

INTERCHANGE

Journal of the Oregon Association of School Libraries

Winter 2010

Across the Great Divide



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INTERCHANGE

Volume 38 Issue No. 2

Winter 2010

– In this Issue –

Crossing the Great Divide: Collaboration is the Bridge.....	3
<i>By Ruth Murray and Bob Schroeder, Guest Editors</i>	
President’s Column (“From the President’s Laptop”).....	4
<i>Carol Dinges, OASL President</i>	
It’s as Simple as a Phone Call.....	5-7
<i>Lee Catalano, Catherine Carroll, Kiva Liljequist, and Susan Smallsreed</i>	
Collaboration to Defend the Freedom to Read	8-9
<i>Katie Anderson, Candance Morgan and Leigh Morlock</i>	
Information Literacy Standards: Preparing our Students to Succeed.....	11-12
<i>Anna Johnson and Tracy Russell</i>	
Everybody Wins: The Story of a Small County with a Big Library.....	13-14
<i>Jeanney McArthur and Arla Meizer</i>	
Library Linx: Bringing the Public Library to the Schools	16-18
<i>Heather McNeil and Linda Bilyeu</i>	
Getting the Most out of L-Net	19-20
<i>Sue Kelsey and Caleb Tucker-Raymond</i>	
Schools and Public Libraries Team Up for Training.....	21-22
<i>Stephen Cox and Beverly Harris</i>	
Bridging the Summer Reading Gap	23-24
<i>Ian Duncanson and Chris Myers</i>	
Community Collaborates for a Día Celebration.....	26-27
<i>Hope Crandall, Mary Parra and Deeda Chamberlain</i>	
The Owl and the Pussy Cat: A Cross-Organizational Conversation.....	28-29
<i>Carol Dinges and Mary Ginnane</i>	
And the Winners Are...OASL Librarians of the Year Share Some Thoughts.....	30-35
OASL Conference “First Timers” Comments and Appreciation.....	36
<i>Cathy Halvorsen, Wanda Daily, Diana Wanek</i>	
Classified Memorandum.....	37
<i>Meg Miranda, Paraprofessional Librarian, Linus Pauling Middle School</i>	
New Favorites – Book Reviews	38-40
<i>Joann Lum, OASL Interchange Book Reviewer</i>	
Intellectual Freedom.....	40
<i>Leigh Morlock, OASL Intellectual Freedom Chairperson</i>	
Upcoming Events	Inside Back Cover



Winter 2010

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- 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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Crossing the Great Divide - Collaboration is the Bridge

From the Guest Editors

by Ruth Murray and Bob Schroeder

"Collaboration is based on shared goals, a shared vision, and a climate of trust and respect (Muronago & Harada, 1999). Each partner fulfills a carefully defined role; comprehensive planning is required; leadership, resources, risk, and control are shared; and the working relationship extends over a relatively long period of time (Callison, 1999)." By working to enhance that relationship, trust and that shared vision can be realized.

Ruth:

In school libraries, most of the collaboration centers on how to work with the teachers within our schools. Another important collaboration relationship is between the school, public, and academic libraries. In this issue, we have asked librarians in all areas to present ideas showing how to make this happen in a successful manner. This collaboration is another important tool to enhance student achievement k-grad school.

Bob:

Soliciting and reading these articles about successful collaborations has been a lot of fun. Reading them has made me reflect on the role those of us in academic libraries play.

In many of our academic institutions librarians are scholars and we need to do research and perform community outreach – as part of our jobs or as part of the promotion and tenure process. I've been thinking about how many great questions my colleagues in public and school libraries have. As we librarians in colleges and universities are looking for interesting questions to tackle, there are scores of interesting focus groups, surveys, and studies bubbling up all around us in public and school libraries across the state. To my colleagues in academic libraries I would offer the following paraphrase of the Michigan State motto, "If you seek an interesting line of inquiry, look around you."

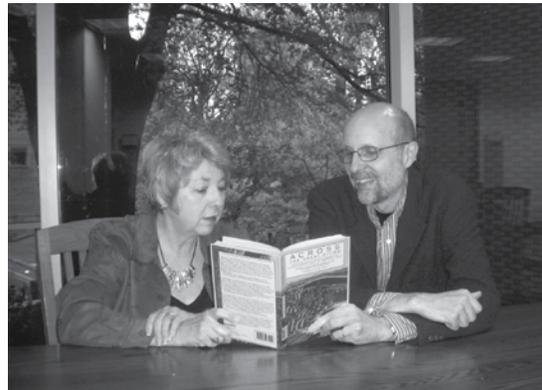
Ruth and Bob:

We hope you enjoy every article of this issue. By showing you the success stories, we hope to see you duplicate and build on the efforts of these innovative librarians in schools, in public libraries, and at colleges and universities throughout Oregon. The Divide is NOT so great.

Callison, D. "Keywords in instruction: Collaboration." *School Library Media Activities*, 15 (5), 38-40.

Muronago, K. & Harada, V. "Building Teaching Partnerships: the art of collaboration." *Teacher Librarian*. 27 (1), 9-14.

The Michigan State motto is "Si Quaeris Peninsulam Amoenam Circumspice" or "If you seek a pleasant peninsula, look about you."



Ruth Murray is a retired school librarian and instructor and advisor at Portland State University. She has been on the OASL board for 15 years because she believes in the importance of supporting this state wide volunteer organization. She is currently President-elect of OASL and a proud member of OLA.

Bob Schroeder is a Reference/ Instruction Librarian at Portland State University. He coordinates Information Literacy and liaisons with the University Studies department where he teaches library instruction classes to about 2,000 freshmen each year, including many students in local high schools. He's a proud member of both OLA and OASL.



From the... President's ~~Desktop~~ Laptop

By Carol Dinges, OASL President

“The mission of the library media program is to ensure that all students are effective users of ideas and information...” *Information Power* ALA 1998

A couple of weeks ago I had one of those rare moments of actually answering the door when opportunity knocked. My friend Tim at the district office had been charged with preparing the Continuous Improvement Plan (CIP) for our school district, and he called me to ask about what ought to be included in the new part, “2.4.8: Implementing a strong school library program”. I’ve been thinking about this a lot since the passage of HB 2586, the Quality School Libraries bill, and I had some very specific ideas to share with him about how our district’s library media programs could be strengthened, which Tim then included in the CIP.

When I hung up the phone, it hit me. This is huge! After decades of gutting libraries, school districts must, as part of the mandated CIP, make plans to strengthen the library media program. This is our opportunity, as school librarians, to work with administrators and school boards to focus our efforts and resources on developing our programs.

To do this, we first need to consider exactly what a quality school library looks like, and each school district needs to determine the steps they need to take to work toward that goal. We need to keep in mind that the law does not require schools to meet any specified standard.

So what does a strong library media program look like?

A great school library is the heart (and brain!) of the school. Students are welcome anytime, and they know that the librarians (that’s plural!) will be there to help. Teachers rely on the media staff (both licensed and – not or – paraprofessional) to keep them current on available resources and to collaborate and team-teach research-based lessons, and both students and teachers get plenty

of instruction on how to find and use appropriate materials. The collection is up-to-date, includes both print and electronic sources, and has plenty of current fiction and nonfiction titles.

For some, developing a library media program like this may seem like a reasonable goal, but for others of us it’s pie-in-the-sky. The key to successfully implementing the Quality School Library act is to determine specific steps, and in some cases, these may just be baby steps, to work toward the ultimate goal of a great school library.

Start by making an accurate assessment of the state of your library. Next, make a list of exactly what you would need in order to have an excellent library program. Be specific. Now comes the hard part. Prioritize that list. Go through your entire list of improvements and put each idea in rank order.

Finally, select the first two or three items on your list. Make an appointment to talk to the decision-makers in your school and district, arm yourself with specific data, including a copy of School Libraries Work (the analysis of the research on the effect of strong school libraries on student achievement), and present those two or three items to be included on the district Continuous Improvement Plan. Talk to them about exactly how those requests could be achieved and the potential impact on students’ learning.

Opportunity is knocking – let’s answer the door!

Carol Dinges is the current president of OASL. She is a library media specialist at Lebanon High School.

It's as Simple as a Phone Call

"Serendipity arrived in my school mailbox." Catherine Carroll, Teacher Librarian

"Susan's reaching out to me made all the difference." Kiva Liljequist, Library Media Specialist

By Lee Catalano, Catherine Carroll,
Kiva Liljequist and Susan Smallsreed

The job description of librarians at Multnomah County Library states that they will, "maintain an active relationship with the educational community," and the youth librarians in our system take this dictum to heart. Each of the youth librarians at our 17 (soon to be 19) library locations works closely with teachers and library staff in their service areas. Here are a few stories:

Catherine Carroll began her career as a teacher librarian at Walt Morey Middle School in east Multnomah County in 2002. The school was only three years old; the starter collection was excellent, but small. "I knew I needed help," she explains.

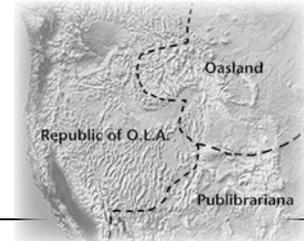
"Serendipity arrived in my school mailbox in the form of a flyer from Multnomah County Library announcing just the services I could use to supplement my collection. My teachers required a compilation of books on specific topics to use for research projects. The Bucket of Books (also known as an Assignment Alert) was a perfect match. Librarians gather a selection of 25-30 books on a topic, often including a teacher's guide with an annotated list of age-appropriate web sites, and a pathfinder for doing research. All of this was ready for pick up within two weeks or so from my

request, at the branch library nearest to me. I contacted the library staff, introduced myself and began a relationship with Multnomah County Library that continues to grow with my program every year."

In addition to the curriculum support, Carroll continues, "Over the years, our students and staff have received free training on a myriad of web-related research and safety skills related to information literacy, as well as access to the library's outstanding collection of databases."

Kiva Liljequist is the Library Media Specialist at the Metropolitan Learning Center, a K-12 alternative school located near downtown Portland. When she was new to her school, she relied on the public library as well. Public librarians are "always available to me," she explains. "They come to teach high-schoolers about electronic databases, they gather public library materials for students to use, they compile lists of topic-and age-appropriate web sites, and they even come to staff meetings to educate teachers about their services. The support they provide is endless and invaluable."

Liljequist also has fostered a great working relationship with the Youth Librarian at her school's nearest branch library. "At work one day in late August, a woman walked over to me and said, 'Hi! I'm Susan! What do you wanna



EDUCATOR LIBRARY CARDS

Following a series of educator focus groups in 2002, Multnomah County Library created a library card specifically for childcare providers, K-12 educators, and homeschooling teachers/parents. Cardholder privileges include a longer checkout period (six weeks) and an unfilled hold list of up to 40 items. Unlike the library's other services to educators, any qualifying individual eligible for a Multnomah County Library card, as well as fee-paying card holders, can obtain an educator library card. For more information, visit the website:

<http://www.multcolib.org/schoolcorps/edcard.html>.

work on together?' The woman was Susan Smallsreed, the youth librarian from the Northwest Library; by coming to introduce herself, she opened the door to great collaborations and an increased awareness on my part of the myriad services that our public librarians are excited to offer.

"Susan's reaching out to me made all the difference; I don't know that I would have ever thought to go to my local branch

and look for the youth librarian there.”

Carroll works closely with the youth librarian at her local branch as well, and she notes the reciprocal qualities of their relationship: “What do I provide in return? KIDS! Our building has the highest rate of participation in their summer reading program. My students are library volunteers and members of the Teen Council. My library information board promotes programs and activities occurring at both our libraries.”

Liljequist’s youth librarian, Susan Smallsreed, also sees the benefits: “Partnering with schools is an easy way to build and maintain relationships with young library users and to instill a respect for

the public library’s resources as they age towards taxpaying community members.

“A partnership has many advantages,” Smallsreed continues. “For the public librarian, the major advantage is access to kids and parents. We maintain relationships started in storytime, meet even more students and can market library programs and events (e.g. think Summer Reading Program volunteers!).

“The school librarian gets support for literacy enrichment activities like book groups, book talking, program promotion, and someone to help him or her access curriculum support resources for teachers. A visit from a public librarian can lend

authority to school activities. And of course, students and teachers get access to a much larger collection, an alternative meeting space and a fabulous collegial relationship!”

Smallsreed, Liljequist and Carroll offer some suggestions for public librarians wanting to collaborate with their school colleagues, and vice versa.

Public library staff can:

- Share information about the library services designed particularly for educators, such as an Educator Library Card [see box].
- Promote participation in public library events, such as a visiting author or other literary activities.



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- Provide multiple copies of books as well as snacks for an in-school book club.
- Offer and give tours of the public library.
- Get library card registration forms to the school.
- Promote the summer reading program with presentations, booktalks, class visits and opportunities to register.
- Be a guest reader at special school events.
- Donate a storytime as an auction item for school fundraisers.
- Teach literacy enrichment classes.
- Purchase and promote Young Reader's Choice Award nominee books.

School library staff can:

- Communicate with teachers about public library activities, and introduce the local librarian into the classroom.
- Identify classroom projects that would benefit from public library collaboration (e.g. create a classroom library system).
- Keep public library staff apprised of school library activities, such as Oregon Battle of the Books, Book Jeopardy, Read for the Record; as well as "home-made" programs like creating book trailers, poetry slams, or book/movie clubs – then invite her (or him) to join you!
- Get library card registration forms to teachers.
- Link from your website to public library resources specifically for students, such

as the Homework Center or L-net.

