

# INTERCHANGE

Journal of the Oregon Association of School Libraries

Spring 2015

## The Oregon School Library Standards In Action





## Congratulations



*Collette Cassinelli*  
 Librarian/Technology Teacher at  
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 Preparatory in Milwaukie, Oregon  
 pictured with NCCE CEO, Heidi  
 Rogers (left).

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 Proposal review begins June 30<sup>th</sup>, all proposals must be submitted by August 1<sup>st</sup> to be considered.

*"The mountains are calling and  
 I must go." ~ John Muir*

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# INTERCHANGE

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### Spring 2015

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### **OREGON ASSOCIATION OF SCHOOL LIBRARIES dba Oregon Educational Media Association**

*MISSION STATEMENT* OASL provides progressive leadership to pursue excellence in school library media programs by:

- advocating information literacy for all students;
- supporting the highest levels of library media services in schools;
- supporting reading instruction and enjoyment of literature;
- strengthening member professionalism through communication and educational opportunities;
- promoting visibility in education, government and the community

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## From the Guest Editor *by Gillian Grimm*



Life-long learning. It's a phrase that's kicked around a lot in the world of school libraries. It is, when we whittle everything else down – the demands on our time, juggling flex and fixed schedules, the needs of nine different grades, collaborating with teachers, building a strong program, weaving the Oregon Library Standards into our daily practices—when we get right down to the heart of all those things we do, the central goal of our job, isn't it? To create life-long learners.

But not just to create them, we also need to *be* life-long learners.

I've never met a librarian who wasn't curious, who wasn't always learning about something. Even if it's just looking up a question for a student and finding yourself drawn in, wanting to know more, librarians are always on the hunt for new knowledge. It is, I think, built into our characters, the desire to understand more. It's why, I'm going to guess, most of us chose this particular path in life. Well, that and the whole book-loving thing.

As someone who is just starting out in the world of school librarianship, I've so enjoyed being welcomed into a community of *learners*. I feel so lucky to have found, as they say, my people. Whether it's a conference, a listserv, an email string or just a happenstance meeting on the street with a fellow librarian, we are a community of information sharers, a community of information sponges, a community of life-long learners.

Editing this issue of *Interchange* has been a learning experience all on its own, and one I'm glad I undertook. Between cold-emailing library experts around the state while chasing down contributors, delving further into the Oregon School Library Standards to better understand the topic of this issue and then reading through and editing the excellent articles that were submitted, I find myself inspired by the knowledge I have gained along the way. There's a new notebook on my desk and several documents on my Google Drive filled with people I've chatted with, ideas that were batted around, examples and tips I want to try in my own library, articles I've absorbed and, of course, books I want to read and add to the collection at my school. I am fired up by what I've learned in this issue of *Interchange*, and I hope you will find it good fuel for the fire of knowledge as well.

*Gillian Grimm is the Library Assistant at Sunnyside Environmental School in Portland and is finishing her Library Media Endorsement at Portland State University. She can be reached at [ggrimm@pps.net](mailto:ggrimm@pps.net).*

## From the President's Device *by Stephanie Thomas*



What an exciting year this has been for school libraries! We have job openings around the state for next school year and we have many folks to thank for their advocacy efforts. As positions become available, it's important that we have qualified candidates to apply. If you or someone you know is interested in being in a school library, please consider the Portland State University and Portland Community College programs. Now is the time to finish up certifications. We worry that without quality candidates to fill, districts will think we don't need the positions. We've been fighting hard to bring back positions; now we need people!

This issue's theme is all about OSLIBS (Oregon School Library Standards), newly adopted by the Oregon Department of Education. I was lucky to be a part of the final team that presented the standards in action to ODE staff and ultimately, the board. It was a rewarding experience to be able to articulate what the standards will provide for our Oregon students. As part of this, it was also important that we called out specific skills within the standards that are currently not being taught elsewhere in the school's curriculum—concepts such as digital citizenship and social responsibility. The hope is that with the adoption schools will need to articulate how those skills are being taught and by whom.

*continued...*

Explore the articles written for you in this issue and think about the ways in which you can use the standards in action in your own libraries. With 1:1 iPads, I've found myself heading out to classes and using technology integration skills on a daily basis. We've used tools like padlet to crowdsource ideas around research, cyberbullying, and more. What I've found is that the standards are crafted in such a way that it's easy to address several at a time with one great activity or lesson. As we head into thinking about this year's conference in Coos Bay with the 20/20 theme, think about ways in which you can use the standards to be a leader in your building and school community.

Thanks again to the OSLIBS ad hoc committee that crafted the standards and to the team of folks who helped to get them adopted. I would like to give a special call out to my friend, Peggy Christensen, who just recently won the Oregon Library Association's Distinguished Service Award for her tireless efforts to see the OSLIBS come to fruition.

Best wishes for the remainder of your school year!

*Stephanie Thomas is the Teacher Librarian at Parkrose High School in Portland and is also an adjunct instructor at Portland State University. She can be reached at [kid.librarian@gmail.com](mailto:kid.librarian@gmail.com).*

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## From a District Office Point of View: Oregon School Library Standards *by Susan Stone*



Our library services department is located in a small room in the lower regions of the main office building of our school district. We are surrounded by the stacks that serve as our district's professional library, and by carts and carts of books, materials, and office supplies that we have yet to find a space for—as we were just recently moved into this space and share it with three lovely folks from Nutrition Services. We are a department of three: one systems librarian (MLIS), one cataloguer (MLIS) and one TOSA (teacher-librarian), and we work very closely together, partly because we now sit very closely together, but also because we work in concert to support the library staff out in the buildings as best we can.

Our department's mission, as posted on our website is to ***“provide centralized and local supports for PPS students, teachers and district departments. Our goals focus on all patrons becoming active and effective users of information and technology, and supporting students to learn to read so they may better read to learn.”*** For a department of three, serving 45,000-ish students, 3000-ish staff and 85+ schools, it is a brave mission. Our work involves meetings with Human Resources, with Instructional Technology, with the curriculum department, with Research and Evaluation, even once in a while with Nutrition Services (we used to use their software to duplicate lunch cards for library cards at the elementary level).

We rarely work directly with students, we're not directly responsible for student achievement or assessment, and we do not conduct teacher evaluations—all activities that tie in one way or another to learning standards. So what role would the Oregon School Library Standards play in our department, other than to serve as a posting on our website to encourage library staff to target them when designing library programming and collaborating with colleagues? The standards are the targets teacher-librarians aim for when delivering instruction. What use would the standards be to a district library services office?

First, let me say that the Oregon School Library standards aren't new to teacher-librarians. The teaching of research skills, or information literacy—the location, evaluation and synthesis of information from a variety of resources to create new information—is not new. Librarians have been teaching information literacy for a very long time. The resources we use might be newer than they were 20, ten, even five years ago, but the teaching and stimulation of critical thinking skills is not new. Engaging students to read is not new for library staff. Even the integration of technology is not new—the technology has just improved. What is new is that the Oregon School Library Standards and their indicators have been presented in a unified format and approved by the Oregon State Board of Education.

*continued...*

Now, that’s new. Our teacher-librarians now have approved standards (which by the way, clearly echo content area standards over and over again) on which to base their instruction, on which to develop a scope and sequence for their students, and on which to assess student proficiency skills related to information literacy, research, technology integration and digital citizenship.

So, if our teacher-librarians are going to use the Oregon School Library standards to guide their instruction, the service our district department can provide is to arrange professional development opportunities for staff to strengthen their use and knowledge of the standards, and to help stretch and explore ideas about how they can guide students to achieve the standards.

One activity we’ve already begun in a recent professional development session is to have our teacher-librarians use the OASL sample job description for their position [see [OASL Teacher-Librarian Sample JD](#)] as a framework to categorize examples of their instruction and activities and tasks. Our rationale for the activity is that while we (librarians) might often whine about how no one really understands what a teacher-librarian does, and while we might wave our job descriptions as some sort of proof of our value, we wonder if the job description itself is enough to relay the day to day picture of the magic that we know happens in our libraries.

Toward the goal of explaining the magic, we created a three-column table graph, and inserted each individual duty/responsibility listed on the OASL Teacher-Librarian job description onto a row. We titled the third row “Examples” and left it blank. It looked like this, but continued on for each duty/responsibility:

Duties and Responsibilities		Examples
<b><u>Instruction</u></b>	Evaluate, promote, and model the use of innovative technologies and instructional strategies	
	Teach and collaborate on the instruction of research, information literacy, and digital literacy	<i>Collaborate with health teacher to have students self-select a novel that includes a character with a health issue. The student will then <b>research</b> that health issue and locate local resources the character would find useful.</i>
	Teach students to be effective consumers, producers, and presenters of information and ideas and to leverage technology in those pursuits	
<b><u>Literacy Promotion &amp; Advocacy</u></b>	Collaborate with teachers and administrators on school and district literacy goals and plans	
	Promote and maintain a school-wide culture of reading and literature appreciation	<i>Design reading passport activity across grade levels.</i>
	Reinforce literacy instruction with resources in a variety of formats and genres including informational texts	<i>Collaborate with health teacher to have students self-select a <b>novel</b> that includes a character with a health issue. The student will then <b>research</b> that health issue and locate local resources the character would find useful.</i>

Next we distributed paper copies of the table and put it online with shared editing access for all. The instruction was to think of everything one does as a teacher-librarian and put those activities, units, mini-lessons, administrative tasks, collaborative efforts—everything—on to the document in the third column in the cell or cells that would describe it. So, one might put one activity in more than one place (see above).

