon POL Winner.
Photo credit Gordon Wilson*

Ten Tips for Teaching with Digital Primary Sources *by Morgen Larsen*



With increased focus on students reading informational text in a variety of mediums and the push to blend content in core subjects (i.e., English language arts and social studies), how does the average classroom teacher make this happen? One way is by utilizing digital collections of primary sources. Over the last decade, state and federal agencies have digitized millions of documents including, manuscripts, letters, journals, picture, photos, sound recordings, and movies in an effort to make these documents readily available to everyone. As more and more documents become available, educators throughout the country are replacing textbooks, and turning to Open Educational Resources (OER) full

of digital primary sources. Educators are also sharing what they have learned and making those resources available to others.

So, how do you get started using primary sources in your classroom?

1. **Start small.** Begin by identifying one historical event. Don't try to build a lesson on the Revolutionary War; that's simply too much information. Try a more specific topic, like the Boston Tea Party.
2. **Work smarter, not harder!** Start with what is already available. If the Stanford History Education Group or Library of Congress (see links below) have lesson plans or primary source sets already created for your topic, start there. Researching and locating documents can be a very time consuming endeavor.
3. **Make it work.** Based on the grade level you teach and your student's abilities, you may need to make modifications to existing lesson plans, add additional resources, and differentiate the reading passages to make the primary sources consumable for your students.
4. **Before you jump, check for prior knowledge.** What do your students already know about this topic? Have they already read secondary sources about it? Are you doing a read-aloud in class with a fiction novel that takes place during the same time period? They don't need to be experts, but having a solid baseline of understanding will help all of your students be successful before they analyze primary sources.
5. **Think like a historian.** Stick with the basics and always model them. What are the basics for teaching with primary sources?
 - a. **Sourcing**—Who created the document? What is the document? When was it created? Why was it created?
 - b. **Contextualization**—What circumstance led to the creation of the document? What was different from today? What was the same?
 - c. **Corroboration**—What does the document say? Does it agree with other documents? Which of the documents is more reliable?
6. **Trees will still die!** To be truly effective with student learners, the primary source text that students interact with must be on paper. Needless to say, you will still be making photocopies, but every click will represent an inquiry based learning opportunity that every student will be captivated by. Don't dismay: students should utilize classroom technology to view primary sources including recorded interviews, historical short films, paintings and drawing.
7. **Blend with tech.** Use technology available to your students as a tool for them to report, revise, research, and assess their own learning. Using tools like Classroom (Google, Microsoft or Apple), students can journal their own learning by recording thoughts, hypotheses, and questions as they analyze each new document. Allow them to share their insights with others and build on their new understandings.
8. **Think outside of the box.** Hopefully, you are working with other teachers who are teaching with primary sources. Encourage this opportunity for collaboration and have students make connections with other learners throughout the district using Classroom. Create a class and share the class code with other teachers. Have students in those classes join the class. Then have students post and answer questions they have



continued...

after primary source lessons in Classroom. Encourage students to share what they think and know in a safe productive way.

9. **What's the Big Idea?** After a while, you are going to want to create your own lessons using primary sources. Before you begin, identify the big ideas you want your students to understand. Next, create essential questions that will drive student learning. What provocative questions will foster inquiry, understanding, and transfer the learning?
10. **Think in small chunks.** Your students will run in fear if you throw down a 125-page dissertation on the rights of man. A valid read, yes. But it will not sustain your student's interest, nor will they be able to digest its contents. When you begin creating your own lesson plans, make sure that the primary source reading passages are short: between 300 and 500 words each. This will usually mean that you are cutting down large passages and only leaving the juicy interesting parts. It may also mean that you need to modify the text so that it is in modern day English. Adding a glossary of terms or word bank can also come in handy. Finally, don't forget to cite your source.