- Dedicate library bulletin board space (or similar) to public library promotional materials.
- Support student participation in public library activities, such as membership in the Teen Council, or volunteering.
- Share stories of public and school library collaboration with principals and parents.

Each of the library staffers interviewed for this article concluded with the same advice:

"All it took was one initial phone call" (*Catherine*).

"All it takes is a phone call" (*Kiva*).

"It's as simple as a phone call" (*Susan*).

So, put down this magazine and start dialing!



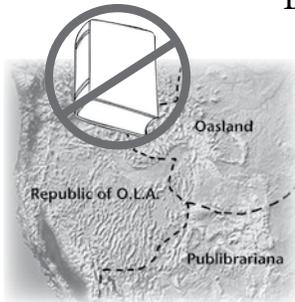
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MULTNOMAH COUNTY LIBRARY'S SCHOOL CORPS

In 1997, Youth Services Director Ellen Fader feared that budget cuts would reduce students' access to library services. She and five librarians created the School Corps dedicated to outreach and collaboration with staff at school libraries. Twelve years later, the Schools Corps – now four (3.0 FTE) librarians – is still going strong meeting the information needs of Multnomah County students. In the most recent school year, School Corps provided services to over 43,000 teachers and students through a variety of programs. School Corps librarians provide onsite training in using the library's online resources, offer booktalking programs – focused on reaching those County schools not meeting 3rd grade reading benchmarks, create customized – as well as standardized – classroom book collections, and make presentations to both parents and students regarding safe and effective internet use. The librarians reach out to students in afterschool programs by offering literacy-based activities. And each summer, School Corps connects with teachers and library staff through new books workshops: Gotta Read This and Novel-ties. For more information, visit School Corps' website: <http://www.multcolib.org/schoolcorps/>.

Collaboration to Promote and Defend the Freedom to Read

By Katie Anderson, Candace Morgan and Leigh Morlock



Public and school librarians share a belief that “free access to the books, ideas, resources, and information in America’s libraries is imperative for education, employment, enjoyment, and self-government”¹. In

support of this fundamental democratic principle public and school libraries provide collections and services that offer a full range of choices to support the intellectual growth, personal development, individual interests and recreational needs of the individuals they serve. They seek to provide these resources and services in an “environment that promotes inquiry, creativity, self-direction, communication, and the ability to think critically and make reading choices”². Collaboration between public and school libraries to promote and defend the freedom to read in the communities they jointly serve “contribute[s] to a future that values and protects freedom of speech in a world that celebrates both our similarities and our differences, respects individuals and their beliefs, and holds all persons truly equal and free”³.

“Celebrate the Freedom to Read in Oregon” is a collaborative project of the ACLU of Oregon, Intellectual Freedom Committees of the Oregon Library Association (OLA) and the Oregon Association of School Libraries (OASL), and the State Library to create statewide recognition of Banned Books Week (BBW) and encourage all types of libraries and bookstores to celebrate BBW. The project encourages participation by providing libraries and bookstores with a list of ideas for celebrating BBW, a list of library materials challenged in Oregon, and free “I Read Banned Book” buttons. To participate, Oregon schools, libraries, and bookstores need only to have a display, program or other activity to celebrate the freedom to read anytime during BBW or during the month of October.

The project began in 2006 as collaboration between the ACLU of Oregon and the Intellectual Freedom

Committee of the Oregon Library Association as a statewide celebration of both the 50th anniversary of the ACLU of Oregon and 25th anniversary of Banned Books Week. In 2007, OASL was brought in to help encourage school libraries that had not done so before to participate in BBW, and to help develop ideas for displays, activities, and programs schools could use to make planning their BBW celebration easier. The State Library was also brought in that year to help expand the Oregon Intellectual Freedom Clearinghouse’s list of reported challenges to library materials to include challenges to library materials that have gone unreported.

In 2008, 241 libraries and bookstores in 31 of 36 Oregon counties participated in BBW. Libraries and bookstores that wish to participate in 2010 should contact Candace Morgan at cd_df_morgan@msn.com. Include the name & address of the library, number of branches or locations that will be participating and the name, phone number and e-mail of the contact person. Please include “Banned Books Week” in the subject line.

Below are some of the ways participating school and public libraries have collaborated to celebrate BBW.

- High School students interviewed Public Library staff for their school’s electronic message board.
Hillsboro Public Library
- During an event community members read aloud an excerpt from their favorite banned book. A local high school English teacher read from and discussed his experiences teaching a frequently challenged book.
Lake Oswego Public Library
- At a middle school literacy night, small yellow “I Read Banned Book” buttons were given away to parents, teachers and students after they had completed a short from about a banned book they had read and whether or not they recommended it.
Springfield Public Library.

- Suggestions from Multnomah Co. Library included: sponsoring an Open House at the library for school media specialists in the service area for the library, putting up posters, handing out bookmarks, displaying challenged and banned books, giving a Banned Books T-shirt to those who answer a BBW Quiz, and encouraging media specialists to use the BBW Quiz in their school libraries.

Multnomah County Library, Capitol Hill Branch

- Multnomah County Library School Corps presented "Feasting on Forbidden Fruit" (How censorship affects children and teens, including an overview of censorship issues in the U.S., a PowerPoint presentation on challenged books, and a chance for students to review banned and challenged picture book)

Madison High School, Portland Public Schools

Here are other ideas to consider:

- Have the school or community newspaper or local radio or television station interview library staff from both the school and public library about BBW, the freedom to read, or censorship.
- Have students create poems, posters, or other works of art expressing what the freedom to read means to them and display their art in the local public library during BBW.
- School and public librarians could collaborate to implement a banned/challenged book club for students.
- Invite a public librarian to come book talk challenged books to your students.
- Have a contest where students design bookmarks for challenged books in Oregon. Bookmarks are voted on at the school and public library and the winners are made into bookmarks and distributed at the school and library.
- School and public librarians could collaborate to have students write reviews of challenged/banned books. Public librarian then posts the reviews on the library's blog or youth services web page.

"In 2008, 241 libraries and bookstores in 31 of 36 Oregon counties participated in BBW. "

Banned Book Week is a successful promotion of the Freedom to Read and we encourage all libraries to participate. Whether you are in a school or public library you can find more ideas for celebrating BBW by visiting the Oregon Intellectual Freedom Clearinghouse at <http://oregon.gov/OSL/LD/intellectual.shtml> and then contact your public or school librarian to collaborate in this effort and reinforce the important message of Banned Book Week within your community.

1. American Library Association. "Libraries and American Value". Adopted February 3, 1999 by the Council of the American Library Association. <http://www.ala.org/ala/aboutala/offices/oif/statementspols/americanvalue/librariesamerican.cfm>
2. Oregon Association of School Libraries. "Intellectual Freedom Policy Statement." **Adopted by the OEMA Board of Directors October 8, 1992.** http://www.oasl.info/intellectual_freedom.html
3. American Library Association, op.cit.
4. In 2008 90% of the 241 participating locations submitted reports.

Katie Anderson is the Coordinator of the Oregon Intellectual Freedom Clearinghouse in the Oregon Center for the Book at the State Library. She also is the Youth Services Consultant, and was an elementary school teacher prior to becoming a librarian.

Candace Morgan is an adjunct faculty member for Emporia State University's School of Library and Information Management. She is a member of the OLA Intellectual Freedom Committee, member of the ACLU of Oregon and Freedom to Read Foundation Boards and editor of the 7th and forthcoming 8th edition of ALA's Intellectual Freedom Manual.

Leigh Morlock is a library teacher at Health and Science School in the Beaverton School District. She also teaches part-time for Portland State University's library media program, and is the chairperson for the OASL Intellectual Freedom Committee.



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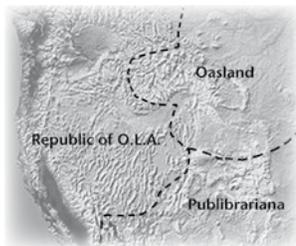
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EDUCATIONAL RESOURCES

*Information Literacy standards:***Preparing Our Students to Succeed**

by Anna Johnson and Tracy Russell

We represent two steps on the ladder of K-20 education: Tracy is the teacher-librarian at Lincoln High School in the Portland Public Schools district and Anna is a librarian and instructor at Mt. Hood Community College (MHCC) in East Multnomah County. Tracy is especially interested in developing her students' research and writing skills, and has established a research/writing center in the library that is modeled after college writing centers. Anna guest lectures in more than 100 courses each year, teaching students across the MHCC curriculum how to find and evaluate information in their subject areas. While we specialize in different educational environments, we feel strongly that Oregon's librarians at high schools, colleges, and universities can and should work together to articulate information literacy (IL) standards, especially as our populations of students become more fluid.

In a city as rich in educational institutions as Portland, students will always "swirl" between high schools, community colleges, and universities, but today we are seeing more overlap than ever before, as high school students take college classes earlier, and as university students shift to community colleges and back again to save money. Knowing that our students are swirling between learning environments, teachers at every educational level must develop ways to assess that students are mastering the crucial skills at each grade level. Teacher librarians know that IL skills are essential for all students. But to what extent do library and information skills instruction at levels K-12 impact college performance? Research shows that students that attended high schools with library instructional programs bring a higher level of understanding



about information research to their college experiences (Smiley and Goodin). This makes collaborative work and discussions between academic librarians across the educational system so important.

For all librarians who teach information literacy, it's important to define what we want our students

to learn in our own classrooms, but we must also have a reasonable understanding of the information literacy skills students have already mastered before they come to us. Articulation agreements between colleges and universities such as the Associate of Arts Oregon Transfer degree (AAOT) have been in place for years, and are frequently revised by the state's Board of Education to ensure that all players are at the same table. It is our opinion that similar articulation agreements can and should exist between public high schools and public colleges and universities, and that IL must be an explicit component of these agreements.

Since 2006, librarians and writing instructors at colleges and universities across Oregon have been collaborating to develop a set of shared information literacy proficiencies for students ready to begin upper-division coursework. From its inception, one of the major goals of this group has been to stress the importance of explicitly stated IL outcomes in the AAOT. Happily, the state board of education has

"The statewide collaboration between librarians and writing instructors has recently formalized its structure..."

been receptive to this effort; information literacy outcomes will be included in the AAOT

for the first time in Fall 2010. Colleges are now facing the challenge of selecting which courses will fulfill these outcomes. The statewide collaboration between librarians and writing instructors has recently formalized its structure as ILAGO: the Information Literacy Advisory Group of Oregon. ILAGO maintains an electronic mailing list; to join the conversation, send an email to ilago-subscribe@crls.org (no subject line is needed).

ILAGO's work has been the topic of discussion at several meetings of PAIL: the Portland Area Information Literacy group, a quarterly forum held at Portland State University (PSU) and attended by public, school, college, and university librarians. In the Portland area, four ILAGO members have adapted this collaboration at the local level, for students transferring to PSU from its neighbor community colleges, by defining specific skills for

each of the eight IL proficiencies. (This work is illustrated on a poster, available at <<http://ilago.wordpress.com/resources>> and may be adapted under a Creative Commons license).

After several years of discussing information literacy proficiencies for rising juniors, the Portland-area conversation has now expanded to include high school teacher-librarians, with a goal of defining

"...according to the Oregon Coalition for School Libraries & Information Technology, less than one third of K-12 students in Oregon attend a school that has a teacher-librarian."

skills for each of the existing eight proficiencies for students ready to begin college-level coursework.

(We were careful not to refer to this group of students as "high school graduates" nor "entering freshmen" since students, especially at community colleges, begin taking college courses at many different ages and life stages). Our collaboration seeks to answer the question: which information literacy skills does a student need to have mastered in high school if he/ she is to succeed in college?

We have drafted an adaptation of the Portland-area proficiencies to the skills that could and should be expected of a student entering first-year college coursework. In these proficiencies students are expected to confer with teacher librarians and other experts, whereas students ready to begin upper-level college coursework are expected to demonstrate mastery of basic information literacy skills on their own.

This effort forms the beginning of a conversation with other area high schools in the hope of articulating shared information literacy proficiencies; it's critical that we do this work by and for ourselves, since Oregon has not adopted IL standards for K-12 students. In fact, according to the Oregon Coalition for School Libraries & Information Technology, less than one third of K-12 students in Oregon attend a school that has a teacher-librarian. We have hope that this inequity will soon be addressed: recently the Oregon Legislature passed House Bill 2586 which "Requires local districts' continuous improvement plans to include (the) goal of implementing a strong school library program." The Oregon Department of Education will need to identify what a "strong" library program looks like.

With HB 2586 and the revised AAOT degree, Oregon's board of education has taken major steps toward recognizing the importance of clearly articulated information literacy standards. As librarians we need to join together to continue to advocate for the establishment of state adopted information literacy standards K-20 so that all of our students are prepared to succeed. Individually, at our home institutions, we need to get seats at the table when standards and degree requirements are being discussed. We highly recommend that all academic librarians identify and participate in campus committees that deal with articulation agreements and/ or educational assessment. It's much better to co-host the party than to get an invitation after the party's already been planned!

Goodin, Elspeth. "The Transferability of Library Research Skills from High School to College." *School Library Media Quarterly*, Fall 1991, Vol.20 Issue 1, pp. 33-41.

Smalley, Topsy. "College Success: High School Librarians Make the Difference." *Journal of Academic Librarianship*, May2004, Vol. 30 Issue 3, p193.