*continued...*

We collected all the entries and are creating an online aggregate of all the activities our librarians do. This serves two purposes 1) sharing ideas is always good; and when examples are tied to standards, one might be jump-started to remember a unit/lesson/activity they do that also fits that standard, and 2) the examples bring the duty/responsibility to life. When asked “what does a teacher-librarian *do*?”, if the answer is to list all the items in the 2nd column, it’s hard for the questioner to really see the depth of the response. But if one can say “I reinforce literacy instruction with resources in a variety of formats and genres including informational texts, and an example of that is by way of a unit where I collaborate with my health teacher to have students self-select a novel that includes a character with a health issue. I work with the students to use credible resources to research the health issue. We then locate local resources or organizations the character would find useful if the character lived in our community. I have the students write to these organizations and conduct an interview or request information. The students then prepare a brief one minute summary of the resources they might suggest to the character in the book.” Now the questioner might have a better idea of what a teacher-librarian does. And be awed.

Now that we have the approved Oregon School Library standards, the extension of this activity is to overlay the standards on this table and find where the job description elements live within the standards. Our teacher-librarians will not only clearly see how what they are doing already hits the standards, but they’ll be able to clearly identify which standard they are hitting with which lesson/activity/task, which standards they might want to enhance, and which standards they might suggest we consider for more professional development.

All in all, while the Oregon School Library standards on first glance might not have seemed at all useful at the central office level, they may very well be the most useful means yet to help us define and outline next year’s professional development topics and presentations. Since providing centralized support is part of our stated mission, I’d say that from this district’s library services perspective, the Oregon School Library Standards will be a very effective tool.

*Susan Stone is a teacher-librarian in Portland Public Schools, and works as the Library Services TOSA for the district’s Instruction, Curriculum & Assessment department. She’s been in the district office for eight years, and is seriously missing working with students. She is currently OASL’s Membership Chair, and has served in the president roles and as Region 4 Representative. She is sweet on school libraries. Reach her at [ssone@pps.net](mailto:ssone@pps.net).*

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### **Collaborating to Meet Standards** *by Amy Richards*

Teacher-librarians do not work in a vacuum; quite the contrary. In order to meet Oregon School Library Standards, we must collaborate with classroom teachers. Collaboration can pose some challenges, but when done well, student learning increases and standards are met.

We have all faced obstacles when it comes to collaboration. For me, the biggest obstacle is time; time to meet with teachers, time to plan together, time to coordinate teaching schedules. Predetermined and fixed schedules can also hinder collaboration. Another barrier can be teacher desire to collaborate. Some teachers prefer to teach without input from others or don’t see the value in collaborating. Although there are obstacles to overcome, collaboration is both imperative and rewarding.

How do we find the time to collaborate? Teacher-librarians are experts at being flexible. Often, it is necessary to find collaboration time before or after school, during lunch breaks and recesses, or those rare common planning periods. Online collaboration can also help when it comes to finding time. I have found Google apps to be extremely valuable collaboration tools, especially when a physical meeting is difficult to schedule. If schedules do not allow for co-teaching, defining which lessons will be taught by which teacher, then teaching separately, can work. We cannot add time to the clock, but we can be creative in how we use our time.

Many teacher-librarians are assigned predetermined or fixed schedules that impede collaboration. If you have such a situation, creativity and flexibility are key. If your administrator is resistant to completely flexible scheduling, ask for a fixed-flex hybrid. Perhaps there is one fixed period per class each week and the rest of the schedule is flexible. If a fixed

*continued...*

schedule is mandated, work with those teachers who enjoy true collaboration to work within that schedule. You might suggest co-teaching during a fixed period or splitting the class. Scheduling can be tricky, so advocate for your program and find creative solutions.

Collaboration is based on relationships, and, just as in life, some relationships develop with more ease than others. There are ways to collaborate at lower levels with teachers who are resistant. Using our innate research and detective skills is a key to finding out where we can apply lower-level collaboration methods. If a particular teacher is not interested in true collaboration, find ways to parallel teach. Ask students about what they are working on in class. Listen and ask questions during lunch in the faculty room. Read teachers' online newsletters, blogs, and websites. Once you have gathered some information, plan your lessons to parallel what is being taught in the classroom. Although it is not true collaboration, it can make your lessons more meaningful for students.



When our second grade teacher emailed me asking for fairy tales, I didn't just pull books and send them to her classroom, I started a dialog to find out more. I asked what her plan was for the fairy tales, and I offered to collaborate on teaching her fairy tale unit. We met after school to discuss the goals of the unit and come up with a plan. I came to the meeting with a list of standards we could meet, including Oregon School Library Standards and CCSS ELA Standards, and some ideas for lessons. The teacher was thrilled that I had done my homework, and a collaborative unit was born. Finding time to co-teach was challenging, so we clearly defined our roles. This is an example from our unit plan:

### Week 5-Sequencing

*Library:* Ask students what "sequence of events" means. Solicit the answer, "the order in which things happen." Tell students to pay close attention to the sequence of the story. Read aloud *The Gingerbread Man* by Eric Kimmel. Randomly write the names of the characters the gingerbread encounters during the story. Ask students to put the characters in sequence.

*Classroom:* Read aloud *Three Billygoats Gruff*. Discuss sequence using sequencing vocabulary (first, next, then, last, etc). Create a sequencing chart by folding paper in quarters. Starting with the title and ending with the conclusion, fill in the other six boxes with events in sequence. Write 1–2 sentences and illustrate each event.

*Differentiation:* Based on writing readiness levels: Draw and write 1 sentence per section, draw and write 2–3 sentences per section, or draw and write 2–3 more complex sentences per section.

We continuously communicate during lunch and via email regarding what is working, where we are in the unit, and any challenges we are having. This unit was the beginning of a more open and collaborative relationship that benefits both students and us, as teachers.

Another way I have found to collaborate is to offer to co-teach an elective course. The sixth grade teacher and I were both interested in integrating more literature into the core middle school curriculum. Instead of imposing more on the core teachers, we teach a one trimester literature integration course for each of our 6<sup>TH</sup>–8<sup>TH</sup> grade social studies classes. We focus on the OSLIBS and CCSS ELA, while the core teacher focuses on the social studies standards. Currently, we teach an 8<sup>TH</sup> grade unit on women's roles in the Revolutionary War, incorporating *Soldier's Secret: The Story of Deborah Sampson* by Sheila Solomon Klass; a 7<sup>TH</sup> grade unit on medieval Europe, incorporating *Good Masters! Sweet Ladies!: Voices from a Medieval Village* by Laura Amy Schlitz; and a 6<sup>TH</sup> grade unit on ancient Greece, incorporating a myriad of mythology texts. For these courses, we plan, teach, and assess in collaboration. Our collaboration does not stop at this. Because we have developed a collegial relationship, we collaborate on a regular basis on many other projects and units.



Collaboration is the key to meeting the Oregon School Library Standards and the core curriculum standards. Teacher-librarians can use a variety of methods to facilitate collaboration. Through collaboration, we develop effective teaching relationships and improve student learning.

*Amy Richards is the Teacher-librarian at St. John Fisher School in Portland and the OASL Scholarship chair. She is passionate about collaboration and loves to share ideas. You can contact her at arichards@sjfschool.org.*

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## Oregon Library Association presents Distinguished Service Award to Peggy Christensen, teacher librarian at Marshfield High School

The Oregon Library Association (OLA) presented its 2015 Distinguished Service Award to Peggy Christensen, teacher librarian at Marshfield High School, on April 17<sup>TH</sup>, during their annual conference in Eugene, Oregon.

The Distinguished Service Award is presented to an Oregon Librarian for exceptional service over their career and Christensen has had an exemplary career serving students and faculty, and reaching beyond her school district, to the state of Oregon.

The Association recognized Christensen's efforts at the local and state level. She has served on the Oregon Association of School Libraries (OASL) Board of Directors for many years and actively participates in the library community, giving presentations and writing best practice articles. She was the guiding force behind the revision of Oregon School Library Standards. She actively participated in the writing and development of the standards and led the outreach and advocacy efforts to gain adoption by the Oregon Department of Education. These new standards mean that administrators and educators can use them to build their library programs, evaluate teacher librarians, assist in hiring decisions and help define the language of the Continuous Improvement Plan. They can also be used to determine equity and equality of library instruction, with the result that students throughout Oregon are supported and gain the skills necessary to be college and career ready in the 21<sup>ST</sup> century.

But, her efforts are not just state wide. At Marshfield High she developed the "Pirate Underground" program, a visionary after school program that specifically reaches out to students not involved in any other after school activity. It has been very successful and entices students to love reading and the library. Her students are supported in their educational endeavors.