Resources:

Stanford Thinking Like a Historian Video

<https://www.youtube.com/watch?v=CnWnLNSZTA&feature=youtu.be>

https://sheg.stanford.edu/home_page

www.loc.gov/teachers



Morgen Larsen is currently Teacher-Librarian and Technology Instructional Coach at Greenacres Elementary School and serves as Central Valley School District Social Studies Vertical Chair in Spokane Valley, Washington. Her professional interests focus on the unification of social studies and science instruction with English language arts and math aligned to Common Core State Standards. She is a Next Generation Science Standards trainer for Washington State Library. In addition, she serves on the board of directors for the Northwest Council for Computer Education (NCCE), and is a member of the International Society for Technology in Education (ISTE), Washington Library Association (WLA), and Washington Library Media Association (WLMA). She was recently honored with the ISTE Making It Happen award for her visionary and innovative approaches to cultivating and empowering student learners.



Oregon Reader's Choice Award in Bend: Come Check It Out!

by Kiva Liljequist

Have you heard about the ORCA but aren't really sure what all the fuss is about? Come to our session at the conference in Bend and get fired up to bring ORCA to your school. Want to know a secret? It's ridiculously easy to implement! Seriously!

Our session will give you an idea about how ORCA came to be, as well as a bit about the nominees. There are 8 titles in the Upper Elementary division, 8 in the Middle School division, and 8 in the High School division. This year's crop of nominees will make you laugh (dirty laundry left under Todd's bed creates life...the Toddlians worship him! Captain Hook's fearless daughter is out to avenge his death!), cry (twins' unshakeable connection is severed, a private island is host to a tragedy amidst privilege, wealth and secrecy), and gasp in ghoulish delight (a traveling circus avoiding murderers and yetis aboard the world's longest train! 5 creepy, unsettling, super freaky short stories bound in a graphic novel!).

continued...

Then, to help you see how easy it is to bring ORCA to your students, the session will outline tips and tricks for starting a program this school year. We will provide book talks, bookmarks, and other resources as well as give you monthly ideas for ways you can run a successful ORCA program that doesn't involve reinventing the wheel. Most of the work has been done for you, you just need to tell your students about the books and watch the magic happen.

To whet your appetite, check out the ORCA blog at <https://oregonreaderschoiceaward.wordpress.com/> See you in Bend!

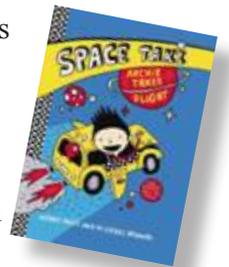
Kiva Liljequist is the media specialist at Metropolitan Learning Center, a K–12 alternative school in Portland Public Schools. Other than being a total ORCA fangirl, she spends her time pondering when her puppy will be potty trained. She can be reached at kliljequist@pps.net.



In our 14TH year, the Beverly Cleary Children's Choice Award (BCCCA) Committee is proud to announce the following six 2016-17 BCCCA nominations for the 2016–17 school year:

Archie Takes Flight by Wendy Mass. AR 4.0

It's not every day a regular kid like Archie gets to wake up at midnight. But today is Take Your Kid to Work Day, and Archie is finally allowed to ride along in his dad's taxi cab. He has been waiting eight years, eight months, and eight days for this moment to arrive. But he's about to discover his dad is no ordinary cab driver...In fact, he drives an intergalactic *space taxi*! All night long, he shuttles aliens from one corner of the universe to another. And being a space taxi copilot is no easy task: Archie must steer them into wormholes, keep them from crashing into planets, deal with a very unusual cat...and save the universe from an evil mastermind!



Creature Features: 25 Animals Explain Why They Look the Way They Do by Steve Jenkins. AR 3.6



Let's face it. Even as babies, we humans pay close attention to faces. Observing another person's features and expressions tells us whether they are happy, angry, excited, or sad. And when we look at an animal, it's hard not to imagine that its face is communicating human feelings. This isn't true, of course. Squinty eyes, an upturned mouth, or another odd expression is probably there because, in some way, it helps that animal survive.