Anna Johnson is a faculty librarian at Mt Hood Community College in Gresham where she coordinates the (busy!) library instruction program. She is a frequent participant in regional conversations about information literacy instruction, and has no fear of public speaking whatsoever.

Tracy Pulford-Russell is the teacher librarian at Lincoln High School.



Everybody Wins: The Story of a Small County with a Big Library



by Jeanney McArthur
and Arla Melzer

*...with a population of 1990,
Sherman County held the
dubious distinction of being the
only domain of the state without
a county public library.*

To set the stage... in 1993, when Arla began her employment as media assistant, the Sherman High School Library comprised 1703 square feet including the library proper, a workroom and a modest (read: tiny) office. Folding chairs and tables, a 2-station computer cart and half-empty bookshelves awaited students. During the preceding and economically-challenging years, whenever the library was without staffing, the room would be locked, requiring teachers to personally manage access and circulation for their respective classes.

But first, a few words about Sherman County, circa mid-1990s. Located in north central Oregon (although commonly referred to as rural eastern Oregon), with a population of 1990, Sherman County held the dubious distinction of being the only domain of the state without a county public library. A citizen's task force findings and an informal survey of local residents revealed a high level of support for the establishment of a county public library. Then, and rapidly, three very significant developments resulted. Sherman County Court enacted a 1996 ordinance to establish a public library presence in the existing high school library. In 1997, the State Library encouraged these efforts by awarding LSCA funding for start-up costs, collections and furnishings for Sherman County Public/School Library. A 1997 intergovernmental agreement between Sherman County Court, Sherman County School District and North Central Education Service District (NCESD) committed the financial resources necessary to maintain and operate this newly-merged, hybrid library.

In August of 1996, when Jeanney began her job-share employment with Arla, the structure and funding for Sherman County Public/School Library was largely in place. Her first daunting but exhilarating task was book selection, with an \$80,000 budget and about six months to complete the assignment. Arla was exceedingly busy with planning and management and everything else that goes into setting up a public library. NCESD and Sherman County School District have continuously employed a part-time, certified media specialist for professional support on a regional basis. Fortunately, a successful partnership with GorgeLINK Consortium for collaborative library resource sharing, circulation systems and mentoring was already solidified at this time. A key membership and partnership with Libraries of Eastern Oregon (LEO) has provided many benefits since our formative years, namely, programming opportunities that we couldn't have individually secured and legislative funding for a preliminary schematic design for a new library building.

Our success story revolves around two big steps, or rather, huge steps. First, the merger as a high school and public library greatly enhanced our status and services. A merger suits our small, close-knit community whereby the high school is the prominent social center of the county. Second, the construction of a modern, spacious, 7200 square-foot building, complete with a program room, kitchenette, enlarged children's area, designated computer lab, 2 private study rooms, leisure reading space, restrooms, separate public entrance, gallery

wall and glass breezeway connecting to the high school (which has undergone its own expansion to accommodate 7th through 12th grades) culminated in a grand opening celebration in March 2009.

Due to multiple collaborations and increasing community support, we are experiencing strong growth as a library community. At the July 1997 Public/School Library Grand Opening, registered library patrons accounted for 30% of the population of Sherman County. Following the March 2009 New Building Grand Opening, our patron count multiplied to nearly 63%, despite a significant decline in the general population. Collaborative library programs currently involve Sherman County Commission on Children and Families, Healthy Start, local Day Care and outreach to Senior Services. Expanded programming efforts have earned "Outstanding Ready to Read Project Awards" in 2000 and 2006 from Oregon State Library. A popular, annual Read Aloud program hosted by Jane Kirkpatrick (founding Library Board member and acclaimed author) is a perfect example of the blending of library services, providing a venue for students, teachers and community members to unite and read favorite literary selections.

Of course, there were inevitable challenges and growing pains along the way. Under the category "Who Would Have Ever Expected?" we would have

"Private foundations and grantors pledged over one million dollars toward the new library building..."

to list the time mischievous students planted a snake in the return book drop; the incident where one child bit another on the bottom after losing patience at the drinking fountain subsequently producing irate parents to appease; an innocent public patron being mistaken for an intruder in the school; recent graduates hanging out in the library hoping to fraternize with students; and trying to squeeze 67 children and adults into our initial, under-sized high school library space for a reptile show. A worrisome financial challenge occurred when NCESD withdrew as a funding agency due to

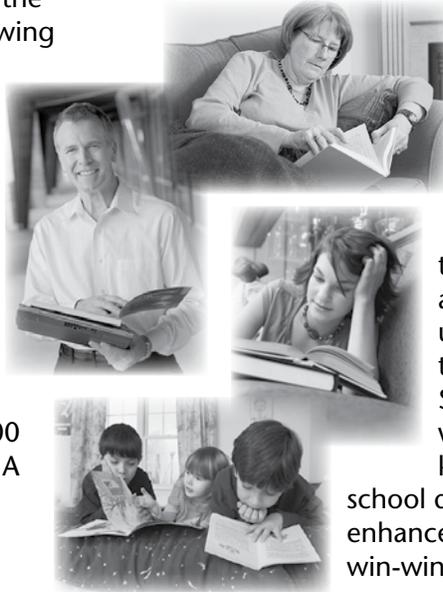
imposed cutbacks; however, Sherman County Court has magnanimously and consistently elected to increase their financial obligations as needed.

All of our collaborations, on every level and at every turn, were instrumental to our success. In large part, both the merger and the capital campaign were accomplished under the direction of a progressive, engaged Library Board with a clear vision and a dedicated, mutually-supportive, complementary staff. Private foundations and grantors pledged over one million dollars toward the new library building, Sherman County Court negotiated a donation of one million from a local PGE wind turbine project, and local donations approached ninety thousand. The unwavering support and willingness to take ownership demonstrated by Sherman County Court, coupled with the cooperation and in-kind contributions extended by a school district with a focus on educational enhancements for the community led to a win-win combination.

Our growth curve stretches from being the last county in Oregon to establish a county public library, to fully-functioning as a merged public and school library, to construction of the 106th new public library in Oregon since 1990 ... not a bad measure of success.

Arla Melzer has served faithfully as media assistant at Sherman County Public/School Library for 16 years. After graduating from Sherman High School, she attended Portland Community College. Her previous work experience encompasses program assistant for OSU Extension Service, legal secretary and office manager. Her first priority is her family: husband, Ken and three beautiful daughters, Abbie, Paige and Emily.

Jeanney McArthur works half-time as library coordinator at Sherman County Public/School Library, needing to preserve ample time for her primary passion, art. After graduation from Sherman High School, she earned a Bachelor of Science from Oregon College of Education, with a major in art and a minor in humanities and literature. Her artwork can be glimpsed at jeanneycarthur.com. She and her husband, Mike, have one son, Colin.





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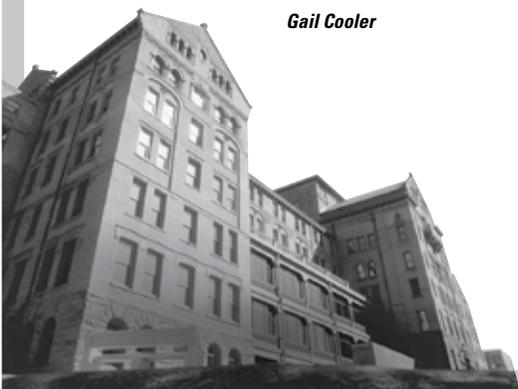
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Developing Tomorrow's Leaders





Library Linx: Bringing the Public Library to the Schools

By Heather McNeil and Linda Bilyeu

Like bookends, Heather McNeil from Deschutes Public Libraries and Linda Bilyeu from Bend-La Pine Schools work together through Library Linx to support literacy for students.

Heather: The History of Library Linx

In 2002 the Deschutes Public Library (DPL) District Board identified working closely with schools as a high priority. This was due to several reasons: a) a lack of financial support available to school media centers was resulting in severely outdated collections and minimal staffing; b) many new neighborhoods with large populations were being developed in areas without close proximity to a public library; and c) limited availability of public transportation in central Oregon. Then-Library Director Michael Gaston determined that the best solution was to make library resources available as easily as possible by "bringing the public library to schools." Library Linx was the result of that vision, and has been successfully operating in 10 schools, increasing to 15 in the fall of 2009, and eventually reaching as many

as 30 schools in three school districts.

The idea of Library Linx is that students and teachers place holds on public library materials, and the public library delivers the materials, via DPL's courier van, to a designated location, selected by the school district. Then the school

district's courier delivers the materials to each of the schools, Monday-Friday. The media manager checks out the items to the student or teacher using



one of DPL's Innovative Interfaces Express Lane self-checkout computer. Materials are returned to the school's media center, picked up by the school's courier, returned to the designated site, and picked up by DPL's courier to be returned to the public library.

Obviously, this arrangement required quite a bit of cooperation from the three school districts of Deschutes County and Deschutes Public Library. An interagency committee was created, comprised of representatives from each of the school districts, appointed by their superintendent, and DPL staff, including the managers for Access Services, IT, Facilities, and Youth Services. They met several times in order to work through the challenges of gradually expanding to over 30 schools in three school districts. For instance:

- Courier service. With no additional staffing, would schools be able to deliver the crates of library materials?
- Access to library materials. Would schools be able to support the fact that no restrictions are placed on public library materials, which means that students could reserve movies and print materials that might be controversial?
- Financial support of the media center. It has never been the intent of Library Linx to replace the media center, but rather to emphasize its importance. Therefore, DPL required that the school must financially support the media center with an amount that was half the

national median expenditure per student. (We used *School Library Journal's* annual report to determine that amount.) Would schools be able to meet that requirement?

- DPL also required that the media center be regularly staffed by a media manager or media specialist. Would schools be able to guarantee that level of staffing?
- Funding. How would everything be paid for?

Each of the above concerns was addressed carefully with the three superintendents, and all expressed support. We began with 3 schools, with everything paid for by DPL. Bend La Pine schools assigned their grant writer to support this project by researching and writing grants so that we were able to expand to seven more schools in 2008. At least 5 more will be added in the fall of 2009.

The financial requirement can be addressed in a myriad of ways—school budget, PTO support, grants, donations, etc. However, when the economy changed so drastically we knew that our requirement for financial support needed to be adjusted, so that is not currently a requirement.

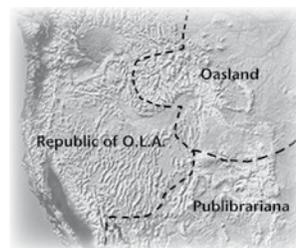
Other continuing requirements include:

- The superintendent signs a Memo of Understanding, and principals and media managers sign off on the list of requirements.
- Each school arranges for DPL staff to visit students and teachers 4 times during the year to promote Library Linx and library resources,
- Staff in the media center must promote a library card campaign in the fall, with a target of 80% of the students and teachers at each school to have Library Linx cards.

Linda: The Challenges

Growing pains are necessary in the birth of any new project. School library staff needed to be trained on DPL library card applications, circulation policies, placing holds to be delivered to the schools, ready reference, and dealing with questionable books or movies arriving at the schools. School libraries select materials allowing for age appropriateness, whereas public libraries offer a wider selection of reading interests and allow patrons to check out anything in the collection. School staff was encouraged to talk to students and call parents if necessary to

alert them about school library parameters. After a few discussions, students realized that the staff were partners with parents in providing the best resources for their children.



Media Managers were also educated about the Library Bill of Rights and confidentiality of patron records. Library Linx books are kept behind the circulation desk, and only school library staff can check them out, so patron requests are kept private. Methods for alerting students about books waiting to be picked up, while protecting confidentiality, were brainstormed among the group.

Other challenges include:

- Students may have a book delivered but are unable to check it out until fines over \$10.00 are paid at the public library.
- Adding more schools will impact courier service, and may require changing delivery to every other day.
- School books are sometimes returned to the public library.

Heather: The Challenges

The biggest challenge is funding. The first two years were paid for entirely by DPL. Now we have a \$66,000 LSTA grant that will pay for a larger courier van, licensing software, library cards, printers, and promotional materials such as banners and bookmarks.

The library card campaign creates a huge workload for our circulation staff during the first months of school. With each year we learn better ways of clarifying the application and streamlining the process.

Our IT department provides, installs, and remotely supports the Innovative computers for checking out. During a couple of weeks of late summer the staff is dedicated primarily to Library Linx to get everything ready at all the schools.

Finally, there is the challenge of making sure that Library Linx is a success. We have children's and teen librarians who are assigned as liaisons to the schools, and it is their responsibility to make sure

that they promote the project and the library whenever possible, as well as answer questions from the media managers. But 90% of the success is due to the dedication of the media managers/specialists, and their willingness to remind students and teachers, "Your school is a Library Linx school!"

Linda: The Successes and the Future

With the growth pains has come an amazing collaboration between school and public libraries!

"How do we love thee, let me count the ways....."

1. We love the access to over 400,000 items at DPL.
2. We love the access that students and teachers have without traveling to the downtown library.
3. Our Latino population schools are farther from the public library and often these students do not go to the public library. Having a Library Linx card has opened students and staff to a large collection of books in Spanish allowing parents to read to children at home.
4. We love the training provided by the DPL staff.
5. All Linx schools' library staff are included in the Central Oregon Regional Library Conference that brings nationally acclaimed speakers and workshop presenters.
6. DPL staff also visit Linx schools to talk to staff about services available at DPL and help with collection development.
7. School staff say, "The convenience of having books delivered here and being able to place holds from school or home is soooooo convenient." Students at Juniper Elementary say, "The public library has awesome books. We had to sell our car and never get downtown any more. It is great to still have access to all those books." Juniper's Media Manager, Peggy Whitney, has been a Linx supporter from the beginning. The enthusiasm of the school library staff is essential to the success of the program. Peggy comments, "Sure it takes extra work, but the benefits are worth it."