Christensen has served OLA, OASL, its members, and the Oregon Community for many years and for this we say: Thank You, Peggy Christensen, Oregon Library Association Distinguished Service Award winner, 2015.

Congratulations, Peggy!

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## Oregon Library Association presents the Library Supporter of the Year Award to Dawn Prochovnic, Debbie Plawner, and Mitzi Sandman

The Oregon Library Association presented the 2015 Library Supporter of the Year Award to Dawn Prochovnic, Debbie Plawner, and Mitzi Sandman. The Library Supporter of the Year Award is presented to an Oregonian or a group of Oregonians for exceptional effort to support and promote libraries.

The Association recognized Prochovnic, Plawner, and Sandman at its annual conference at the Eugene Hilton on April 17<sup>TH</sup>. These three women formed School Libraries Matter: Beaverton and have worked tirelessly to communicate the necessity of teacher librarians in the schools. They have done so with an approach that's based in research, showing the impact of strong school libraries on student learning and one that's based in story, illustrating all the wonderful things teacher librarians bring to students. They have been successful in creating a strong parent movement in Beaverton that advocates for teacher librarians. Their efforts have successfully brought school libraries into the spotlight for the district's decision makers.

Library supporters like Prochovnic, Plawner, and Sandman make the difference in libraries throughout Oregon and their efforts are appreciated.

Congratulations Dawn, Debbie and Mitzi!



*Dawn Prochovnic  
and Peggy Christensen*

## Jann Tankersley Honored with Walt Morey Award *by Ruth Murray*



I am so excited to announce that Jann Tankersley received the Walt Morey Award for outstanding contribution to children and reading. She received the award for creating The Beverly Cleary Children's Choice Award. Over 20,000 children have participated since the award's creation. I had the honor of introducing her at the Oregon Book Awards on April 13 with this speech.

"Most of you in this group will know how important it is to establish a love of reading at a young age. Reading well and loving it is so vital to the success of our children. Jann Tankersley has played a major role in influencing young children to love reading.

During an Oregon Association of School Libraries board meeting in 2001, Jann presented a terrific idea. A children's choice award, an award where the books and the winners are actually chosen by children. That type of award, had existed for books at various reading levels—we have children's choice awards for picture books, chapter books and YA books, but there was no recognition for early chapter books for emerging readers. Jann's idea was to establish an award and pursue naming it the Beverly Cleary Children's Choice Award. Ms. Cleary, an Oregon native, is an author of many early chapter books and was the perfect choice for the Oregon children's book award. We were all enthusiastic about the idea. During the next few months, Jann contacted Beverly Cleary herself; her perseverance paid off. We were thrilled when Ms. Cleary gave permission to use her name in connection with the award.

Now, children may vote each spring for their favorite title from the list of nominated books. The winning title is announced on Beverly Cleary's birthday, April 12. By the way, this year was Ms. Cleary's 99<sup>TH</sup> birthday.

Jann is a long-time OASL member and retired library teacher at Dayton Elementary School. She continued to work for many years on the award committee. The school library community is extremely excited at her well deserved recognition. Jann has influenced so many of our children to love reading."

Congratulations, Jann!!

*Ruth Murray was a long time teacher librarian who moved on to teach library endorsement classes at PSU. She will be retiring from PSU this June. You can reach her at [murrayr@pdx.edu](mailto:murrayr@pdx.edu).*

## The OSLIBS – Writing Them, Adopting Them, Mapping Them

*by Peggy Christensen*



"What is information literacy? It is the ability to find, evaluate, use and produce information effectively and ethically. Why is it important for students to learn these skills? As of June 6th 2012, CNN Money reported that, "The Internet now has 340 trillion trillion trillion addresses." Does anyone know how many zeroes that is? (37 according to a Wolfram Alpha search). With the ever-increasing tsunami of available information, students now more than ever need to learn how to identify the best information resources, sort through that information, evaluate it for bias and reliability and synthesize it into their own work."

<https://ola.memberclicks.net/assets/OASL/documents/Interchange/interchangewinter12-13.pdf>

Does the above paragraph look familiar? It should. It was taken from an open letter Jenny Takeda shared in the winter 2013 issue of *Interchange* as well as in other publications and forums. It is articulations like Jenny's that keep us trained on the work we do. Some of that work has been in the area of re-writing the Oregon School Library Standards (OSLIBS)

The Oregon School Library Standards define academic library learning goals for K–12 schools. As with most standards, the library standards were crafted with the purpose of establishing the structure on which a comprehensive library program is built. Along with the standards are a set of indicators that articulate the relationship to the standards. The indicators provide direction as to what the skills should be, therefore establishing a basis of student achievements and assessments.

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On January 22, 2015 the Oregon State Board of Education unanimously voted to adopt the standards. Other people, including Oregon State School Library Consultant, Jen Maurer, have written about the standard's adoption and information is available on the OSLIBS website, as well.  
<https://sites.google.com/site/oregonschoollibrarystandards/>

Although the adoption is just one step in the long journey to help strengthen library instruction in Oregon schools, it is not without significance. The adoption was important in that it gave fuel to the efforts of those who are also working to provide answers and support to the question posed by Jenny Takeda, "Why are these skills important?"

One of the hallmarks of the library standards is that they are a framework for instruction. Eventually, grade level platforms of library skills will be articulated. This articulation will establish a horizontal alignment of skills that are comparable to those taught in other school libraries around the state. But, before that is accomplished, there is other work to be done.

The next step with which the OSLIB committee is tasked is the writing of dispositions that provide a longitudinal view of the grade-level skills students should be developing, internalizing, and applying at each step of their academic experience. Having these in place will establish a base on which comprehension and relational measurements are constructed. The data will reveal the degree to which the skills being taught are also being learned.

So what do these library skills look like? That is the question the library standards committee will need to answer. The committee will be exploring and defining skill sets by grade level as well as where these skills fit in the continuum of student instruction and achievement. But, it is not as though they will be starting from scratch. There are many models already out there that provide direction and articulation. Some of those exemplar models exist in our own state, including the Beaverton district where Jenny Takeda serves as one of the district librarians.

Where is all of this going? There are those who believe the quality of instruction is equal to the quantity of time devoted to teaching it. That could be debated. But many students need explicit explanations and multiple opportunities to engage in complex tasks in order to internalize the skills related to it. Once these skills have become internalized, they can be applied to new learning situations. Ultimately that is what we are aiming for. We want students to be able to call upon skill sets that they apply to unique situations beyond the library classroom.

Instruction and achievement are the bailiwick of a teacher-librarian. The instructor is schooled in the art of not only providing instruction—to a myriad of students representing all kinds of unique learning needs—but measuring whether skills taught translate into skills learned. Where the answer is "No, maybe, sort of", re-teaching needs to take place.

What about assessment? That question is going to take a lot of concentrated thought and coordination to answer. But the answers are not beyond reach—not in the digital age. Most school librarians are not assigned classes of students. They work with and instruct classes of students, but that is different from having sole responsibility for learning outcomes of those students. At a minimum, assessment of library skills implies collaboration and cooperation with the classroom teacher. They are the ones who will be in the position of sharing their students and assessing their work. But, attention needs to be paid to the cooperative exchange of duties and responsibilities between the teacher-librarian and the classroom teacher. Perhaps individual student assessments could be conducted by the teacher, if the instruction and measuring tools are taken on by the teacher-librarian. Maybe student achievement could be assessed within the framework of standardized tests. Maybe assessments for teacher-librarians should be project-based and student-based assessments should be left solely to the classroom teacher.

There are many questions. Perhaps the most important is the one posed by Jenny Takeda, "Why is it important for students to learn these skills?" The answers are many; some of these provided by Jenny. The bottom line throughout all of this, however, is student achievement. As teacher-librarians well know, library skills are foundational skills needed for "life" success in a democratic society. Just because the task is daunting, doesn't mean it should be left undone. As teacher-librarians, we have a duty to play a role in the education of our students; as library professionals, we have a responsibility to work for equity for to all.

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## Twitter

Whether or not you are a master of the perfect, pithy 140-character remark, Twitter offers an excellent chance to connect with other teacher-librarians around the country. It could be a one time sharing of lesson plans, inspirations, and ideas, or it could be an ongoing conversation with likeminded educators on the other side of the world. Even if you never send out a single tweet (although you probably will—it's pretty infectious!) Twitter is a treasure trove of ideas for your library. Start the conversation, even if you're just there to read along, with some ed-friendly hashtags like #edchat, #techchat, #tlchat, and #ORedchat.

## Youtube

Remember “There’s an App for That!”? Well, it could have been “There’s a YouTube Video for That!”. Granted, it’s not as catchy, but boy is it true. YouTube is a great resource for learning how to do just about anything. Want to make a realistic faux tree for your National Poetry Month Poet-tree? There’s a video for that. Looking for ways to incorporate those cool new Makey-Makey gadgets into your tech program? Yep, there’s a video for that as well. Book trailers, how-to videos, school library channels... YouTube offers a wealth of information geared toward teaching and meeting the Oregon School Library Standards.