Packed with many cool facts and visuals on where certain animals live and what they eat, this book captures twenty-five humorous—and very true—explanations of why animals look the way they do in order to exist in this world.

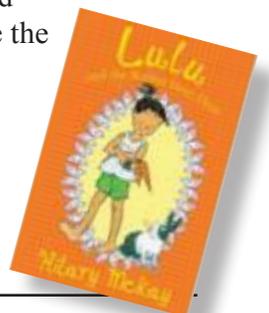
Jelly Bean by Cynthia Lord. AR 3.6



Suzannah's always wanted a pet of her own, but she lives in an apartment where there are absolutely no pets allowed. What she CAN do is volunteer at a local pet shelter. There, although she's the youngest, Suzannah quickly finds herself making friends with the kids and bonding with the animals. She makes toys and treats for the animals. She feeds the cats and plays with the puppies! Then a girl just her age brings a guinea pig named Jelly Bean to the shelter. Suzannah promises that she'll find the little creature the perfect home. But what if no one wants an abandoned guinea pig?

Lulu and the Rabbit Next Door by Hilary McKay. AR 3.7

When Lulu's next door neighbor doesn't seem to be looking after his rabbit properly, Lulu and her cousin Mellie devise a scheme to make him pay more attention to his pet.



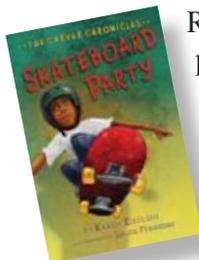
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Quinny & Hopper by Adriana Brad Schanen. AR 4.0

Quinny has a lot to say. Hopper gets to the point. Quinny has one speed: very, very, extra-very fast. Hopper proceeds with caution. Quinny has big ideas. Hopper has smart solutions. Quinny and Hopper couldn't be more different. They are an unstoppable team. But when summer ends, things suddenly aren't the same. Can Quinny and Hopper stick together in the face of stylish bullies, a killer chicken, and the brand-new Third Grade Rules-especially the one that says they aren't allowed to be friends anymore

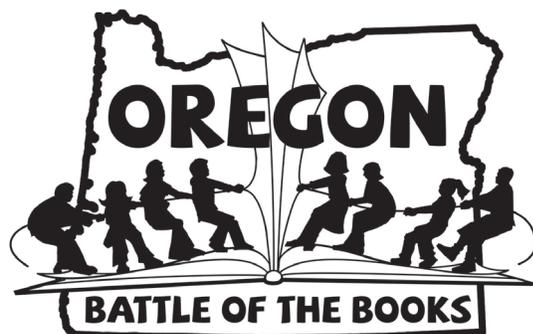


Skateboard Party by Karen English. AR 4.7



Richard can't wait to show off his flat-ground Ollies at a friend's birthday party at the skate park, but a note home from his teacher threatens to ruin his plans. He really meant to finish his assignment on howler monkeys, but he just got . . . distracted. If only he could focus on his schoolwork, he wouldn't get into this kind of trouble! Can Richard manage to put off getting the note signed (and facing the consequences) until after the party, or will the deception make things even worse?

For more information on the BCCCA program, please go to <https://ola.memberclicks.net/bccca-home>
Thank you to everyone for promoting literacy!



3-5 Division

Because of Mr. Terupt by Rob Buyea
Escaping the Giant Wave by Peg Kehret
Harry Potter and the Sorcerer's Stone by J.K. Rowling
Hook's Revenge by Heidi Schulz
Joshua Dread by Lee Bacon
Knucklehead by Jon Scieszka
Matilda by Roald Dahl
Miss Spitfire: Reaching Helen Keller by Sarah Miller
Quinny and Hopper by Adriana Brad Schanen
Ramona Quimby, Age 8 by Beverly Cleary
Rescue on the Oregon Trail by Kate Messner
Skateboard Party by Karen English
Small Steps: The Year I Got Polio by Peg Kehret
A Snicker of Magic by Natalie Lloyd
Upside-Down Magic by Sarah Mlynowski
Woof by Spencer Quinn