When Library Linx was started, the Bend-La Pine School libraries were a diverse group. Depending on the support of the school principal, funding for books was inadequate which left collections outdated and with insufficient funds to do much

about it. Most schools used book fair or PTA money to buy new books, and only a few schools could qualify for Library Linx because of the required \$10 per student funding to become a Linx school. Today the school district gives adequate funds to qualify all schools in the program. Eventually we hope to include all the 26 Bend-La Pine Schools in Library Linx.

This has been a learning process for the Media Managers and librarians, but the growing pains have definitely been worth it. Students and staff have embraced the collaborative project and we have strengthened our ties to the Deschutes Public Library and all it has to offer. Schools without librarians have welcomed the amazing librarians from DPL, inviting them to give book talks and poetry readings, and promoting the many resources available at DPL, such as databases, programs, and, of course, books!

Heather: The Future

Although Bend La Pine Schools has definitely addressed the importance of the media centers in their district with adequate staffing and funding, it continues to be a challenge for the Redmond and Sisters School Districts. Budget shortfalls have resulted in less staff and flexibility, which means Library Linx might need to be postponed in those two districts. However, DPL continues to be dedicated to the original plan of providing Linx to any school that is able to meet the requirements that aim toward a relevant media center and a strong partnership between school and public library.

Linda Bilyeu is the Information Technology and Library Media Specialist for the Bend-LaPine Schools. She is a member of OASL/OLA and this year's District Librarian of the Year for Oregon. Linda is currently involved with a Professional Learning Community of secondary librarians who use Lesson Study to increase collaboration with teachers/librarians. She uses the Deschutes Public Library to provide books for her reading habit and believes Library Linx is the answer for staff and students with a similar reading obsession.

Heather McNeil is the Youth Services Coordinator for Deschutes Public Library. She is also the award-winning author of two collections of folklore, and an internationally recognized third generation storyteller. Teaching early literacy tips and skills, telling stories, reading about Africa, riding horses with her daughter and encouraging students and teachers to use Library Linx are some of her many passions.

Getting the most out of L-net

by Sue Kelsey and Caleb Tucker-Raymond

A great way for kids to connect with librarians outside of the school building, including at their local public library and future academic institutions, is with L-net, Oregon's statewide reference service. Last year, L-net received over 30,000 visitors asking questions over live chat and e-mail, and the vast majority of users were kids.



Unfortunately, not all of those kids got answers. With only two or three librarians online at any given time, classrooms visiting L-net – as part of an assignment or just by chance – can easily overwhelm the service. We, a public librarian and a school librarian, got together to explore several strategies to help more people have successful interactions with L-net.

First, we worked with a classroom teacher to introduce students to L-net as a formal part of an assignment. A 6th grade teacher was planning a world culture research project and agreed to have L-net be a resource for the students, in addition to the print and internet sources already chosen. Specifically, the assignment was to select a world culture, develop five questions to ask about that culture, research those questions, and to present one aspect of the culture in class using a poster, PowerPoint or other visual aid.

Second, we created accounts on the L-net website so that each classroom's conversations with online librarians would be saved in one place. We assumed that students would want to refer back to their conversations, and wondered if they would mind sharing the transcripts with each other.

Tips for librarians...

...working with kids online

- Kids often read and type slower than adults.
- They can't see you and want to know about you. It's normal for them to ask for your age, gender and location.
- It's okay to ask a student's grade, if the question is part of an assignment, or to talk to a teacher.
- Offer to show the student how you found resources for them.

L-net can send a chat transcript to a student if they provide an e-mail address, but we knew that many of the students would not have them. To save time, we created one account for each class. Students would identify their own work by entering a screen name when they started a chat.

Third, we notified L-net librarians of the assignment by e-mail and included a link to a page with age-appropriate resources for librarians to use when they helped the kids. We encouraged librarians to suggest more resources for referral using a comments field on the assignment page. Though assignment pages are viewable by everyone, only librarians can comment.

The day of the assignment, the teacher reviewed research steps and developed questions with students, and then came to the library. The school librarian (Sue) presented resources on world cultures before introducing L-net and handing out an L-net "How-To" sheet with a class username and password. The class picked a question for a practice chat that all viewed using an InFocus projector. Choosing the question as a group and then going through the reference interview with the online librarian helped students see the process they would be going through when they contacted L-net individually. They also got to practice evaluating the website suggested by the L-net librarian and see how much time that might take within the chat.

Since only a few L-net librarians might be available at any time, the librarian had set up three computers as L-net stations with a white board "sign-up" next to them so that students could sign up for the next available L-net computer. Students were reminded that they would get a chance later to contact L-net if they didn't get a chance during this first research session.

Students were very enthusiastic about using L-net, in fact, it was hard to keep it limited to no more than three students using L-net at one time. The first day, 3-6 students were able to have an L-net

chat in each of the three classes. Those who were able to connect with an online librarian right away, and who had clear, specific questions and previous "chat" experience, were those who seemed to feel most successful.

Between the three classrooms, 105 questions were submitted to L-net in a little over one week. One of the classes submitted 66 questions, the second 28 and the third just 11 questions. For 56 of the questions submitted, the student never connected with the librarian. L-net was simply too busy, even when the activity was limited to three students at a time.

In the 49 sessions where students connected to librarians, students spent an average of 11 minutes in session with the librarian. The longest session was 28 minutes. Resources from the World Wide Web were shared with students in all but one of the sessions.

After the assignment had been going for a few days, L-net staff (Caleb) visited the school to get feedback from students using

"The most important thing to the students we observed was that they received individual, personalized help."

L-net, and was lucky enough to observe some students using it as well. Though students were frustrated when they couldn't connect, they liked the idea of getting personal help from a faraway person on the Internet. One classroom suggested that L-net add more staff by recruiting librarians from all over the world.

Students' technology skills varied greatly. All students typed using the 'hunt and peck'

Tips for librarians...

Introducing students to L-net

- Teach to one small group at a time
- Make L-Net your teaching partner; use it for individual students' reference questions that need very specialized information
- Teach students how to use multiple windows or tabs on their computer
- Set up a practice login session first to familiarize your students
- Contact L-net staff at www.oregonlibrariest.net/alert to tell them about your assignment

method, some as slow as 8 words per minute. After receiving web resources from the librarian, one student was observed writing the links down, to check later at home. She was either unsure how links worked or lacked the confidence to click on them without being expressly told. Other students were more adroit, typing up to 20 words per minute and able to keep the conversation with the librarian going in one window while evaluating resources in another.

Students' language skills varied also. Their questions were well thought-out, but not always grammatically correct: "how is the famous greeks?", "Do mimes come from Italy?", "do ierland have a king or queen" and "just what is kabuki anyway?"

To use L-net well with a whole class, plan enough time with the classroom teacher for library sessions covering research skills, questioning skills, demonstrations of L-net and time for students to go online no more than 2 at a time for at least 15 minutes.

Finding time for everyone to use L-net individually might be the hardest part. The best project

will be one where students can use many different sources and have several days access to computers so that they can have their chance with L-net. Remember, all 30+ students cannot use L-net at the same time, so having several options

Continued on page 22



Sue Kelsey has been a teacher librarian in the David Douglas schools for almost 20 years, currently at Ron Russell Middle School. She spent the summer reading the OBOB middle school titles and Martha Grimes' Richard Jury mysteries and just finished the fascinating Octavian Nothing books by M. T. Anderson.

Caleb Tucker-Raymond is Oregon Statewide Reference Service Coordinator at Multnomah County Library. He was recently seen reading Don't make me think! by Steve Krug, Age of Bronze by Eric Shanower and Games to Play With Babies by Jackie Silberg.



The Best of Both Worlds: School and Public Libraries Team Up for Training

by Stephen Cox and Beverly Harris

Stephen Cox: It had been on our school district's "To Do" list for a number of years: provide a training seminar to all of our school Library Media assistants in how to repair and maintain library books. After polling our assistants and library media teachers regarding who was qualified and willing to teach a book repair class I came up with no candidates. I heard that the Salem Public Library had offered a basic book repair class and contacted Beverly Harris and Sharon Sarver to see whether they would be willing to offer a class for our school district in October, 2008.

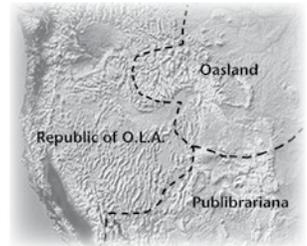
I have always felt that public and school libraries have a great deal in common, especially when it comes to damaged books. Library books are used, abused and literally loved to pieces. The challenge for staff at both institutions is in how to prevent, repair and assess book damage. Is it worth the time and effort to repair a damaged book? Beverly Harris and Sharon Sarver from the Salem Public Library shared some good advice for our assistants in an interesting and informative training session.

Beverly Harris: Early in 2008, I was told to develop a class on book repair for patrons. With the help of Sharon Sarver, who does our book repair and trains volunteers to assist, we identified the most common types of book damage and developed a 3-hour class to demonstrate how to repair those damages using materials readily available to the general public. We also discussed damage prevention.



Between April and November of 2008, 117 people attended offered classes. From class discussions and evaluations, we learned that some

school library staff from Salem-Keizer Schools had attended, as did staff and volunteers from other public libraries, church libraries and academic libraries. We also learned our class filled a need for area libraries as well as for our patrons.



Subsequently, I was contacted by Stephen Cox, head of Library Media Services for Salem-Keizer Schools, and asked if Sharon and I would present our class to media assistants and school librarians on their statewide in-service day. Steve's request was approved by the library director.

This was new territory for Sharon and me. What could we offer to such a group that they didn't already know? I reviewed class evaluations to re-read comments from those who had identified themselves as library staff. From this, our class was modified for library staff.

The main goal was to attain proficiency in six basic book repair procedures: cover protection, corners, spines, torn pages, loose pages and hinges. Since we were working with library staff, we used library-quality supplies, providing attendees with lists of supplies commonly needed in book repair and of vendors. After I showed examples of each type of damage, Sharon demonstrated repair. Questions, discussion and idea-sharing were lively. After our lecture and demonstrations, hands-on practice was encouraged.

Secondary goals were to offer ideas for damage prevention, encourage volunteer help to allow for more repair, and promote ongoing collection development.

Damage prevention for school libraries may differ somewhat from public libraries. We talked about



ideas to teach students how to care for both library books and textbooks. Remember “back when” our teachers showed us how to break in new

textbooks? Might time spent to protect new textbook corners be worth it if books last longer? There is also a too-many or too-few guide to library shelves – too many books on a shelf can cause spines to be more easily torn as students pull them off, while too few books on a shelf can cause hinge damage if bookends aren’t used correctly. Direct sun over a long period of time can dry out book glue and make spines brittle, resulting in more damage. Shelving oversize books on their fore-edges can put pressure on hinges, as text blocks try to pull down.

Staff at both public and school libraries often have to decide which book repairs will be done based on how much time is needed for repair. By recruiting and training volunteers, more repair can be done.

Getting the most out of L-Net

Continued from page 20

during research is critical to success.

Contact L-net at least two days ahead of time, preferably a week. L-net staff will alert librarians about your assignment, and, if you like, set up accounts for your students to store their conversations.

Finally, define success. The most important thing to the students we observed was that they received individual, personalized help. If students have the opportunity to chat with a librarian and have learned about one more resource to help them grow into citizens and scholars, your assignment was successful.

L-net www.oregonlibraries.net

Assignment alert:
www.oregonlibraries.net/alert

Or contact Caleb Tucker-Raymond:
calebt@multcolib.org (503) 988-5438

Partially as a result of our repair classes, Salem Public has recruited and trained enough volunteers to double the number of repairs we do compared to a year ago.

Ongoing collection development and maintenance is a universal challenge. Sharon and I offered some reasons for such work from the perspective of book repair. Should outdated books be repaired, or should they be removed from the collection? Are books being damaged because the shelves are too full? Why are the shelves too full? When is it time to withdraw books instead of repairing them? Who decides when books are beyond repair? What factors determine whether books will be repaired – labor costs, books’ cost, type of damage?

At the end of class, everyone appeared invigorated to go back to their libraries and try new methods or share ideas. They must have liked the class, since Sharon and I have now been asked to duplicate this class for two sessions at the OASL Conference this fall.

Stephen Cox, Salem-Keizer School District Library Media Program Specialist

Background Information: Stephen Cox has worked for six years as a high school Library Media teacher, 12 years as a video production teacher and eight years as an Associate Principal in Oregon and Washington State.

Beverly Harris, Salem Public Library Associate

Bev Harris has worked in the Technical Services Division of Salem Public Library since 1973. She is currently the Lead Cataloger, handling all adult materials. Her duties have also included project supervisor, volunteer coordinator, interview and testing panel member, trainer, and children’s cataloger.

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Bridging the Summer Reading Gap

By Ian Duncanson and Chris Myers



Public libraries and schools perennially wrestle with the challenge of managing summer reading, especially the question



of how to encourage and promote reading without becoming too compulsory or prescriptive.