## Pinterest

If you aren't on Pinterest, you're missing out on an almost endless supply of ideas. Part scrapbook, part idea file, this social bookmarking site has a tremendous number of lesson plans, creative ideas and book suggestions just waiting to inspire you and your students. There are tons of teacher-librarians already using Pinterest and finding and following them is as easy as clicking that little red button. But Pinterest is more than just a bank of ideas, it's also a fantastic tool to curate content such as reading lists and book trailers and student work. Because you are able to create and organize your own Pinboards however you want, it's easy to tailor it to your own library's needs.

*Gillian Grimm is the Library Assistant at Sunnyside Environmental School in Portland and is finishing her Library Media Endorsement at Portland State University. She can be reached at ggrimm@pps.net and on Twitter at @sunny\_librarian*

## Our Standards Reflected in a Civil Rights Unit *by Nancy Sullivan*



I have embarked on my National Board Certification, and having the Oregon School Library Standards to refer to and legitimize our work is foundational. For my first of four components, I am collaborating with a social studies teacher on a 10th grade US History civil rights unit. There are four sections of this class with about 30 students per section. The students range in ability, ethnicity, socioeconomic status, levels of outside support, Academic Priority status, language of origin, and more. This is a six-week unit and we are only a couple of weeks in at this writing. The social studies teacher has covered content in the classroom including significant events, important people, how to read a political cartoon, and activist music of the era, with more to come.

For my part, I am covering all aspects of research and information skills within the scope of this unit. I am introducing these sophomores to the six steps of the research process. Working in small groups, students did a jigsaw activity of the six steps to build knowledge together (I have this activity to share. Contact me.). It went well and while circulating the tables during the activity, I could identify which student students needed more scaffolding. One of our challenges in activating prior knowledge is that 27% of the students who were present this semester for this unit were not our students in the fall. We have a significant transient population and that is something we continue to try to find ways to deal with. I can post materials on the library website but it's just not the same as being present for instruction.

We then moved on to activating previous knowledge of MLA format. Rubrics were introduced in October and they practiced on both models and a previous essay of their own. They were told at the time of introduction that the next research paper would be scored for MLA format, including header, body, parenthetical citations, and a complete works cited page. We will continue to scaffold these skills in a number of ways. Formatting information and models are posted

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near all the computers in the library, on the walls of classrooms, in computer labs, and in each student's planner. We covered a reminder of the previous lesson. Students have been provided a rubric and will be scored on these MLA skills at the conclusion of this unit.

The essential question for the unit is "What is a lasting impact of the Civil Rights Movement?" Students are expected to be able to incorporate both their learning about the history of the Civil Rights Movement and contemporary issues and stakeholder groups who have been affected by or are a result of the movement's significant players and events. I am teaching students to access academic research databases provided by our state library information system, OSLIS. The pacing of the unit has been affected by multiple challenges including but not limited to an earthquake drill, a late opening, assemblies, spotty technology access, spring sporting events, field trips, illness, and more.

Working in groups of four, students will create a news magazine that answers their essential question. The members of each group (similar to Lit Circles or Inquiry Circles, if you are familiar with those) are: Graphic Artist, Layout Artist, Lead Reporter, and Managing Editor. Students are given rubrics and checklists to keep them on track with their work throughout the course of the three week unit. We found that some students who had trouble focusing during traditional instruction were able to reign in their energy and work with their group to complete the tasks needed to be successful. Students were also given choice in what role they played and which contemporary topics they researched.

At the end of the unit, we will host a gallery walk in the library and students will complete an individual reflection, a group reflection, and participate in peer feedback, as well as receive their assigned content grade from their classroom teacher and their research skills grade from me, their school librarian. The evaluations will reflect both product and process. We will use all of the feedback and notes we took this year to improve the unit to teach in future years.

The Oregon School Library Standards which will be addressed during the course of this unit include:

- LIB 1.1.A Follow an inquiry-based process to seek knowledge
- LIB 1.1.B Apply prior knowledge to new learning
- LIB 1.1.G Read, view and listen to information in a variety of formats
- LIB 1.1.H Collaborate to broaden and deepen understanding
- LIB 1.2.A Analyze and evaluate information to draw conclusions and make informed decisions
- LIB 1.2.D Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems
- LIB 1.2.E Reach and defend informed conclusions based on best evidence
- LIB 1.2.F Evaluate the effectiveness of the skills and tools used to create new knowledge
- LIB 1.3.B Use appropriate tools to create and share new work
- LIB 1.3.C Collaborate with others to create original products and share new understanding
- LIB 1.3.D Reflect on a product's effectiveness in expressing and demonstrating new understanding
- LIB 2.1.F Read to seek multiple points of view and a global perspective
- LIB 2.2.A Read, listen to, view and integrate information to build background knowledge
- LIB 2.2.B Demonstrate reading for meaning, evaluating evidence, finding the main idea and supporting details, form opinions and draw conclusions
- LIB 2.2.C Read to evaluate history, current events and personal decisions
- LIB 2.3.E Demonstrate resilience, perseverance and stamina when reading a variety of texts
- LIB 3.1.C Practice accuracy and consider bias when sharing information
- LIB 3.2.A Consider a variety of balanced and authoritative sources
- LIB 3.2.B Generate accurate source citations and respect copyright law
- LIB 3.2.C Respect the intellectual property of others when gathering, presenting or publishing information to avoid plagiarism
- LIB 3.3.C Demonstrate responsible citizenship in use of library materials and resources

*Nancy Sullivan is the 2014–2015 OASL Past President and the teacher-librarian at Madison High School in Portland, Oregon. Email is the best way to reach her: [nsullivan.pdx@gmail.com](mailto:nsullivan.pdx@gmail.com). See resources for the unit mentioned here: <https://sites.google.com/site/madisonhslibrary/class-connections/alonso>*

## Addressing the OASL Standards Through Action Research

by *Erin Fitzpatrick-Bjorn and Susan Robertson*

In the summer of 2014, Portland Public Schools provided a grant opportunity for teachers to do an action research project focused on culture and creating culturally-responsive curriculum. The grant was originally created for teams of teachers from one school to work together, but we (Erin, Susan, and a third librarian, Alicia Hazen) asked to take it in a different direction and work as a team of librarians, creating a unit that could be used in any school library. We were accepted to participate in the program, joining about 15 teaching teams from other PPS schools. As we began formulating our action research project, we narrowed our focus to two fundamental questions. First, does choosing a text where a student identifies with a character's culture increase reading engagement, understanding and/or empathy of his or her own cultural identity and the identity of others? And second, would student use of technology to collaborate with peers increase reading engagement, understanding and/or empathy of his or her own cultural identity and the identity of others?

We created a series of lessons that we each utilized a little bit differently in our own libraries, all focused on exploring culture and cultural identity. We had students talk about and write poetry exploring their own cultural identity. We asked them to compare their cultural identity with that of others in the class. We looked at cultures around the world via the book *Hungry Planet: What the World Eats*. The students also practiced using the OPAC to find books in their school libraries that reflected characters of their own cultures. Finally, we had students learn about and participate in the #weneeddiversebooks campaign on Twitter. These lessons and materials are available in more detail at: <https://sites.google.com/site/mrsfbslibrary/-weneeddiversebooks>. Please feel free to use the lessons and ideas. Through the course of the unit (which lasted about 6–8 weeks during fixed schedule library visits), we were able to address quite a few of the OASL Library Standards.

- LIB 1.1.B Apply prior knowledge to new learning
- LIB 1.2.D Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems
- LIB 1.3.C Collaborate with others to create original products and share new understanding
- LIB 2.1.F Read to seek multiple points of view and a global perspective
- LIB 2.1.B Identify, reflect upon and respond to works which exemplify the human experience
- LIB 2.1.D Explore text to text, text to self, and text to world connections
- LIB 2.3.B Contribute to a reading and learning community
- LIB 2.3.C Self-select reading materials from a variety of genres and formats
- LIB 2.3.D Make personal connections to the real world when reading a variety of texts
- LIB.3.1.A Use appropriate language when communicating with others
- LIB.3.3.A Collaborate as members of a social and intellectual community
- LIB 4.1.E Collaborate online and in digital environments to broaden and deepen knowledge
- LIB 4.2.B Participate in reading and learning communities online
- LIB 4.2.C Use digital tools and resources to self-select reading materials from a variety of genres and formats
- LIB 4.3.A Use appropriate language when communicating with others in digital environments
- LIB 4.3.B Participate in and advocate for safe and ethical communication in digital environments
- LIB 4.3.D Collaborate as members of social and intellectual digital communities

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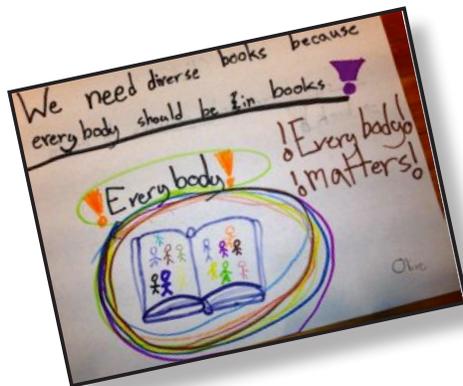
## Objectives & Results: What We Discovered

This action research project made it clear that students are highly engaged when they have access to books that reflect their own culture, and that they are thrilled to find books that reflect their culture. It is also clear that students are highly engaged in online collaborations with an authentic audience, such as through the Twitter activity. The project raised awareness of limited perspectives as well as biases of past & present publishing trends for students and even for us. We were each given a small amount of money to purchase materials to enhance the diversity of our collections as part of the grant project, but finding appropriate titles was a challenge.