6-8 Division

The Apothecary by Maile Meloy
Centaur Rising by Jane Yolen
Courage for Beginners by Karen Harrington
Dark Life by Kat Falls
Death by Toilet Paper by Donna Gephart
Drums, Girls, and Dangerous Pie by Jordan Sonnenblick
The Great Greene Heist by Varian Johnson
The Honest Truth by Dan Gemeinhart
The Journal of Curious Letters by James Dashner
Masterminds by Gordon Korman
The Menagerie by Tui T. and Kari Sutherland
A Night Divided by Jennifer A. Nielsen
Stella by Starlight by Sharon M. Draper
Unfriended by Rachel Vail
The Unwanteds by Lisa McMann
Zombie Baseball Beatdown by Paolo Bacigalupi

9-12 Division

Bone Gap by Laura Ruby
Brave New World by Aldous Huxley
An Ember in the Ashes by Sabaa Tahir
The Girl with All the Gifts by M.R. Carey
How It Went Down by Kekla Magoon
I am the Weapon by Allen Zadoff
I'll Give You the Sun by Jandy Nelson
The Invention of Wings by Sue Monk Kidd
The Martian by Andy Weir
Out of the Easy by Ruta Sepetys
Rapture Practice by Aaron Hartzler
The Raven Boys by Maggie Stiefvater

Celebrate Banned Books Week All Year Long *by Miranda Doyle*



Banned Books Week will be Sept. 25–Oct. 1 this year, which means that it may be tight to change your plans for 2016. But who says you have to limit your displays and activities to that one short week? That’s especially true for school librarians, who are often just a tiny bit busy with back-to-school events. I know I often don’t have much extra time to plan in early September.

Why not celebrate all year long? Tie your celebration to the curriculum—do students read *Fahrenheit 451*, or one of the books on a [“most challenged” list](#)? For example, students at our high schools read *To Kill a Mockingbird*, *Adventures of Huckleberry Finn*, *One Flew Over the Cuckoo’s Nest*, and many more books that have come under fire. Time a display or event to coincide with the weeks these books are assigned. Or coordinate with social studies teachers—when are their students learning about the First Amendment?

Then again, even if you don’t “hook” your celebration to a specific event or novel, there’s no bad time to highlight intellectual freedom issues in your library.

Maybe you just want to put together a quick display—or, better yet, ask student aides or club members to put it together with your guidance.

Need inspiration? First, [watch John Green talk about censorship](#). He’s fantastic. Then try these links:

- Resources from [OLA’s Intellectual Freedom Committee](#), including a new page with answers to [frequently asked student questions](#).
- Check out Oregon-specific resources: [display ideas](#), [activity ideas](#), and [lesson plans](#), and [library materials challenged in Oregon](#).
- [Banned Books Week on Pinterest](#)
- [Order posters and more from the American Library Association](#)

As you design your displays and activities, make sure you’re sending the right messages. While I love eye-catching displays and have used my share of “caution” tape, ominous warning signs, flame imagery to suggest book burning, and so on, I think it’s important to also try to convey some of the subtleties of censorship efforts as well.

While “Banned Books Week” is a catchy title, I think it’s sometimes misleading—books are sometimes removed from school or public libraries, of course, but I’ve talked with students who think the “banned” part means no one is ever allowed to read books on the most-challenged list. I think it’s important to be clear that while people all over the country object to certain books in schools, those books are not always removed. And even if they are, they are usually still available from bookstores and in public libraries. If they aren’t part of the curriculum or in the school library, though, access is more limited than we’d like.

By explaining that there are procedures in place to protect intellectual freedom—procedures that don’t always result in books staying on the shelves, but often do—students understand that they can take part in that process themselves. They can be intellectual freedom advocates in their own schools and communities.

For example, you might display a list of YA authors whose books are frequently challenged, and let students write supportive postcards to an author they love. Authors could include Matt de la Peña, Sherman Alexie, Laurie Halse Anderson, Chris Crutcher and many more.