The summer-reading frameworks at Beaverton City Library and nearby Oregon Episcopal School illustrate some of the overlap and differences in the way public libraries and schools approach summer reading, as well as the potential for effective collaboration between the two.

At the Beaverton City Library, part of the Washington County Library Services Cooperative, the summer reading program offers incentives for youth from birth through grade 12 to read material of their choice for a total of fifteen hours over the summer months. Upon completion of their hours, readers receive a free ticket to a Trailblazers game, a discounted rides pass to a local amusement park, coupons for free food, and a popular paperback book of their choice. In addition, the BCL also offers a special book reviews program for teens where students evaluate the books they read and submit the reviews for weekly gift card prize drawings. This system encourages further evaluation and interaction with the books. Reviews submitted online are

also added to the teen section of the BCL's Web site, which aims to cultivate a database of game, graphic novel and book reviews. At the end of the summer, a \$100 grand prize drawing is made using all of the reviews gathered over the course of the program. Weekly programs, including book discussion, gaming, and Anime clubs and special presenter events are also offered and advertised through flyers and a refrigerator-friendly summer events calendar. The structured summer reading program offers a clear goal that students are eager to meet; during the summer of 2009, the BCL had 1,523 participants.

The summer-reading program for the Upper School (grades 9-12) at Oregon Episcopal School is two-pronged. The first prong, similar to the program at Beaverton City Library, is the Summer Reading Challenge. Students are challenged to read 2,009 pages, or 10 separate books, or for 30

"...students evaluate the books they read and submit the reviews for weekly gift card prize drawings."

hours cumulatively during the summer. Those who complete the challenge win a T-shirt with a design created by an OES high-school student. The Friends of the Oregon Episcopal School Libraries, a parent volunteer group, generously underwrites the T-shirts. About 300 out of the 800 students in the school

document meeting the challenge. The second prong, which is more compulsory, allows students to choose one book from a list of titles recommended by faculty members and rising seniors. Each book recommender, or sponsor, gets a chance to give a brief preview of his or her book at an assembly in the spring. Then students select a title, which they commit to read over the summer. In the fall, students meet in mini book groups to discuss the books they read. The sponsors lead these discussions. The books on this list are supposed to be "fun" reads, and teachers are explicitly barred from extending



the curriculum into the summer by putting books on the list that are related to one of their classes. This program has been in place in the Upper School (grades 9-12) for six years, and a similar model is being piloted in the Middle School (grades 6-8) this summer.

None of this is original to OES, of course. The T-shirt incentive was “borrowed” from Multnomah County Library, and the idea of having students pick one required book from a list of fun reads came from neighboring Jesuit High School.

Both parts of the program at OES help achieve the basic goal of ginning up excitement about books, and getting students to read, talk about and think about books more than they might otherwise. In particular, having students recommend some of



the titles on the summer-reading list has significantly increased student ownership of

the program. These two initiatives are supplemented by publicity about the reading programs at Beaverton City Library and other neighboring public libraries. But there is clearly potential for more collaboration between OES and BCL.

For the youth librarians at BCL, promoting the summer-reading program in the local schools, including OES, has been an ongoing challenge. When the end of the school year draws near, teachers and librarians scramble to finish the curriculum, and time is in short supply. Scheduling class visits to discuss the SRP with students can be a challenge amidst the bustle. At the end of the 2008-2009 school year, the young-adult librarians at the BCL visited ESL parents nights, middle school classes, and several classes at a local high school. In addition, the BCL sends

“...the school librarians could help ensure that the public library has those booklists to help with collection development...”

its summer reading materials to all of the English teachers and librarians in its service area. Color copies of the summer reading posters, designed by local students, are sent to librarians to hang in the school library. Finally, the BCL Young Adult Division also has a blog (<http://teendomtweendom.blogspot.com/>) designed to keep teachers abreast of library happenings, including the summer reading program.

What more can be done to facilitate cooperation between the two camps on summer reading? For one, school librarians could act more aggressively as liaisons between teachers and the public library, making sure teachers know about the summer-reading programs and thus might be more likely to tell their students about it. With the required reading portion of OES’s programs (and in schools where teachers in English and other subjects mandate required reading), the school librarians could help ensure that the public library has those booklists to help with collection development and program promotion. Many teachers, especially at the high school level, have summer reading lists that they require students to read. These assignments can count towards the library’s reading program. The BCL often purchases teacher-required books and OBOB titles for summer reading prizes. The local Powell’s Books in Beaverton does a nice job of displaying titles and books from the summer-reading lists of OES and

other local schools; with more communication between the schools and the library, BCL could do something similar. Similarly, OES could put a link to the BCL book-review program and teen-reading blog in a prominent place on its library homepage. And it would be very powerful to have a BCL librarian visit the summer-reading preview assembly at OES to talk briefly about the initiatives at the public library, hand out materials, and perhaps even be ready to sign up students for library cards if they don’t have them already.

What we’re going for, of course, is a feedback loop in which public libraries and schools are mutually reinforcing each other’s good efforts to promote reading in the summer. Using existing programs as a springboard, communicating more fully about each other’s efforts would be a great step in the right direction.

Ian Duncanson has been a young adult librarian at the Beaverton City Library since 2007. Prior to that, he worked as a reference librarian at the Free Library of Philadelphia. He completed his MLS at Indiana University in 2005.

Chris Myers is a librarian at the Oregon Episcopal School where he is an advocate for the development of each community member’s research skills.

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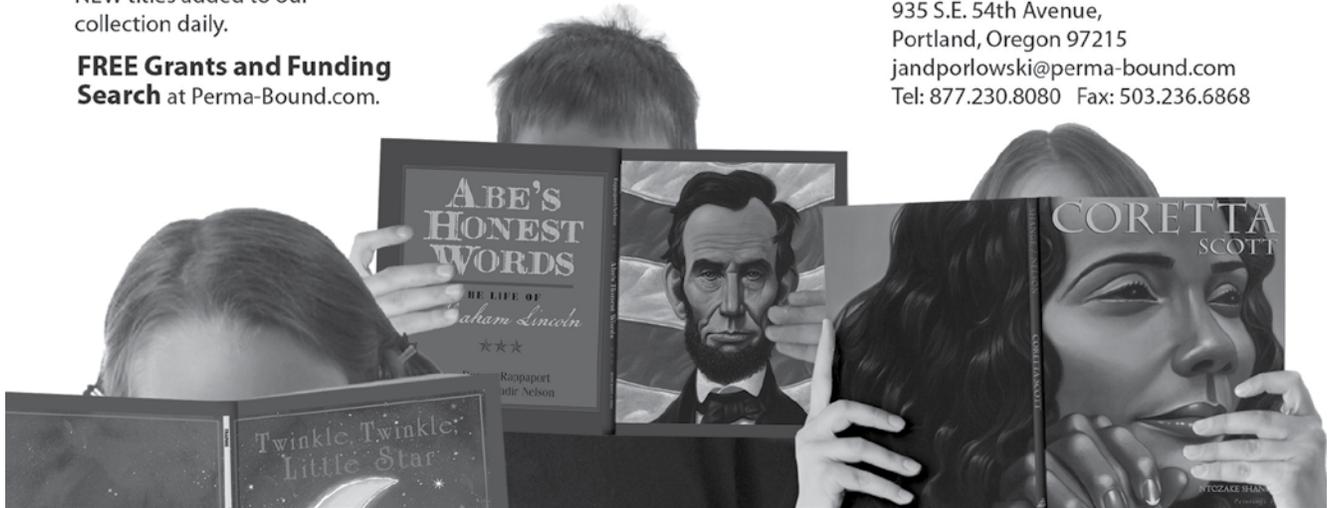
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Community Collaborates for a Día Celebration

By Hope Crandall, Mary Parra and Deeda Chamberlain

The school gymnasium lies empty on a Saturday morning. Folding tables ring the outside of the floor. Lengths of vibrant papel picado, tissue paper cut in intricate designs, flutter from strings stretched across the ceiling. The room is quiet now but very soon will fill with the sounds of families exploring the many child-friendly activities offered at the tables. Chairs await the audience who will be entertained by local groups: gyrating break dancers, controlled martial arts students, the high school mariachi band, school district staff colorfully disguised as Mexican folk dancers, and exotically costumed Aztec dancers accompanied by the throbbing beat of drums.

Outside in the parking lot, emergency and public works staff gather to show their vehicles to the curious and admiring. In the nearby cafeteria, parent

"At the moment that we persuade a child to cross that threshold, that magic threshold into a library, we change their lives forever for the better."

Barack Obama

"We never miss a year, that's why I have so many books!"

From a 5th grade student about the Día at which he has received a book a year."

volunteers prepare an endless supply of popcorn and sno-cones in donated machines. Inside the gym children wait patiently at the most popular tables: the basketball throw sponsored by an insurance group; the cake walk run by city recreation staff; the craft table operated by volunteers from the two Head Start schools, the fishing pond created and staffed by high school volunteers; and the library table where staff from two elementary libraries and the public library distribute free books to some 500 children. Periodically the cry, "Curious George!" follows the super-sized beloved character through the crowd.

The noise level rises as 950 family members and friends greet one another in three languages. The room vibrates with energy and laughter and the sounds of a community at play as Woodburn,

Oregon celebrates its fourteenth annual Día de los Niños / Día de los Libros, Children's Day / Book Day.

Since 1925 Children's Days have been celebrated throughout the world. In 1996 author Pat Mora linked the celebration of children with literacy to create Día de los Niños / Día de los Libros, Children's Day / Book Day, and designated its date as the last Saturday in April.



Woodburn's Children's Day began in the mid-1990s as a small celebration by migrant families with the Woodburn School District. In the fall of 1999 a district

administrator and two children's librarians, dreamed of expanding the celebration to include all families in Woodburn. The librarians, Mary Parra then at the public library, and Hope Crandall of Washington Elementary, proposed that the focus of the celebration be promoting family literacy. The Woodburn Public Library received a grant from Woodburn Together, a community based service organization, to purchase children's books to give away. In the fall of 2004 when Deeda Chamberlain, the new Youth Services Librarian, joined the planning committee, she augmented the Día budget with Ready to Read Grant funds.

Each autumn the steering committee, composed of the three librarians and a school district administrator, begins planning anew. The work of the committee includes identifying and inviting local organizations, agencies, businesses and other groups to participate by providing a youth activity, preferably literacy-oriented. Community members may also donate funds, services, or materials. Publicity, via newspaper, radio, library and school fliers, and a large street banner, has been very successful in building enthusiasm and attendance. In recent years, at request of the committee, both Woodburn City mayor Kathy Figley and Oregon Governor Kulongoski signed proclamations

designating the last Saturday in April as Día de los Niños / Día de los Libros, Children's Day / Book Day.

Over the years, the librarians have organized a variety of activities: a professional storyteller, a clown, Clifford and Curious George costumes, coloring and designing bookmarks, library wheel of fortune, making literacy wristbands, fishing pond, writing and illustrating English and Spanish proverbs, as well as matching kids with just the right free book

Many think of a Día celebration as an event for only Spanish-speaking families. In Woodburn Latino themes, décor, and entertainment dominate because Spanish speakers represent the largest portion of the community. However, as a celebration of both children and books, Día can be customized to fit any community size or ethnic configuration. The name of the game is collaboration. Initial collaborators might be school media specialists, principals, teachers, parent volunteers, public library directors, and youth services staff. Local service groups, like Rotary or Lions, may provide leadership or funding. The Ready to Read Grant can also serve as a source of funding for giveaway books for young children. Community partners such as schools, child care centers, businesses, faith organizations, health clinics, service organizations, social service agencies, local government departments, and local media may provide activities, supplies, publicity, or labor. Many of these organizations are looking for opportunities to connect to the community. A Día project is a perfect fit.

A Día event provides benefits to all collaborators and participants. Families benefit by an increase in community involvement which is very empowering for parents. The event recognizes the importance of children and makes them feel valued by their community. Community partners profit by educating families about their programs and agendas. Schools benefit by achieving their goal of supporting family literacy. By suggesting additional books, the librarians invite the families to visit all libraries and take advantage of the materials and children's programs. For statistical purposes, including 950 participants in a grant request would undoubtedly help acquire additional funds. Last but not least, a Día event creates community spirit because it's more fun to work and play together!

Woodburn's Día celebration continues to grow annually in scope, community involvement, and literacy focus. It has helped spawn a Sunday Día celebration in the city plaza sponsored by the downtown merchants, which also included distribution of free books. Next year the committee looks forward to expanding the Día celebration with community literacy efforts of the newly formed Woodburn Reads initiative. Other goals include recruiting more members for the on-going steering committee to strengthen the reading focus, to include a wider base of involvement, and to bring more planners and workers on board in the fall.

For a good overview of Día, see
Pat Mora's website:

<http://www.patmora.com/dia.htm>



Hope Crandall provides library services in English and Spanish at Washington Elementary School in Woodburn. She loves multicultural celebrations for all ages. Hope is a member of OASL, OLA, and REFORMA.

Mary Parra teaches information skills at Nellie Muir Elementary School in Woodburn, Oregon. She has also enjoyed working as Youth Services Librarian at Woodburn Public Library.

Deeda Chamberlain is the Youth Services Librarian at the Woodburn Public Library and a member of OLA. She enjoys collaborating with her excellent colleagues in the public schools to better serve the families of the Woodburn community.