The comments and tweets from our students below show the power of our OASL standards in action. Conducting this project in the fall gave us the added benefit of allowing us to build strong relationships with our students that endured over the school year. It also helped us build better collections for our students when there were available funds to do so.

*Erin Fitzpatrick-Bjorn and Susan Robertson are teacher-librarians in K-8 schools in Portland. They enjoyed taking on this huge project and brand new schools all at once. You can reach them at [efitzpatrick@pps.net](mailto:efitzpatrick@pps.net) or [srobertson@pps.net](mailto:srobertson@pps.net) or on Twitter @PPSDiverseBooks*

**“When I read books with characters who are like me I feel like I’m part of the book. Sometimes I go into a trance when I read. Because I’m reading it and it feels like a dream.”—Mijay, 4<sup>TH</sup> grade**

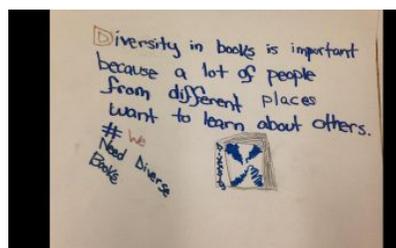
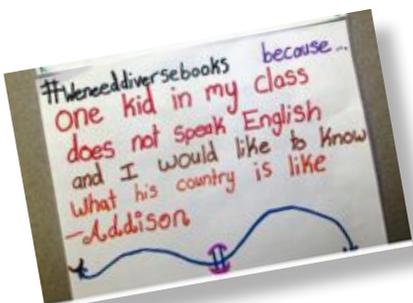


Students@PPS @PPSDiverseBooks · Nov 28  
#weneeddiversebooks tweets from 4th graders @Vestalk8 @richard @mattalopena @dambrikeyer @setzabehtruch @stevegram



Students@PPS @PPSDiverseBooks · Dec 7  
Laurelhurst 6th grade tweets from Laurelhurst School #WeNeedDiverseBooks @DiverseBooks @setzabehtruch @stevegram

**“I like to read books with characters like me because I get to know myself better.”—Carlos, 4<sup>TH</sup> grade**



Students@PPS @PPSDiverseBooks · Dec 7  
Check out our 6th grade tweets from Laurelhurst School #WeNeedDiverseBooks @DiverseBooks @setzabehtruch @stevegram

**“I like when the characters are like me because I can relate to what they’re going through and it makes me more interested in the book.”—Kaylin, 4<sup>TH</sup> grade**

## 10,000-hour Experts on Reading Needed!! *by Dolores Johnston*



Malcolm Gladwell's contends in his book *Outliers* that to succeed in any discipline one needs to practice for 10,000 hours. Most teacher-librarians have easily clocked 10,000 hours in reading. This vast reading experience brings major reading expertise to any school. However, most of us have visited the fiction world far more than the nonfiction world. This is also likely true for both reading teachers and language arts teachers. Even though science and social studies teachers are quite well read in their disciplines, few have read 10,000 hours worth of notable nonfiction books written for children and young adults. We all need to practice reading more nonfiction books so we can promote them with students.

Narrative (literary) and informational nonfiction build vocabulary in the various disciplines. They support background knowledge about the world, and can make us feel mentally alive with new learning. Recently I read Candace Fleming's *The Family Romanov* and Steve Sheinkin's *Port Chicago 50*. Not only did I feel 'mentally alive' with new understanding of history, but both books inspired further research on topics for the sheer pleasure of knowing even more. Bless those Common Core developers for bringing educational and literacy focus to nonfiction reading. Contrary to popular opinion, Common Core's developers do want students to read books. One cannot build knowledge about a topic by reading short excerpts from canned reading programs. Authentic, authoritative, rich and worthy nonfiction comes to us in books composed by skilled researchers and writers. Teacher-librarians need to read and sing the praises of nonfiction books promoted by the various disciplines in education, and then feed the enthusiasm by informing teachers of these quality books. Do not assume teachers in the different disciplines know about these quality books. They probably do not.

Teacher-librarians should always endeavor to read nonfiction determined to be the best of the best. They need to share these notables with their teachers. Here is some of the finest quality nonfiction from subject area disciplines:

- The National Council of the Teachers of English—Orbis Pictus Books—  
<http://www.ncte.org/awards/orbispictus> I thought everyone knew about the Orbis Pictus award. However, I was just working with several teachers and none were aware of these fine nonfiction books. Orbis Pictus award, honor and recommended books are judged on the criteria of accuracy, organization, design and style. The committee chooses books that model exemplary expository writing, which should inspire more reading and thinking. The titles selected are geared for the K–8 audience; however, I believe high school students could learn a great deal of background knowledge from these books. I always read Orbis Pictus books.
- The National Council for the Social Studies—Notable Social Studies Trade Books—  
<http://www.socialstudies.org/notable> The criteria used in selecting these books are high literary quality, illustrations that enrich text, fresh slant on a traditional topic, and readable with a pleasing format. The current 2015 annotated list is only available in the organization's May–June 2015 Social Education journal, but it can be found through Academic Search Premier through your local public library or school. OSLIS does not have full text of this journal beyond 2009. The website does share their notable lists from previous years, 2000 to 2013. Their annotations are very complete, organized by theme and including information on author's notes, sources, glossary, index, timeline etc. This is great for teachers wanting students to learn about different text features and back matter from author or illustrator. Unlike the Orbis Pictus list, this notable list includes fiction, too.
- National Science Teachers Association's Outstanding Science Trade books—  
<http://www.nsta.org/publications/ostb/> This organization states that literature is an essential partner with the science standard for "gathering, describing, and using information about the natural and designed world(s)." The criteria for consideration includes accuracy, creativity and the way in which the texts convey science. There are brief annotations online for all these notable science books. Online, the lists from 2002 to 2012 give detailed annotations organized by theme and science discipline including the relevant National Science Standard(s). They even include activities and supplemental material. Online, one could peruse the short annotated lists for 2013 to 2015. The March Science Teacher 2013–15 organizes the lists by theme/science  
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discipline and includes grade level, National Science Standard, text features such as glossary, timeline, and index. Again, one must retrieve the list through Academic Search Premier. These lists are nicely organized in a colorful PDF format for printing.

- International Reading Association—Notable Books for a Global Society—<http://clrsig.org/nbgs.php> These notables are both nonfiction and fiction. They select books that promote understanding and appreciation of the world's diverse cultures. Criteria for inclusion are accuracy, richness of detail concerning diverse cultures and groups, thoughtful treatment of issues, and appealing format. Their 2015 PDF list is quite colorful with a brief summary which includes writing genre (fiction, nonfiction, verse novel, graphic novel).
- More well known are ALA's Sibert Award <http://www.ala.org/awardsgrants/robert-f-sibert-informational-book-medal> and YALSA's Nonfiction Award <http://www.ala.org/yalsa/nonfiction-award>.

Okay so the lists have been shared, books have been read. One might wonder what should happen now...

First of all, teacher-librarians must share with teachers Appendix B on the Common Core Website:

[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf). Here is where those Common Core developers share text exemplars (specific book titles) and sample performance tasks. There are sample performance tasks for informational texts and read-aloud informational texts for all the grade levels. One can easily use the quality nonfiction notable books from the different disciplines using the suggested performance tasks. Some of the performance tasks that can be adapted to the notables from nonfiction books listed. The following performance tasks provide some possible choices for adapting: (there are a zillion more in Appendix B of CCSS)

- Students demonstrate understanding by answering who, what, where, why and how of a historical topic, social issue, biography or science topic.
- Students state how the author supports the points he/she is making regarding the topic
- Students explain the purpose or main idea of the text, supporting thinking with key details from the text.
- Students reading a history or biography can describe the cause and effect of certain events on the history or subject's life.

Almost all of the Outstanding Science Trade Books have abundant examples of text features. Orbis Pictus and Notable Social Studies books also contain many examples of text features. Many students have gaps in using text features to help them understand informational reading. They have not been taught the value of graphics in gaining understanding of concepts and vocabulary. Vocabulary is truly the core of literacy. Using many of these notable books can give them practice in using the most common and important text features that will help them gain understanding of subject matter. Science teachers should be teaching these text features. They should be requiring students to read notable science books of their choice noting the text features in their books. Social Studies teachers should do the same. The following are important text features to help readers gain understanding of subject matter:

- |  |                                    |
|--|------------------------------------|
| • Bold, Italicized or Underlined Words | • Author's Notes and Introductions |
| • Table of Contents                    | • Timelines                        |
| • Captions                             | • Illustrations                    |
| • Diagrams                             | • Photo                            |
| • Labels                               | • Index                            |
| • Maps                                 | • Glossary                         |

Reading some of these notable books can demonstrate how nonfiction on the same topic can differ. Many times this difference is a reflection of the unique questions of inquiry each author asks, or is influenced by the structure used. Some writers write in a narrative style that reads like a story while others are more formal. Teacher-librarians can work with teachers to pull together books on similar topics. Teacher-librarians and language

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arts teachers could pull together books on the same topic that are written in each style. Students can learn how information can be presented in a variety of structures.