It’s that last part, where we teach students that they can make a difference, that’s so important. As you celebrate Banned Books Week (whenever you do, whether in late September or later in the year), also think about how you can empower students and teach them how to make their voices heard to protect the freedom to read.

Miranda Doyle is the OASL Intellectual Freedom Chair and the librarian for Lake Oswego School District. She already had a tiny author crush on John Green, and watching his video about censorship only made it worse (despite all the scruffy facial hair). Please email Miranda at doylem@loswego.k12.or.us.

Resource Roundup

by Jen Maurer

OSLIS: Information Literacy Video Tutorials & College Readiness

by Jen Maurer



The American Association of School Librarian's position statement, *Instructional Role of the School Librarian*, explains that "school librarians teach students how to be inquiring learners who evaluate and use both print and digital information efficiently, effectively, and ethically, with the goal of developing lifelong learning and literacy skills" (1). It goes on to state that "the school librarian plays a prominent role in instructing students, faculty, and administrators in a range of literacies, including information, digital, print, visual, and textual literacies" (1). The latter is especially important since "many teachers are not prepared to enter the classroom with the information skills they need to locate, evaluate, and effectively use resources that would enhance their instruction. Consequently, many teachers are not prepared to teach information and research strategies to their own students" (Luetkemeyer and Mardis 7).

These findings support the need for strong school library programs staffed by licensed librarians. Unfortunately, the number of FTE licensed librarians in Oregon has declined from 818 in 1980-81 to 129 in 2013-14 (Maurer). Does that matter? After reading "The First Year: College Readiness," a *Library Journal* article about how freshmen are often unprepared to do research in college, I wondered what Oregon academic librarians have observed about freshman.

My colleague, Arlene Weible, wondered the same thing, so she put together an informal survey and then wrote about her findings in a post for the ACRL-Oregon blog. Only a handful of librarians responded to the survey, but from what they shared, it is clear that many Oregon college freshman struggle with research, too. One librarian wrote that "far too many of them think that the first 20 returns on a Google search are sufficient 'research'" (Weible). Another was much more specific:

My experience is pretty consistent with the *Library Journal* article, but maybe a bit more extreme. There are no credentialed school librarians in this part of the state, and over time we have seen a decrease in skills by the time students get to college...

- Students often think they understand plagiarism, but we find they don't know how to cite correctly, and they don't know that they need to cite when they paraphrase. They only know that you need to cite a quote.
- Students don't know what databases are, or even what journals are...
- They don't understand the vocabulary of information. Not jargon, but even basic things like the difference between print and digital, subscription, periodical, credentials. These are all words students have asked me to define.
- They don't understand the way search engines and the Internet work, and how that has an impact on their searching.
- They want to find information quickly, and are hesitant to use print materials or to wait for interlibrary loan.
- They don't know how to synthesize information from multiple sources, and they seek that one perfect source that will exactly answer their research question.
- They don't know what makes an appropriate research question for college-level research.
- They do know they should not use Wikipedia as a source, but they don't always know why. (Weible)

continued...

I was especially struck by the specifics in the list because, with one exception, the OSLIS committee had just posted video tutorials to address each of these concepts or skills. With permission, committee members started with scripts from tutorials produced by the now defunct Collaborative Library Instruction Project led by a volunteer group of academic librarians in Oregon. Then the OSLIS committee edited scripts to make them suitable for secondary students. Using OSLIS grant money, they hired a professional to turn each script into a narrated video tutorial with a combination of animation and screen captures. The ten resulting tutorials were posted to OSLIS this past summer. During the 2016–17 school year, the OSLIS committee will create some secondary scripts from scratch to cover additional topics and will begin the process of modifying some of the tutorials so they can be used with elementary students.