The Owl and the Pussy-Cat Go to Sea: *A Cross-organizational Conversation*

by Carol "Owl" Dinges and Mary "Pussy-Cat" Ginnane

While Carol was on vacation Mary asked:

What is one thought about your work as a librarian that resonates even when you are away from the job?

Carol: Do you remember that old Brenda Lee classic, "I Want to Be Wanted"? (Refresh your memory on YouTube - <http://www.youtube.com/watch?v=ch5IZZGKd0E>) As a high school librarian, some days I think that's my theme song.

I have so many good books, great resources – all I need is someone to share them with! Even though I have a somewhat captive audience, my patrons aren't always enthusiastic about what I have to share. "No, I'll just look on the Internet," they respond, rebuffing my eager advances...

I've got such great stuff to show them – great new YA lit, classics, easily searchable databases, equally easily searchable books – if they'd only slow down long enough to notice. But they are in such a hurry. No, they really don't have time to explore the possibilities – they'll just Google the topic and see what comes up.

How do I lure them in and then convince them to slow down and ponder the possibilities?

Mary: Oh, Brenda Lee is great—thanks for the link. We in the public library experience that feeling, especially with older youth or when thinking about underserved groups who aren't visiting the library. I think the feeling is muted by the broad array of services public libraries provide to a wider age range. Storytimes, summer reading programs, events for adults, a diversity of materials and formats...to stand in the library rotunda on a weekend and see the streams of people coming in to the library, all with a personal purpose to achieve is very inspiring to me.

The song I offer to you in regard to student library use is "Many Rivers to Cross" written by Jimmy Cliff - <http://www.youtube.com/watch?v=lkMzuXIKQv8&feature=fvw> and covered by many artists, including my favorite version by The Animals <http://www.youtube.com/watch?v=IUc7WHHbyeM>. There are so many resources, in print and on the information superhighway, virtual rivers of information for youth to use. How can school and public libraries together give them the oars and paddles of information literacy to navigate the river?

Carol: I like the image of oars and paddles – and maybe we're in need of a few, as well. Working alone, like trying to row a boat or paddle a canoe with only one oar, can work, but how much more effective to paddle with a partner.

In a state where licensed school librarians have disappeared faster than spotted owl habitat, it's sometimes difficult to put aside the instinct for self-preservation in order to look to the public library as a partner. The fear factor comes of school boards and administrators who view the public library as a substitute for maintaining and building a strong school library, and this can quickly escalate to paranoia when the local public library offers to step in and fill the information literacy void left when a school board votes to eliminate their licensed library staff.

I should be grateful that our students won't be left adrift, and yet it feels a little like someone just tossed me an anchor when I fell overboard.



Mary: Are you sure public libraries are offering to step in and fill the void? I've been a youth services manager for 7 years now, and information literacy has been on my mind the whole time, yet teaching -- beyond our staff one-on-one interactions with students -- hasn't happened. We don't have the capacity to teach a coordinated curriculum like school librarians can. I like to think that school and public libraries have a common client -- the student -- to plan and pull together for.

Who to communicate with about that common client does get more difficult with fewer and fewer school librarians to connect with. In Eugene we are using a subscription to Live Homework Help, the web-based tutoring service from tutor.com as a first step to build relationships with students, parents, teachers, and administrators on a path toward an information literacy project. But we can't do it all ourselves from the public library -- the access we have with students is fairly random. The motivation may be higher through voluntary visits to the public library and I'd love to leverage that, but our library's ultimate interest is a collaborative project.

What I'd like to know, Carol, are your thoughts about OLA and OASL members working together on the continuous improvement plans that HB 2586 now requires school districts to submit about "strong school library programs." Have you ever seen one of the plans? Will that provide a good opportunity for our two organizations to propose a model plan, or an opportunity for local public and academic librarians to be communicating, along with school librarians, what a strong school library program is?

Carol: I think that HB 2586 provides the perfect catalyst for public and school librarians to "paddle together." There's no strength in isolation -- especially when it comes to educating our children. We in the school community often talk about the importance of parents, schools, and communities working together, and this is a wonderful opportunity to actually put that into effect.

One of the primary goals of education is to create lifelong learners. Again, what better school-to-life bridge than collaboration between the school and public library? A strong school library program that introduces all students to the effective use of the myriad of resources available, which is then reinforced by regular visits to the public library, cannot help but create confident, self-directed learners who know where to turn when they want to learn.

We need to know the importance of working together, but we also need to communicate this to school boards and community leaders -- they are the ones who decide whether or not students will have access to quality school and public library programs.

There are some models for "strong school libraries," including one developed by the State Department of Education for the Quality Education Model and another developed more recently by Portland Public Schools, both of which provide an excellent framework from which to develop the implementation plan for HB2586. Furthermore, some Portland librarians are looking into developing a K-university continuum of information literacy skills that should also be incorporated.

If there were ever an opportunity for school, public, and academic librarians to join together, this is it.

Mary: I'm so glad to read your answer, Carol. I agree with you very much. I foresee a project for the OLA-OASL Joint Committee on School-Public Library Cooperation. Shall we set sail on this course?

*Carol "Owl" Dinges, Library Media Specialist, Lebanon High School, and
President of the Oregon Association of School Libraries*

*Mary "Pussy-Cat" Ginnane, Youth Services Manager, Eugene Public Library and
Past-President of the Oregon Library Association*



AND THE WINNERS ARE....

Each year OASL honors one exemplary district librarian, one elementary school librarian, one secondary school librarian, one school library paraprofessional, and one school or district administrator.

THIS YEAR'S OUTSTANDING 2009 OASL AWARD WINNERS ARE:



**District Librarian of the Year:
Linda Bilyeu**

Linda has worked for the Bend-La Pine Schools for fifteen years. She was selected Elementary Librarian of the Year 1999. Linda now oversees 26 school libraries with thirty library staff. She is a member of the

Teaching and Learning Department at the district office. Needless to say she is an avid reader and active in a bookclub.



**Secondary School Librarian of the Year:
Erin Fitzpatrick-Bjorn**

Erin is the librarian at West Orient Middle School in Gresham where she works on getting the word out about the many great things the library offers. She is also the

Coordinating Editor of a fabulous publication called the *Interchange*.

On the following pages you will see articles written by the OASL 2009 award winners. For the print version of Interchange, only excerpts were presented.



Elementary School Librarian of the Year: Angela Hatfield

Angela is in her eighth year at Lamb Elementary as the Library Media Teacher. Lamb Elementary School has approximately 500 students and is a Bilingual and Title 1 School located in Salem, Oregon.



**Library Media Paraprofessional of the Year:
Debbie Pugh**

Debbie has worked at Sweet Home School District for six years. She has been working at Holley Elementary as a paraprofessional/computer assistant for four years.



**Distinguished Library Services Award for Administrators:
Dr. Nancy Golden**

Dr. Golden currently serves as superintendent for Springfield Public Schools in Springfield, Oregon. She has over 30 years experience in the educational field, beginning her career in 1974 as a special education teacher.



L-R: Nancy Sullivan, winner of the President's Award, Steve Baker, (Follett Library Services, award sponsor), Angela Hatfield, Debbie Pugh; Erin Fitzpatrick-Bjorn, Linda Bilyeu, Not pictured, Dr. Nancy Golden



SHARING MY PASSION

by District School Librarian of the Year
– Linda Bilyeu

I am so honored to have been selected District Librarian for 2009. I love my job and will tell you a little about myself. I am passionate about school libraries! In fact PASSION is what I want to share with you.

P- I consider myself a **Personal shopper** for books. Some people have personal shoppers for clothes at Nordstrom, but I'm interested in helping people find the right book. It is a great challenge to get a reluctant reader to read a book and admit to LIKING it. And better yet, come back for another. I miss the opportunity to meet with students daily as their personal shopper for books, so at the district office, I have made that one of my goals. I try to get every department reading by recommending books to them and having them share what they have read with others. I made a bulletin board in the hallway with posters of staff with the books and brief synopses of the plots. I was amazed to see many people standing in front of the board writing down titles to read! I'm proud that so many of our staff read for pleasure and can model the love of books for the people we serve.

A- Advocate I consider it my job to be an advocate for my staff to the district office administrators. Whether it is an HR issue or budget question, I want to help the library staff get what they need to do their job. I feel blessed that the district staff supports the libraries and want to move just from good to great. As a team we can make the libraries great places for students and staff.

SS- Self-Starter The superintendent didn't sit me down when I was hired and tell me what needed to be done for our libraries. He knew I was a self-starter who made personal goals for my work in the district. I wanted to implement a union catalog with Destiny Library Resources, make a district student reference website, school library websites, get money for more new books, select databases district wide, weed collections and train library staff. When I complete these goals, I'll move on to more.

I- Instructional leader I'm proud to work in the Teaching and Learning department where we address how to improve student learning. I have loved being involved with professional development through Lesson Study. It has been a great way to

get the teacher/librarian and classroom teacher collaborating on lessons and teaching and assessing together. Being a part of the district curriculum team has helped me to grow professionally in my understanding of data driven decision making, identifying power standards, and spearheading the teacher/librarian Professional Learning Community. I'm seeing a new respect of the school librarians and their work in student learning.

O- OASL-OLA and also ALA, AASL I strongly support our professional organizations and read the journals of the those library organizations. Since you are reading the Interchange, you already know the importance of our state association. The listserv is the lifeline for those of us who live over the mountains or in more remote locations. This is our way of keeping current on library issues. I'm excited to be part of the Conference Committee for the next OASL Fall Conference in Bend. Thank you to all who give of their time to make OASL a vital organization for library lovers.

N-Networking I'm all about networking. I work with the Deschutes Public Library in the Library Linx program that delivers public library books to our students and staff at their schools. I collaborate with the Nature of Words group at Central Oregon Community College to bring authors and poets each year, including Sherman Alexie this November. This winter I am networking with the visiting scholar program at COCC to bring Greg Mortenson to Bend and I will run the Pennies for Peace campaign to raise money to help Greg build a school in Central Asia. There are just so many projects to keep life in libraries interesting!

PASSION If you have passion for school libraries, then become active in your community and pass on the excitement. We are proud to work in school libraries to increase student learning and help students become life-long learners.

Linda has worked for the Bend-La Pine Schools for fifteen years. She was selected Elementary Librarian of the Year 1999. Linda now oversees 26 school libraries with thirty library staff. She is a member of the Teaching and Learning Department at the district office. Needless to say she is an avid reader and active in a bookclub. In her free time she and her husband David (College Library Administrator) hike with their two dogs. Her daughter Brooke attends Linfield College



MARKETING OUR LIBRARIES

by Secondary School Librarian of the Year

– Erin Fitzpatrick-Bjorn

Recently, I heard a speaker ask, “How many of you are actively marketing every day?” That question stuck with me, and I began to think about it in terms of how I could market my library more effectively.

I, like most librarians am not a business guru, but I am a researcher, so I did a little marketing research, and I discovered there are really just four basic elements of marketing: product, price, placement and promotion.

First, you have to have a product, but more importantly it has to be a product that everyone understands. And clearly, everyone knows that libraries offer books, but do they know all the other pieces of the things we do? Many people do, but surely many people do not. We need to get that message out.

Next is price – well, here we have it easy in some senses, because checking out books is free, and participating in most library programs is free, but the cost of staffing a library and purchasing up to date, high quality materials is not. However, we know the cost of not doing those things, is much, much higher.

Placement, the third principle. If you’re like me, and your library is three flights of stairs down in a cave, placement is not exactly ideal, so I need to create ways to (1) get out of my cave (2) to make my cave a place worth hiking all the way down to.

The final piece is promotion, and in many respects, it’s the most important, because if you have a fantastic product at an excellent price and premium placement, but you’re not telling people about it, they’re not going to take advantage of it. That’s where I’ve decided to focus my marketing plan this year. My goal is to communicate with my students, my staff, my administrators, my parents and my community every day about something that’s happening in the library. Some days maybe all I can manage is wearing my Summer Reading t-shirt, but many days it’s a blog entry or a contest going on that’s on the morning announcements. I’ve got a library or reading tip every week in our school’s Tuesday Take Home flyer, an article in every school newsletter, a library webpage, and I do press releases to the local paper for library events we have happening at our school.

I haven’t reached my goal of every single day yet, but it’s out there, and I’m working toward it. I encourage you think this year about how you can market your library to your school and community. It doesn’t need to be every day, but maybe just add one new marketing piece this year. It’s something we as library professionals need to do a better job of. We’ve got great things going on in libraries all over this state, let’s tell the world.

Erin Fitzpatrick-Bjorn is the librarian at West Orient Middle School in Gresham where she works on getting the word out about the many great things the library offers. She is also the Coordinating Editor of a fabulous publication called The Interchange. You can reach her at erin_fitzpatrick_bjorn@gbsd.gresham.k12.or.us.

THE MANY COMPONENTS OF AN ELEMENTARY LIBRARIAN

by Elementary School Librarian of the Year
– Angela Hatfield



In thinking about the job of a librarian, I created an acrostic to represent some of the many components of what an elementary school library media teacher's job might include.

Love to Read
Involvement with Staff
Be Ready to Help
Reading celebrations
Always standards based
Request
Inventive ideas
Assess and evaluate
Nix the idea of doing it all.

L Love to Read

You must enjoy reading, and reading often. Children's books. Book reviews. Children's books. Professional journal articles. More children's books. Then even more children's books. Maybe an adult book. Then more children's books.