Embedding nonfiction in historical fiction units can certainly increase background knowledge, aiding understanding of setting and character motivation. Because the Notable Social Studies Trade Books and Notable Books for a Global society include both fiction and nonfiction, they are excellent resources for creating parallel texts.

We want students to develop a passion for learning about the wonder of the natural, historical, or current world. This passion could be sparked when they choose to read nonfiction books on topics of interest to them and simply reflect on how their thinking has changed. Quality nonfiction can change minds, deepen understanding and give us practice in reading to improve our background knowledge of the world.

Besides the nonfiction title resources, I highly recommend the following websites for nonfiction inspiration:

- The Uncommon Corp— Champions of Nonfiction Blog <http://nonfictionandthecommoncore.blogspot.com>  
This blog discusses specific book titles, issues, activities and philosophies. Recently, two books on Typhoid Mary were discussed: Gail Jarrow's *Fatal Fever: Tracking Down Typhoid Mary* and Susan Campbell Bartoletti's *Terrible Typhoid Mary: A True Story of the Deadliest Cook in America*. I am anxious to read both and do a bit of comparison of style and presentation.
- Ink Think Tank – <http://inkthinktank.com> This website share nonfiction authors and books on subjects for all ages and a link to the Nonfiction Minute: <http://www.nonfictionminute.com> . Different nonfiction writers share information beyond their books.

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## Periodicals Databases: Sources of and Support for Informational Text

In 2010, the Oregon State Board of Education adopted the Common Core State Standards (CCSS) for mathematics and English language arts (ELA) & literacy in the content areas. Four years later, Oregon adopted the Next Generation Science Standards (NGSS). This is the first school year students were tested on the more rigorous Common Core Standards, and state assessments for Next Generation Science should be ready for the 2018–19 school year. For Common Core's ELA standards, there are six major shifts in instruction or curricula, including an increased emphasis on informational text (Oregon Department of Education, *Common*). The NGSS stress the importance of general literacy in relation to one's ability to understand core scientific ideas, develop arguments, and more. The group that created the Next Generation Science Standards devoted an appendix (M) to outlining the correlations between NGSS and Common Core's standards for literacy, especially literacy in the content areas. Per the National Research Council of the National Academy of Sciences, "Any education in science and engineering needs to develop students' ability to read and produce domain-specific text. As such, every science or engineering lesson is in part a language lesson, particularly reading and producing the genres of texts that are intrinsic to science and engineering" (p. 76).



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### What is Informational Text?

The CCSS for reading classify text as either literature or informational, and initially it can be difficult to determine what qualifies as informational text. As part of the *Oregon Literacy Plan*, the Oregon Department of Education (ODE) published a document called *K–12 Teachers: Building Comprehension in the Common Core*. Pages R-9 through R-11 define informational text and offer examples. “Informational text is a broad category that includes the subgenres of exposition, argument, and functional text. Informational text comes in many different forms, including books, magazines, handouts, brochures, CD-ROMs, journal articles, technical texts (directions, forms, and information displayed in graphs, charts, or maps), and Internet resources, and it focuses on many different topics, including those related to history, social studies, science, arts, and technical subjects” (p. R-9). However, also included as informational text is literary nonfiction – biographies, personal essays, opinion pieces, and similar selections with a narrative structure. As students get older, their informational text emphasis should be on non-narrative categories like argument. Also important to note is that texts need to be high quality and increasingly complex. This is equally true for the Next Generation Science Standards.

### What is a Periodicals Database?

Not surprisingly, some educators are still scrambling to find informational text that meets these definitions and criteria. Periodicals databases are excellent sources of informational text. But, what is a periodicals database? As a general definition, it is a collection of full-text articles from periodicals—newspapers, magazines, and journals—and from reference books, plus images and multimedia from multiple sources. Content varies by database but comes from sources that are generally recognizable and respected, like *Odyssey*, *Newsweek*, and *The Washington Post*. Some products have a broad focus, and others hone in on a specific subject or age group. To put it succinctly, a periodicals database is an online container full of informational text.

The Oregon State Library subscribes to a suite of periodicals databases on behalf of all Oregonians, and the K–12 access point is on the Find Information pages on OSLIS ([www.oslis.org](http://www.oslis.org)). The current statewide contract is with Gale; therefore, such products as Kids InfoBits for elementary students and Student Resources In Context for middle and high school students should ring a bell. EBSCO and ProQuest are two other major vendors that supply periodicals databases. MAS Ultra School Edition and eLibrary are two of their K–12 products. Remember to investigate the databases that your public library might subscribe to.

### Periodicals Databases Supply and Support Informational Text

One way school librarians demonstrate their value is by supporting classroom instruction. And, one way to do that is to point teachers to periodicals databases as a source of informational text for their students. Some librarians even assist at the school or district level to develop text sets, or bundles of informational text that build core knowledge on a specific topic and that are culled from a variety of sources—nonfiction book, periodicals database, online encyclopedia, and trusted Internet website, for example. Multimedia content is often included, and some text sets include fiction pieces, too. There are several books on the topic, including *Teaching with Text Sets* by Mary Ann Cappiello and Erika Thulin-Dawes.

Ultimately, the content—individual articles—makes periodicals databases helpful, but the built-in tools and features add to that value. Let us explore three of those: advanced search, listen tool, and journal alerts.

### Advanced Search

Most students, and perhaps many educators, will instinctively use the general search box to begin looking for information within a database. The box is often prominently featured at the top of the page and is designed to be easy to use, so that makes perfect sense. However, as learners gain confidence in their search skills, encourage them to take advantage of the advanced search option. This alternative is usually found near the general search box. Among other things, advanced search usually allows the user to narrow a search by Lexile level and by document type. The first choice helps teachers find texts with various reading level ranges and helps students find informational text within their targeted reading zone. Note that because the databases draw from a variety of real-life sources, there may not be as much material on some advanced topics written at a lower Lexile level. If that is the case, perhaps the teacher can scaffold the instruction by pre-teaching certain terms, etc. This meets additional CCSS and NGSS objectives since both emphasize helping students make sense of complex text and facilitating students’ development of advanced vocabulary.

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Limiting by document type allows the user to find information that meets specific criteria. For example, in Student Resources In Context, one can limit a search to just critical essays, historical maps, political cartoons, or reports. Teaching library users advanced strategies helps put them in control of their searching and meets one of the goals of information literacy instruction. Case in point: one information literacy indicator in the Oregon School Library Standards is to “develop, select, clarify and use questions and strategies to search for information” (LIB 1.1.C). The people who know what to do when their initial searches fail are better prepared to succeed in this age of information.

### Listen Tool

At the article level, there are many useful tools, including the bookmark option which generates a URL that always leads back to that article and the translate feature which will instantly translate an article into a variety of languages, including Spanish, Russian, and Vietnamese. However, let us focus on a different tool—the listen feature—because it can be underutilized. Clicking on Listen will quickly activate a program that reads the article or the highlighted section aloud, and it is often recommended for assisting students who are struggling readers or who are learning English.



Those are valid uses, for sure, but the tool can serve other purposes, too. Because the technology can now read translated articles, it can benefit students studying a foreign language. Or, teachers can help learners develop listening skills by identifying a relevant article, developing a few comprehension questions for it, and having students listen to the article without seeing the text. This is especially practical since the Smarter Balanced test assesses listening skills. Another idea is for teachers in younger grades who have activity stations. Identify an interesting article, bookmark it on a tablet or computer, and have the student at the station listen to the article while using headphones and then complete a related comprehension, writing, or art activity. This is a fun way to expose students to more informational text. Capitalizing on the listen feature aligns with several technology integration indicators in the Oregon School Library Standards, including “explore a variety of digital formats to read, view and listen to information” (LIB 4.1.D).

### Journal Alert



Journal alerts provide a simple way to deliver content from a specific publication to the recipient’s email inbox or RSS feed. The easiest way to set up an alert is to navigate to the Gale PowerSearch homepage and use Publication Search to find the desired publication. From there, make sure that current full-text coverage is still offered. If yes, click on the toolbox option called Create Journal Alert and follow the directions. Then the next time content from that publication is added to the database, links will be sent to the person who set up the alert. This is an excellent way to get informational text in front of students during non-school hours. For instance, teachers could tell parents about this option during conferences and encourage them to read one newly-received article with their child and then to ask questions about what they read. Exposing students to information received through journal alerts supports a few of the Oregon School Library Standards’ reading engagement indicators, such as “read to seek multiple points of view and a global perspective” (LIB 2.1.F).

Remember: think of periodicals databases as online boxes full of informational text, and then think outside the box about ways to take advantage of the quality resources and helpful tools.