The videos are designed to help students learn how to do research. The same is true for other content in the Learn to Research section of OSLIS—explanations, worksheets, information literacy eBooks (ask for the login), research process posters, and more. Students, librarians, teachers, homeschooling families—all are encouraged to explore and use the resources. Together we can ensure that our high school graduates are information literate and future ready.

Works Cited

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Weible, Arlene. “College Readiness and Library Research Skills: Observations from Oregon.” *ACRL-Oregon / OLA Academic Division*, 5 July 2016, <https://acrloregon.org/2016/07/05/college-readiness-and-library-research-skills-observations-from-oregon/>.

OSLIS Learn to Research Resources

Videos (step overviews, research tutorials) and eBooks* Elementary: <http://elementary.oslis.org/learn-to-research/external-resources/>

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

Posters and Bookmarks (linked only on educator pages)

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

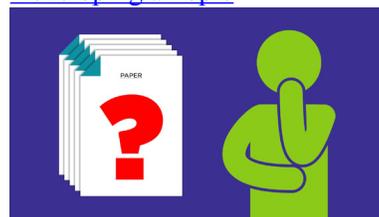
Secondary: <http://secondary.educator.oslis.org/learn-to-research>

*Videos and eBooks are accessible from these master lists and also from each relevant step of the research process, like Find or Plan. Contact Jennifer Maurer for the eBook login.

Deciphering Your Research Assignment

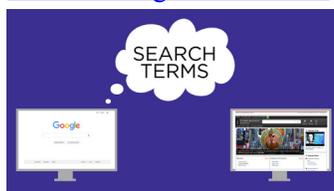
The image shows three assignment cards. The first card is for English and lists requirements such as word count, citation format, and due date. The second card is for Biology and includes a photo of a frog. The third card is for History and includes a photo of a historical figure.

Developing a Topic

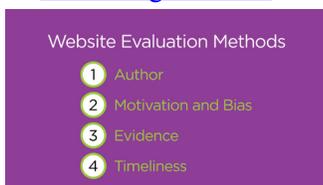


continued...

Generating Search Terms



Evaluating Websites



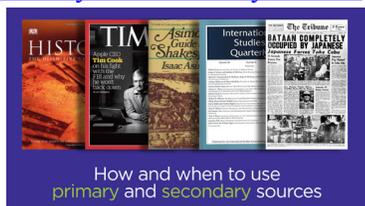
What is a Library Research Database?



Popular and Scholarly Sources



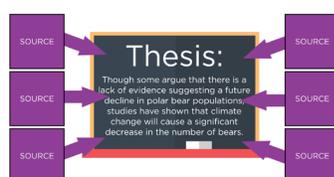
Primary and Secondary Sources



Using Wikipedia for Research



Incorporating Info from Sources into Your Paper



Why You Need to Cite Sources



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.

Conference Book Seller

by Linda Bilyeu

This year the OASL Fall Conference book vendor will be Bend's local Barnes & Noble. What's really exciting is that the conference takes place during B&N's national Educator Appreciation days, so books purchased at the conference will be discounted 25%, and OASL will get a percentage from book sales to help pay for the conference. If you don't already have a B&N Educator Discount Card, be sure to get one before the conference by showing your school ID badge or a pay stub from work. School credit cards will be accepted, and all purchases count, even if the books are for yourself or gifts. Books from the Friday sessions of Benedetti & Battisti: Book Talks for Secondary and Danielle Jones: What's New in K-5 will be for sale. Also, books for autographing by the authors at the conference will be available. If you can't attend the conference (so sad), you may use the voucher at your local B&N or shop online using the voucher code, and your purchases will count toward the OASL book fair. You are encouraged to share the voucher code in your school newsletter. I'll look for you at the book booth Friday and Saturday.

Linda Bilyeu is a retired Bend-La Pine Teacher-Librarian and a Library Consultant for the Lakeview ESD. She can be reached at lbilyeu@bendcable.com.

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Oregon Association of School Libraries

(OREGON EDUCATIONAL MEDIA ASSOCIATION)

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