I Involvement with staff

Be on committees. Attend trainings with other staff members so you know how to support their needs. Have lunch with people and you can overhear what topics students are studying. Visit various team or PLC meeting in your building. Show that you are part of the team to help students meet their academic goals.

B Be ready to help

Give them what they want, when they want it. Periodically surprise people by offering to get materials without being asked ("I noticed you returned all the books on the human body. What are you studying next?"). Respond promptly even if you don't have what they wanted and offer alternative things. Being ready to help often means that "my stuff" to get done (correcting, materials prep, lesson planning), takes a back burner so teachers and staff get the quick and prompt responses they need.

R Reading celebrations

Any day is a great day to celebrate reading. Have periodic reading challenges for students to participate in. Did you just read dog stories to first graders? Have a "dog gone good" book reward for students who check out and read a dog stories.

Offer contest and special incentives for students who read at home various times throughout the year.

A Always Standards based

Pull out those documents for literacy and reading. Align what you are teaching to the standards. Every lesson, every time, have an objective of what the student will now be able to do and tell students what the goal is! Teach!

R Requests

Welcome requests. Some will take time or expertise, and some will be for materials and books. Say hello and offer to help find something when someone enters the library. Put aside whatever you are working on to focus on helping your school staff. Encourage staff to also email book requests. Send the link to staff for your library's OPAC so they can also look things up themselves.

I Inventive ideas

Be open to get ideas from anywhere and everywhere. It is a lot of work to constantly create curriculum over and over. Work with others or create your own yearlong plan. Get ideas from books, websites, and others about how to teach a particular topic. Some of my favorite lessons have been ones I heard about from other librarians in my district, that I tweaked a bit and tried at my school. Be willing to try something new and then decide if it works for your site.

A Assess and evaluate

Have a variety of types of assessment opportunities for students. At the end of each week as you clean up your materials, evaluate how the lessons went. Make notes for revisions that should be considered or additional ideas to try for next time. After a special program or event, think about if the input of time was worth the output of achievement. Carefully consider if you want to continue and give yourself permission to cut back on extras to focus on the basics.

N Nix the idea of doing it all

There will never be time to do all that you want to do. At some point, you'll have to decide what is the most important to you, your staff and your students. Sometimes less is more. Especially when you do less but it's done to a deeper level or better understanding. Make what you do, the best for your program.

Angela Hatfield, winner of the Elementary School Librarian of the Year is in her eighth year at Lamb Elementary as the Library Media Teacher. Lamb Elementary School has approximately 500 students and is a Bilingual and Title 1 School located in Salem, Oregon.



MY FAVORITE LIBRARY ACTIVITY

by Library Media Paraprofessional of the Year

– Debbie Pugh

I enjoy every aspect of working in a library. There is pride in creating colorful bulletin boards that invite you to come in and see what is new in our library. To make the library attractive and inviting, tantalizing eye candy to draw you in, is especially satisfying. It is a joy every day to place new books on the shelves so that students coming in will have new adventures to search for, locate, and enter into. To watch Holley Elementary students get excited about reading the next book in a series, discover a “new to them” book, or ask excitedly if a book is in that they are waiting for, just thrills my heart. But when I think of the one activity in my busy schedule that gives me the most pleasure . . . I have to say it is reading to a whole classroom full of students!

First and second graders love to get into the story with me, so when the rooster in *The Rooster Who Lost His Crow* cock-a-doodle-doo, we all cock-a-doodle-doo. When we read *Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan was Her Name*, you can see joy in the eyes of those first and second graders as they repeat perfectly that memorable name. I delight in the giggles and excitement when reading *Octavia And Her Purple Ink Cloud* as students try to guess what color ink Octavia, the octopus, will accidentally squirt next as she tries to show that she can squirt purple ink to get away from predators.

Reading to third and fourth graders brings an added element of fun. Watching them lean closer, all eyes and ears attentive, as I lower my voice and slow my reading. . . . until, with a scream from the character in the story, everyone jumps, gasps, and whispers with a grin, “That scared me!” *Geronimo Stilton* lends itself to wonderful reading as the words swirl, splash, and scream on the pages. Reading those swirling, splashing, and screaming words is like sweets on my tongue. I am ecstatic as I watch the third and fourth graders eat up the other books in that series. When ending our reading time, it thrills me to hear, “No! You always stop at the good spot!” Those words assure that they are hooked and fully engaged.

Fifth and sixth graders are a challenge. Thinking they are so much more mature, fifth and sixth graders are more discriminating in their reading. It cannot be boring, baby-ish, or silly. Reading to them must have excitement, drama, the unexpected, and sometimes elements of grossness! There can be a bit of funny stuff in it, if done right. *Jason’s Gold* has most of those elements and has captured even the most skeptical sixth grader. Right now, I am reading the first of the *Sister’s Grimm* series. As I begin the story and lay down the foundation of the characters, I notice the room quieting down, a giggle occasionally, and even an “Oh-no!” when I end our reading time. This book is promising to be a good one, possibly even as good as *Geronimo* or *Catalina Magdalena*.

Yep, with all the variety of working in the Holley Library, my most enjoyable task is reading to each class. Where else can I get paid for choosing wonderful adventures to enter into with each class? Where else can I yell, “Cock-a-doodle-doo!”, swirl, splash, and repeat long silly names with students without someone thinking I have lost my mind? I can do that here at Holley Elementary even though, sometimes, the secretary peeks in to see what the noise is all about!

Debbie Pugh has worked at Sweet Home School District for six years. She has been working at Holley Elementary as a paraprofessional/computer assistant for four years.

Debbie.pugh@sweethome.k12.or.us



LIBRARIES ARE KEY TO LITERACY

by Nancy Golden, winner of the Distinguished Library Services Award for Administrators

Just as the public library is the heart and soul of any community, the school library is the epicenter of a school. Libraries give the gift of literacy to kids who can't afford to buy books and allow students to go anywhere in the world without the expense of travel. Libraries offer a way for students to experience new ideas and explore interests in a safe and productive space. Libraries give the community a place to come together and share a common love for reading.

Because we know that literacy is a gateway skill, libraries play a key role in moving us toward our vision of Every Student a Graduate Prepared for a Bright and Successful Future. We rely on our public and school libraries to help us in our vital mission to bring the joy of reading into our students' lives.

We are committed to increasing the literacy rate in our district. Our Gift of Literacy program, started in 2005, not only gives a book to every first-grader in the district during a daylong celebration of reading, but also gives a set of books yearly to each elementary library and to the public library. This award-winning program has inspired efforts in other cities.

In another example of our commitment to literacy, last year we sponsored one of the few district-wide Battle of the Books tournaments in the state. Participation has increased each year of the tournament, and last year, more than 1,700 students from 23 elementary and middle schools competed—that's one-third of all students in those grades participating! In addition to introducing students to the joy of reading, each school library receives multiple sets of books in the process.

In another exciting coup for our libraries, the district last year was chosen as one of five regions in the country to participate in a nationwide International Reading Association book rating project. Nearly \$70,000 worth of books will enter into circulation in our school libraries over the next three years as a result, and middle and high school students throughout the district will have the opportunity to voice their opinions about the books written for them. The resulting list of "young adult favorites" will then be available to help teachers, librarians, parents and other students find great books that will encourage them to read more.

In Springfield Public Schools we are passionate about our vision Every Student a Graduate Prepared for a Bright and Successful Future. We know that by working side-by-side with our school and community libraries we can achieve our vision.

Dr. Nancy Golden currently serves as superintendent for Springfield Public Schools in Springfield, Oregon. She has over 30 years experience in the educational field, beginning her career in 1974 as a special education teacher.



Comments and Appreciation from OASL Conference "First Timers"

First Timer Unleashes the Power of Reading

By Cathy Halvorsen



Even though I was a "first timer" and have nothing to compare it with, I thought the conference committee did a phenomenal job of getting presenters and authors at the convention this year. Everyone working at the convention was so helpful. I really enjoyed listening to Gail Carson Levine at her workshop and Sara Pennypacker at the luncheon. Of course, getting their books

signed was an added bonus to return to the library with! I have a K-12 library, and always come up with a big theme to decorate with at the beginning of each school year. I chose, "Unleash the Power of Reading" with a "Super Hero" theme this year so, I found Britt White's presentation to be one of my favorites! The Graphic Novels will be a great fit in our library. In fact I enjoyed all of the workshops, and learned so much. The only problem I could find was choosing which ones to go to.

It was really great to see such great Oregon authors, including Anne Osterlund who actually lives in my little Eastern Oregon town of Ione. The food and people were great, especially the Corvallis group who included me in their group for meals. I would like to extend my thanks for such a wonderful opportunity and I hope I will be able to return in the years to come.

Cathy Halvorsen is the Media Tech at Ione Community School.

First Timer Reflections

By Wanda Daily

The Get Graphic! Conference gave me an opportunity to meet school librarians and paraprofessionals outside of my own district for the first time. I enjoyed the conference on multiple levels. The authors and workshops were helpful, interesting, and thought-provoking. Gene Yang provided an entertaining, historic summary of comic books and useful

educational strategies. The hours zipped by. I am glad I attended the 2009 conference and have already used information provided and insights gained in the work place. A special word of thanks goes to all the OBOB people who generously shared their enthusiasm, knowledge, and experience. It doesn't get much better than sharing a love of reading, writing, and books with other like-minded people. Thank you for the First-Timer's scholarship.

Wanda Daily is the Media Assistant at Oak Grove Elementary in Milwaukee

Changing This Old Lady's Way Of Thinking

By First Timer Scholarship recipient Diana Wanek

The session I attended at the 2009 OASL Conference that had the biggest impact on me both professionally and personally was the session titled "What in the World? The What, Why, and How of Graphic Novels" taught by Britt White. This session along with the keynote session titled "The World in Words and Pictures" were real eye openers to me and my beliefs about graphic novels.

I had looked at graphic novels as nothing more than entertainment. Graphic novels were not really there for a purposeful reading experience. One of the first notes I made to myself as I listened to the presentation was "a visual narrative that enhances the book." As I reflected on that thought I pondered those struggling readers that I know all too well in my elementary building as well as the English Language Learners (ELL's) who struggle with reading in a second language. I thought of how this type of book would indeed enhance the narrative for those two groups of learners who struggle with the written word. Content can be of great value in this type of medium and equal the playing field for these students with their peers when doing reports or learning classroom subject material especially when using nonfiction graphic novels.

During the keynote address I wrote in the margin of my notes to look beyond my budget for these students in hopes of writing a grant to purchase more literature sets for these special learners. Key words that I noted were increased literacy, gaining parents support

Continued on page 36



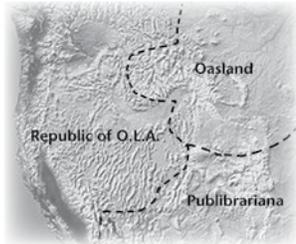
Classified Memorandum:

For Paraprofessionals In School Libraries

by Meg Miranda

Public libraries have always provided a calming place for me to be. When I was in elementary school we lived next door to a branch of the public library – I spent a lot of time there. The Corvallis/Benton County Public Library is especially lovely with lots of comfortable places to be. It provides respite. Not only do I enjoy visiting the public library, many of our middle school students spend lots of time there.

Examples of my collaborative efforts with the Corvallis/Benton County Public Library include: inviting a young adult public librarian to book talk for some of our literature classes. The students really enjoyed hearing someone “new” talk about books. Another time I dressed up as a witch and read one of my favorite picture books – Piggie Pie by Margie



Palatini – at the public library. I can’t remember why they had roving book readers but I do remember having a blast. I have also given a joint presentation on databases provided both by the public

library, the school district and OSLIS. We gave our presentation twice, once at the public library and once in my school library. Both sessions were well attended.

Unfortunately both our district’s school libraries and our public library lack the funds for much interaction. But occasionally we do get to interact through a jointly funded author visit or a special grant.

“I have also given a joint presentation on databases provided both by the public library, the school district and OSLIS.”

A lot of my avid readers often have public library books in tow as they check out school library books. It is not unusual for them to get mixed up and drop off public library books into the book drop at school and vice versa. Fortunately our district courier makes a regular “run” to the public library to exchange books. This is so very helpful! Keeping in touch with the public youth librarians benefits our “dual” readers.

As an OLA/OYAN member I love getting their recommended book lists. And the top #1 reason why I am a joint OLA/OASL member is because when OLA had a conference here in Corvallis they needed someone to meet authors at the airport and drive them to Corvallis. I’ve done it twice and would jump at the chance to help out again. The best was having William Sleator all to myself for 1 ½ hours!

I would love to do more collaboration with the public library. I am sure that this issue of the Interchange will give me some good ideas!