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



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## Rethinking the “Restricted” Shelf *by Miranda Doyle, Intellectual Freedom Chair*



It’s the whispering and giggling that tips you off, and the growing circle of students gathering around a book or computer screen. They’ve discovered something, all right, and it’s probably not just a funny cat video or a particularly fascinating diagram of a medieval castle.

Maybe it’s a book about puberty, or an art book with a few nude paintings. Maybe it’s a book about a family with two moms, or a novel with four-letter words. It might be a title about drugs, violence, gangs, or graffiti. Maybe it’s just a sensitive topic—dealing with death, mental illness, or abuse, for example. Last year at one of my junior high schools it was an unabridged dictionary that defined the F word (hey, my students know how to find words in a print dictionary, not just on Dictionary.com—I was impressed).

It’s tempting to put all of our potentially controversial titles behind the circulation desk, on the “professional” shelf, or in the counseling office. We figure that students who need them can always ask, and it eliminates all that giggling. Besides, what if students actually check the book out and take them it home, and then there’s a complaint? But the truth is, with that barrier to access, those books are now essentially off limits to students. The reader who might browse books on sexual identity if they are on the regular shelves is far less likely to walk up to the circulation desk and request them.

It also sends a message that there’s something wrong or inappropriate about the topics covered by those restricted books. Yet we want our collections to embrace diverse groups of people and broad points of view. If we pulled out every book that might make someone uncomfortable, the shelves behind the desk would grow by leaps and bounds.

This might be a good time to take a look at the books we keep behind the desk, in the professional collection or otherwise, and rethink our reasons. If it’s really a resource primarily for teachers, fine. But if those titles are segregated from the regular collection so that we can shield ourselves from difficult conversations, maybe it’s time to put them back where they belong.

If you haven’t had a chance to look at the Top Ten Most Frequently Challenged Books for 2014, you’ll find it at <http://www.oif.ala.org/oif/?p=5390>. The American Library Association’s Office of Intellectual Freedom released the list in April. Many prominent news outlets, including CNN and the Washington Post, reported on the list.

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It's interesting to note that 8 of the ten books “reflect diverse authors and cultural content”—ranging from the Native American main character in *Absolutely True Diary of a Part-Time Indian* to the penguin with two dads in *And Tango Makes Three*. Author Malinda Lo, who analyzed the makeup of the books on the challenged lists for the past 15 years, noted in a [blog post](#) that “diversity is actually under attack. Minority perspectives are being silenced every year.” Where do you want your library to fit into this issue? I invite you to consider how you can act in opposition to this attack, and choose to support diverse voices instead.

*Miranda Doyle is OASL's Intellectual Freedom Chair and the librarian for Lake Oswego School District. As a teenager, she may have stealthily read a few books located in the 613s—books she was way too embarrassed to actually check out. Miranda has an MLIS from San Jose State University and is National Board Certified in Library Media. Comments, questions, or ideas? Please email Miranda at [doylem@loswego.k12.or.us](mailto:doylem@loswego.k12.or.us).*

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## **Choice or Chore** *by Louetta Jansen, OASL Paraprofessional Representative*



Life-long skills? YES! That's what we want for our children, and thanks to the Oregon Association of School Libraries for helping make that path clear. The four components of the Library Standards will pave the way for all students in our state to have comparable opportunities and be held to the same learning standards, whether they are from remote, impoverished, highly populated, affluent, urban or rural areas.

So creating a world of engaged readers is our optimal goal and a critical factor is access to books. But books are only a part of the picture. Even the wonderfully attractive and well written books available are not solely sufficient to lure every child into literacy. Books help, but the important piece comes not from having the books but from actually reading the books. Now we see the importance of engagement. If engaged readers are intrinsically motivated to read for knowledge and enjoyment, how do we get that ball rolling? Is it motivation? Motivation is defined as the general desire or willingness of someone to do something. That sounds easy enough..... right. So why do we stand on our heads to get students to read?

Children do many things simply because they want to do them. Selecting a toy or shirt to wear is a result of intrinsic motivation. They make their own choices and achieve satisfaction from that process. Motivation begins with interest. Without motivation, students show a higher fear of failure and feeling of inadequacy. Children who like to share books with peers and participate responsibly in a community of learners are likely to be intrinsically motivated readers. They are more likely to take ownership in and responsibility for their own learning. Whether snuggled under the covers with peanut-butter sandwiches (oops, you didn't hear me say that!) or following along with a book on tape while on a road trip, reading together is a powerful tool in motivating a child to read. I have watched an amazing process happen with a buddy reading program. Students are paired according to reading level and allowed a choice in what title to read together. As the pair read their common book, they magically motivate each other. It's very successful, and they slowly begin to believe they are capable. They take ownership in what they choose, and the social process that builds trust and reliance also builds motivation, leading to an increased amount of reading. The reading engagement grows and becomes self-generating.

There is no quick fix to creating intrinsically motivated readers. Let's keep it fun—reading should be a choice, not a chore.

*Louetta Jansen enjoys her job working at North Bay Elementary School in the North Bend School District, where she's been working with kindergarten through 5<sup>TH</sup> grade students for the past 15 years. She can be reached at [ljansen@nbend.k12.or.us](mailto:ljansen@nbend.k12.or.us)*



## Beverly Cleary Children's Choice 2015 Winner and 2016 Nominees Announced *by Libby Hamler-Dupras*

Now in our 13th year, on behalf of the Beverly Cleary Children's Choice Award Committee, I would like to announce that children from Oregon, Washington and Montana voted for their favorite 2014–2015 BCCCA nominee, and the winner is....*Third Grade Angels* by Jerry Spinelli!!

We want to thank all school library folks, classroom teachers, and public librarians for encouraging their children to participate in this very fun children's choice award.

### 2015–2016 BCCCA Nominations

*Charlie Bumpers vs. The Teacher of the Year* by Bill Harley

*Farmer Will Allen and the Growing Table* by Jacqueline Briggs Martin

*Gone Fishing: A Novel in Verse* by Tamera Wissinger

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

*Ukulele Hayley* by Judy Cox

*White Fur Flying* by Patricia MacLachlan

For more information on the BCCCA program, please go to the BCCCA homepage <https://ola.memberclicks.net/bccca-home>.

*Libby Hamler-Dupras is the Chair of the Beverly Cleary Children's Choice Award. You can reach her at [elfgirl@Q.com](mailto:elfgirl@Q.com)*



## Oregon Reader's Choice Award: ORCA *by Nina Kramer*

The Oregon Reader's Choice Award committee has had a busy spring. Nominated titles for 2016 were read, selections made, votes were tallied, and a presentation was put together to share at OLA. We made connections with each other, came up with booktalks, book trailers and other resources for the new titles. We're still working on getting them up and running on the ORCA blog. This is where you come in. If you have booktalks you or your students have written for the nominated titles, book trailer videos your students have made and would like to share, photos of your ORCA display, or innovative things you've done to promote ORCA, please send them to [kliljequist@pps.net](mailto:kliljequist@pps.net) or [orca@olaweb.org](mailto:orca@olaweb.org) and we'll post them on the ORCA blog as we receive them.

Chosen by students across the state, the 2015 Oregon Reader's Choice Award winners are:

### Upper Elementary Division

*The One and Only Ivan* by Katherine Applegate

### Middle School Division

*Ungifted* by Gordon Korman

### High School Division

*The Fault in our Stars* by John Green

*continued...*

ORCA Nominees for 2016 are:

Upper Elementary Division

*True Blue Scouts of Sugar Man Swamp* by Kathi Appelt

*Jinx* by Sage Blackwood

*Flora & Ulysses* by Kate DiCamillo

*Escape from Mr. Lemoncello's Library* by Chris Grabenstein

*A Tangle of Knots* by Lisa Graff

*Donner Dinner Party* by Nathan Hale

*Mountain Dog* by Margarita Engle

*Rooftoppers* by Katherine Rundell

Middle School Division

*Serafina's Promise* by Ann E. Burg

*Etiquette & Espionage* by Gail Carriger

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

*Delilah Dirk and the Turkish Lieutenant* by Tony Cliff

*Counting by 7s* by Holly Goldberg Sloan

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

*One Came Home* by Amy Timberlake

*Brotherhood* by Anne Westrick

High School Division

*The Coldest Girl in Coldtown* by Holly Black

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

*The Living* by Matt de la Pena

*The Summer Prince* by Alaya Dawn Johnson

*Reality Boy* by A.S. King

*More Than This* by Patrick Ness

*Midwinterblood* by Marcus Sedgwick

*All Our Yesterdays* by Cristin Terrill

We tried to provide a range of titles in each division, so that there's something for just about everyone. There is some overlap with Oregon Battle of the Books titles, but that is okay. Which to choose to promote to your students? If possible, do both. There is a need and an audience for both, and both programs promote reading in fun and very different ways. OBOB brings out the competitive, teamwork potential of reading the same book. ORCA titles can be done with book groups or made available for students to read on their own. Students don't have to master them all, just read more than two titles in a division and vote for their favorite. There's something for just about everyone in the selected titles, so even reluctant readers can be successful.

What else can you do? While you read over the summer, check the copyright date on the books you read that you think your students would enjoy. If you run across a fantastic book published in 2014 that you think should be an ORCA title for 2017, email me and we'll get the list of possibilities going early. One of the really great things about ORCA is that it takes us all to make it successful for our students. Thank you for all that you do to support reading. And thank you for all the ways that you can help us make ORCA a better program.

*Nina Kramer is the ORCA Chair and a Youth Librarian at the Albina branch of the Multnomah County Library. You can reach her at [ninak@multcolib.org](mailto:ninak@multcolib.org) or [orca@olaweb.org](mailto:orca@olaweb.org)*



## OBOB Official Lists 2016

### 3–5 Grade Division

*Charlie Bumpers vs. the Teacher of the Year*  
by Bill Harley

*Diamond Willow*  
by Helen Frost

*Escape From Mr. Lemoncello's Library*  
by Chris Grabenstein

*Flora and Ulysses*  
by Kate DiCamillo

*How to Train Your Dragon*  
by Cressida Cowell

*The Lightning Thief*  
by Rick Riordan

*A Long Walk to Water*  
by Linda Sue Park

*Mission Unstoppable*  
by Dan Gutman

*Mountain Dog*  
by Margarita Engle

*No Talking*  
by Andrew Clements

*Rooftoppers*  
by Katherine Rundell

*The Sasquatch Escape*  
by Suzanne Selfors

*The Shadows*  
by Jacqueline West

*Shiloh*  
by Phyllis Reynolds Naylor

*What Was Ellis Island?*  
by Patricia Brennan Demuth

*What Was the March on Washington?*  
by Kathleen Krull

### 6–8 Grade Division

*Bamboo People*  
by Mitali Perkins

*Counting by 7s*  
by Holly Goldberg Sloan

*Dealing with Dragons*  
by Patricia C. Wrede

*Famous Last Words*  
by Katie Alender

*The Great Trouble*  
by Deborah Hopkinson

*Jinx*  
by Sage Blackwood

*Keeper of the Lost Cities*  
by Shannon Messenger

*Liar & Spy*  
by Rebecca Stead

*Michael Vey: the Prisoner of Cell 25*  
by Richard Paul Evans

*Navigating Early*  
by Clare Vanderpool

*Return to Sender*  
by Julia Alvarez

*The Roar*  
by Emma Clayton

*Stormbreaker*  
by Anthony Horowitz

*Strike Three, You're Dead*  
by Josh Ber

*What We Found in the Sofa and How It Saved the World*  
by Henry Clark

*Written in Stone*  
by Rosanne Parry

### 9–12 Grade Division

*Boxers*  
by Gene Luen Yang

*The Boys in the Boat*  
by Daniel James Brown

*Dodger*  
by Terry Pratchett

*Enchanted*  
by Alethea Kontis

*Far Far Away*  
by Tom McNeal

*5<sup>TH</sup> Wave*  
by Rick Yancey

*Hotel on the Corner of Bitter and Sweet*  
by Jamie Ford

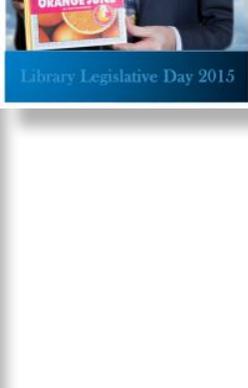
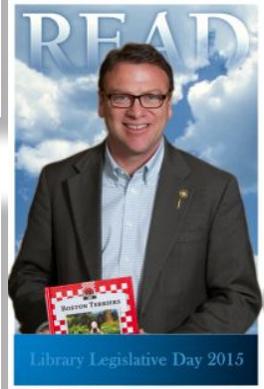
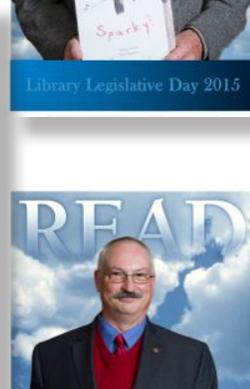
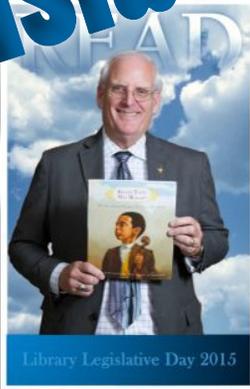
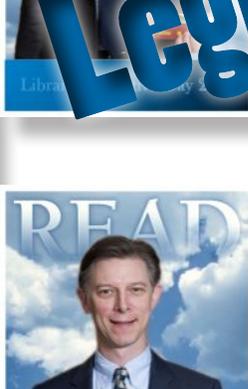
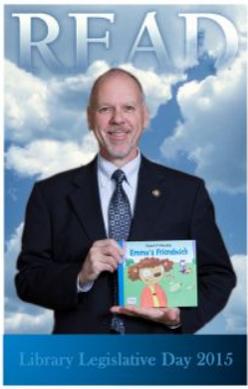
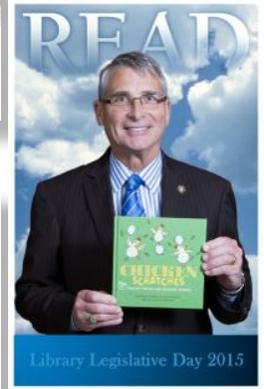
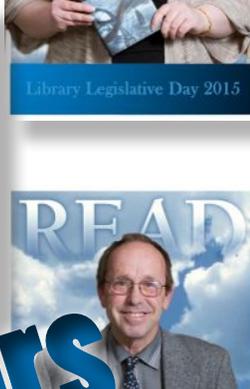
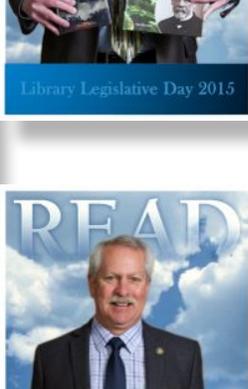
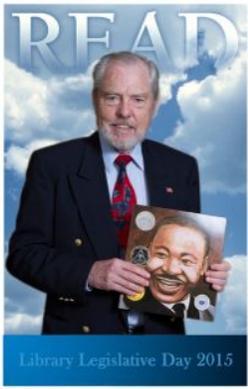
*Immortal Beloved*  
by Cate Tiernan

*The Living*  
by Matt de la Peña

*My Sister's Keeper*  
by Jodi Picoult

*Orphan Train*  
by Christina Baker Kline

*The Scarlet Pimpernel*  
by Baroness Orczy



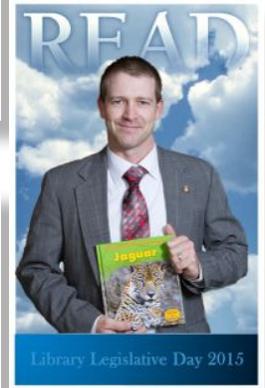
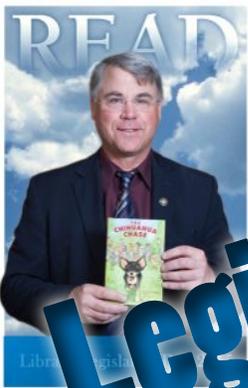
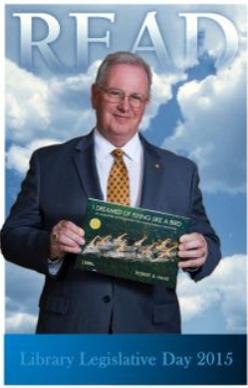
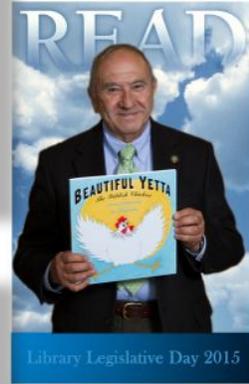
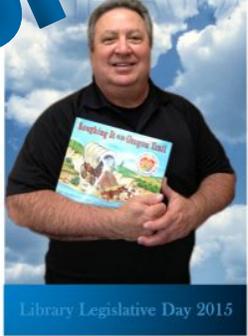
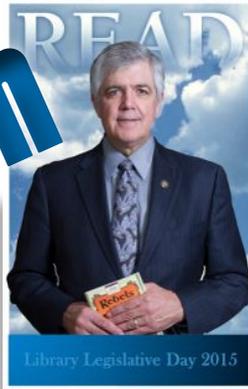
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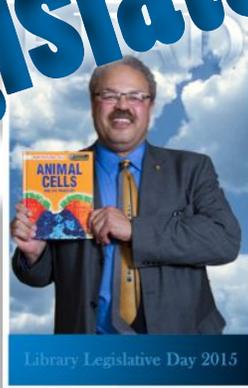
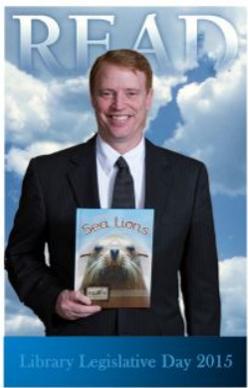
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