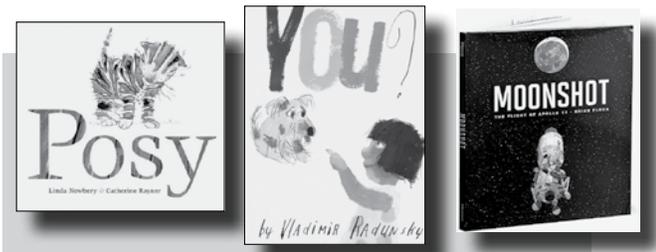
Meg Miranda, OASL Para-professional Representative, is classified librarian at Linus Pauling Middle School in Corvallis



New Favorites – outstanding books for children

Newbery, Linda. *Posy*. Illus. by Catherine Rayner. 2009. Atheneum, an imprint of Simon & Schuster. 32p. \$16.99 (978-4169-7112-2)

Ages 3-6. Young children are sure to be delighted as they follow this adorable, little kitten, Posy, as she bounds through her day inquisitively discovering spiders, a sofa, a mirror and other fascinating, every-day objects. Newbery's tongue twister use of "er" ending nouns, playfully interact with the incredible, textured drawings of Posy and her objects of conquest: "Playful wrangler, /knitting tangler. /Spider catcher, sofa scratcher." Posy discovers a mirror, ice cream, a board game, sock, and other objects as she moves through her day. Posy is also a "...hissy spitter! / Squabble stirrer, charming purrer" as she interacts with another kitten. UK award-winning illustrator Catherine Rayner's intentional use of white space, allows the reader to understand the kitten's movement in space. The scraggly tan, brown, black and white kitten, created by the use of watercolor, pencil-crayons, and acrylic and India inks, appears close-up and far away as well as still and in-motion. Cat-loving children will identify with the everyday antics of this lovable little kitty in this perfect rhythmic read-aloud.



Radunsky, Vladimir. *You?* Illus. 2009. Harcourt. 28p. \$16.99 (978-0-15-205177-8)

Ages 4-8. Dog-loving children will delight with a mutt and little girl's independent quests for love in this quirky, yet heartwarming tale celebrating the symbiotic relationship between a canine and human: the desire to give and to receive love. On opposing sides of each two-page spread, the dog looking for a home analyzes a wide-assortment of humans that goes by, "Wait! Come and lean on me, grandma! Your old dog could lean on me, too!" laments a scraggly little white dog wandering around in a large park, and the girl sizes up each pooch, looking for one to love: "Poor old doggie, you have beautiful eyes. I want you..." Each of the dogs' "woof, woofs" and "yip, yips" are, according to the author, "translated from dog-

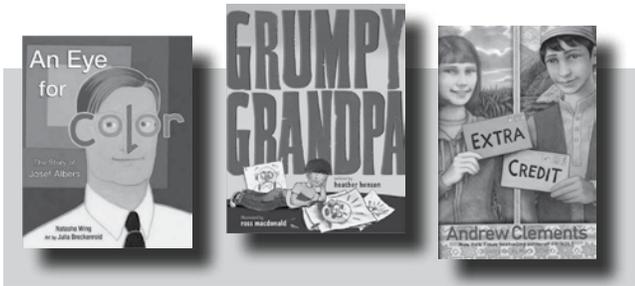
ease to English from my learned dog, Tsetsa", revealing the thought lives of a bulldog, spotted dog, St. Bernard, roller-skating dog, and others. Handmade paper provides the interesting backdrop to the gouache illustrations often outlined in black, texturizing the broad-colored paintings. On the last page, a dramatic, close-up illustration leaps off the page of the joyous dog and the sweet girl embracing one another...a perfect match!

Floca, Brian. *Moonshot: The Flight of Apollo 11*. Illus. 2009. Atheneum, an imprint of Simon & Schuster. 42p. \$17.99 (978-1-4169-5046-2)

Ages 8-12. One might think that only photographs could convey the thrill of a space launch and moon discovery; however, Floca has created as much ecstasy through his striking illustrations that illuminate every page of this key resource on Apollo 11. Through the combination of the simplicity of free-verse poetry with detailed illustrations, this acclaimed author/illustrator transports readers to the moon with the three astronauts: Neil Armstrong, Michael Collins, and Buzz Aldrin: "They fly back together through the dark/with pictures, stones, and stories. / with secrets of the sky, /with a view of home, /from far away." An extensive two-page explanation of the "Race to the Moon" further chronicles this remarkable U.S. feat. The extremely detailed, full-page illustrations rendered in watercolor, ink, and acrylic and gouache, compliment the direct and clear text chronologically explaining the mission. The massive black illustrations of space dotted with white stars will create wonder and excitement for the young reader, as well as the colorful, detailed illustrations of the Saturn Launch Vehicle, Lunar Orbit Insertion, etc., will fascinate the more astute, young scientist. While six hundred million viewers watched Armstrong set foot on the lunar surface, now forty-years later, a new generation can relive this heroic and historic accomplishment for space travel in this must-have book.

Wing, Natasha. *An Eye for Color: The Story of Josef Albers*. Illus. by Julia Breckenreid. 2009. Henry Holt. 40p. \$16.99 (978-0-8050-8072-8)

Ages 8-12. "Josef Albers saw art in the simplest things. / Growing up in a coal-mining city of Germany, he watched his father paint doors as if they were artists' canvases." Not only is this fascinating account of renowned artist, Josef Albers's life told, but also it unfolds with the warmth and respect from a friend. In the Author's Note, Wing explains that Josef Albers was her neighbor while she was a child. Through her fluid writing, the author comfortably explains how this famous artist came to his understanding



of color and forms in the world around him. Albers spent twenty-seven years painting the square and manipulating the colors and their interaction to create mood. Unlike many biographies, the extensive author's notes, detailed explanation of the artist's teaching methods at Yale University, glossary of art terms, and activities extend and personalize the book to the art-driven as well as art-curious child. Breckenreid's illustrations, rendered in gouache on Arches Cover, convey the progressive and modern use of design and color that characterized Albers' work in the mid-nineteenth century.

Henson, Heather. *Grumpy Grandpa*. Illus. by Ross MacDonald. 2009. Atheneum, an imprint of Simon & Schuster. 32p. \$16.99 (978-1-4169-0811-1)

Ages 6-10. ! "I have one grandpa. /He is always grumpy. /I call him Grumpy Grandpa even though I'm not supposed to, /Mom gets mad, but it's true. Grumpy Grandpa is always grumpy/And he's scary, too." Certainly not the typical grandchild/grandparent story, this very, funny account celebrates the at-times tenuous and unique relationship that a boy has with a grandfather. The watercolor illustrations, reminiscent of 1950's vintage advertising, depict the boy's view of his grumpy grandpa. The use of a large font helps to convey and emphasize emotions, e.g., "...tells me to SIT STILL." After an afternoon fishing on Grandpa's pond, the boy realizes that Grandpa has simply forgotten what it is like to be a young boy. After they fall overboard from the boat, Grumpy Grandpa begins to laugh. As basic human behavior is timeless, the themes (e.g., understanding another's perspective, new beginnings, generation gap) permeate every delightful page of this bold book.

Clements, Andrew. *Extra Credit*. Illus. by Mark Elliott. 2009. Atheneum, an imprint of Simon & Schuster. 183p. \$16.99 (978-1-4169-4929-9)

Ages 8-12. Sixth-grader Abby Carson is in trouble! Due to her laziness and free-spirited attitude, she is failing all of her subjects. In order to pass the sixth grade, she must get B's on all subsequent assignments, as well as complete an extra-credit project: writing letters to a student in a foreign country and creating a bulletin board about the project. Abby begins to write to a student in Afghanistan, Sadeed Bayat. Unknown to Abby, he is chosen by Afghani officials because he is the best writer

in the school. Because it is culturally inappropriate for a boy to correspond with a girl, Sadeed's sister dictates the letters, and Sadeed translates them into English. At a point in the correspondence, Sadeed boldly writes Abby independently, and their real "secret" communication begins (not to be displayed on the bulletin board!). Master storyteller Clements, perfectly and cleverly weaves a mystery building on the innocent attraction between the two very different adolescents in this book that explores culturally diverse mores and deeply rooted prejudices. A myriad of culturally rich information regarding Afghanistan makes this page-turner book a perfect compliment to a multi-disciplinary study.

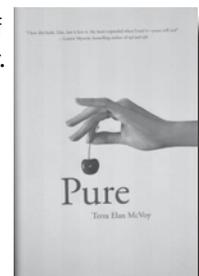


Williams, Suzanne Morgan. *Bull Rider*. 2009. McElderry Books, an imprint of Simon & Schuster. 256p. \$16.99 (978-1-4169-6130-7)

Ages 10-15. Told from the point of view of the younger brother of an enlisted soldier deployed to Iraq, this deeply personal and gripping novel explores the themes of war, grief, acceptance, and unconditional love. Cam O'Mara's grandfather and brother are bull riding champions. Cam, not interested in competing in the ring, devoted his time to perfecting his skateboarding tricks in his rural Nevada town of Salt Lick. The "down-home" vernacular and constancy of small town customs stand in stark contrast to the monumental changes in the family's life that occur when Cam's brother Ben suffers a brain injury and incomplete paralysis of his arm and leg while fighting in Iraq. As all of the family's attention necessarily shifts to Ben's recovery in California and at home, Cam struggles to find a way to cope with his fallen hero's new realities: paralysis, depression, physical inadequacies, and dependence. Cam lies to his devastated and protective mother, and sneaks out with the help of his stalwart grandfather to practice riding bulls to prepare for a competition that could enable him to win \$15,000 in prize money to help his brother with his new life as a bull breeder. The novelist's perfect combination of emotion, character development, and danger unfold amidst the unusual subculture of bull riding and the harsh realities of war.

McVoy, Terra Elan. *Pure*. 2009. Simon Pulse, an imprint of Simon & Schuster. 332p. \$16.99 (978-1-4169-7872-5)

Ages 15 and up. Fifteen-year old Tabitha and her four best friends all wear purity rings: symbols to remain pure until marriage. Because the friends made the commitment for different reasons when they were twelve, the rings' meanings begin to change for



NEW FAVORITES, continued

each member of the group. When fifteen-year old Cara “falls in love” and breaks her promise, she feels betrayal from three of the friends. Tabitha struggles with Cara’s sin, but is torn between loyalty toward her friend, and her view of Biblical right and wrong and her promise to God. The Christian youth culture is described as Tabitha tries to live out her Bible-based values as she encounters a “like” for a boy. McVoy refreshingly develops a novel where Tabitha’s relationship with her parents is functional and limited bad language is uttered. Even though one might think that a novel about purity rings would focus on the boy/girl relationship, this novel is almost totally devoted to the real-life complexities and dynamics of the girls’ friendships. The tumultuous friendships are accurately developed amidst real-life pressures of twenty-first century high school life, often devoid of parental involvement, in this exposé on purity rings.

Joann S. Lum is a former classroom teacher, reading specialist and educational consultant

“First Timers” continued from page 32

for this literary medium, giving instruction workshops for those working in small groups with these students to know how to best teach using the graphic novel approach and ways to use the graphic novel to support the curriculum and the literacy model that our district is working with at this time.

If graphic novels can give my reluctant, struggling readers and my ELL students the power of the written word to change their lives then I had better change my way of thinking for the betterment of the student I serve and the future of those students. I now embark in my search for the best fiction graphic novels I can find for my reluctant readers as well as my ELL students. I want these students to love to read and if a graphic novels will pull them into the world of travel and experiencing more to life through the written word then I want to have that available for these students. Hopefully this type of book will hook them, make them more confident readers. Then they will feel good about who they are and what they are reading, and their reading fluency will improve causing them to soon desire and be able to read more traditional text along with their graphic novel. Their lives will hopefully be enhanced and forever changed as they become readers via the graphic novel path.

Diana Wanek was fortunate to be a part of West Salem’s newest elementary school seven years ago when Harritt Elementary opened. She is loving being the library media specialist at Harritt which has quickly grown to become the 5th largest Elementary school in Salem Keizer.



Intellectual Freedom

by Leigh Morlock,
Intellectual Freedom Chair

As librarians in both public and school libraries, our professional commitment is to uphold the Library Bill of Rights, which includes intellectual freedom and the right of all patrons and students to have equal and unrestricted access to information. As professionals we can defend this position by citing the United States Constitution, Supreme Court rulings, and professional standards, but equally powerful as those authorities are the voices that remind us we do what we do because books have power.

In September, teachers from the Temecula Unified School District in California contacted the Kid’s Right to Read Project regarding a challenge against *Speak*. In response, KRRP sent a letter citing all the legal, professional, and democratic reasons this book must not be removed from the district. And while KRRP’s advocacy cannot be underestimated, Laurie Halse Anderson took that advocacy beyond the professionals, lawyers, and writers and gave voice to the readers. Anderson composed a poem using phrases from the thousands of letters she received from students whose lives were changed by the novel. Lines from the poem include, “You cracked my shell,” “*Speak* changed my life,” “It gave me wings,” “It opened my mouth,” “You made me remember who I am.”

Librarians share a professional obligation to uphold the Library Bill of Rights. The conviction we feel about doing so, though, has less to do with obligation than with our belief in the transformative power of language, and our joy in being agents for that transformation.

Listen to Anderson read her poem aloud at the following address: <http://www.ncac.org/KRRP-Protests-the-Censorship-of-Speak-in-California-High-School>

Leigh Morlock is librarian at Health and Science School in the Beaverton School District, and teaches at PSU. Reach her at: lamorlock@hotmail.com

2010 OBOB Competition Dates



Regions 4, 5, 6, 7
March 6th

Regions 1, 2, 3
March 13th

State Competition
April 10th

Looking for OBOB resources? Rules and Procedures?
Competition information?
Check the OBOB website:
<http://oboblsta.pbworks.com>

**OASL Spring
Regional Conferences
Coming Up!**



Region 2 February 2nd

Regions 1 and 4 April 3rd

Region 3 April 17th

Region 5 April 24th

Watch for information from your regional reps and
join your colleagues for a great day of sharing.



Oregon Association of School Libraries
(OREGON EDUCATIONAL MEDIA ASSOCIATION)
P.O. Box 277, Terrebonne, Oregon 97760

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

INTERCHANGE

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