

INTERCHANGE

Journal of the Oregon Association of School Libraries

Winter 2015





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INTERCHANGE

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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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Tribute to Mary McClintock, 1944–2015

by Sheryl Steinke and Linda Ague



OASL lost one of its “founding mothers” with the passing of Mary McClintock. Mary was Ms. OASL. She served the Oregon school library community in almost every position on the board, and was awarded both Librarian of the Year and Lifetime Achievement Awards for her tireless dedication to championing the role of school librarians.

Almost every major accomplishment of OASL has Mary’s fingerprints on it. She was a guiding spirit for both OSLIS and OBOB, as well as additional initiatives and projects at the local and state level. She was the institutional memory of the organization in the many years she served on the board, and the only one who really knew parliamentary procedure. When she spoke at a board meeting, people listened. Many an OASL member can attribute their time on the board or on a conference team or some committee to a request by Mary. She was a hard person to say no to.

She showed school librarians how to go from old school to tech savvy, while balancing her love for literacy, films and technology. Many of you probably remember her as the bag lady, always wondering what was in all those bags, and realizing it was always just what was needed. Every one of those bags went with her when she left Oregon, making sure she could still be connected to OBOB and the rest of her Oregon library roots.

Mary battled multiple myeloma for 8 years, undergoing two stem cell transplants. She moved to North Carolina to be nearer her family, where she died in her sleep on Jan. 25, 2015.



*Mary McClintock
received the Lifetime
Achievement Award from
OASL in 2010.*

From the Guest Editor *by Robin Rolfe*



Life is daunting, especially in a library. There are so many areas in which we, as library staff, need to excel. New books, curriculum, current teaching practices, standards, advocacy, promotion, technology—the list some days seems endless. Attempting to keep on top of it all means that sometimes as soon as one thing is launched, another starts to drop—like juggling. There was a time in my life when I just gave up on a few of them. To be honest, advocacy was the first to go. But the longer I teach, the more I realize how deeply intertwined each of these elements are. Technology supports my teaching, my organization, and my literature promotion.

Standards deepen my understanding of teaching, student needs, and strengthen my collaboration with teachers. And advocacy, as much as I hate to admit it, strengthens it all. Because ultimately, people need to know what I am doing and why it is important. I may not be on the steps of the legislature (but then again, maybe I will!), but every time I talk with a parent about supporting their child's reading, every time I help a teacher find resources, every time I speak with my principal about how I spend my time, I am advocating for the relevancy of a library program.

For all of you that opened *Interchange* with excitement and hope that there might be solutions, the reality is that the juggling will continue. The myriad tasks that make up our jobs on a daily basis has not diminished.

I find that what keeps me motivated and keeps me from dropping (too many) “balls” is the community of library staff. It may be a district library meeting, a conference, a journal, a listserve. These are the things that inspire me to reflect, to envision, to dare. Jennifer Laboon invites me to reflect on my time, Marc Aronson reflects on the subtle differences words make. Stephanie Thomas and Jenny Takeda dare me to dream big with iPads and summer learning. Beverley Minarich reminds me of the importance of being connected, and Jen Mauer inspires me with her ability to combine research, web tools, and CCSS into meaningful learning.

I am inspired by the phenomenal accomplishments of library staff throughout the state who developed, advocated for and gained acceptance from the State Board of Education for Oregon School Library Standards. I am awed by the fact that over 500 schools are currently enrolled in this year's OBOB regional competition, a competition run by 100% volunteers—mostly library staff. I am excited that OASL has been noticed by the AASL, who is sending their past president to Oregon to participate in the OASL spring conference in Wilsonville on April 18TH. I am amazed that we are one of the few states to have statewide electronic resources in our schools (OSLIS). We live in an amazing state, at an amazing time, with amazing colleagues.

Reflect, envision, dare.

And then go back to juggling.

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

From the President's Device *by Stephanie Thomas*



Juggling the moving parts in a library program seems like such a timely theme for this issue of *Interchange*. On the one hand, I can hardly contain my excitement as the momentum for Strong School Library Programs continues to grow daily, and the Oregon Board of Education officially adopting the School Library Standards only magnifies this effort. It's an exciting time to be a librarian in Oregon! On the other hand, I'm eyeballs deep in our district-wide 1:1 iPad implementation this year. My district has been very generous in providing professional development opportunities to support my assistant and me in this effort. That being said, I've

often felt overwhelmed this year and like I'm unable to give 100% to any of the moving parts of my program. I ultimately decided to let go of the notion that this year would be like years past. I let go of the notion that my library program would look and operate like it has in the past, and let go of the idea that I would spend the majority of my

continued...

time in the library waiting for classes to come to me. I've often felt like I'm not being a good teacher librarian—suddenly I've had to balance my teaching efforts with providing training, professional development, and in large-part, picking up all loose aspects of this iPad initiative at my school. I've loved every minute of what I'm doing, but I've often found myself juggling, hoping that I don't drop an important ball.

As we figure out things like evaluations, job descriptions, and integrating the School Library Standards, it will become imperative that we understand how to keep the moving parts organized and how to properly communicate our mission and plans to all of the constituents. I'm so thankful to be actively participating in such a wonderful organization as OASL/OLA to help define both the modern school library program and the leadership of those who run them. Later in this issue, I'll give you an "in-the-trenches" look at the pros and cons of the iPad initiative as we've gone through it this year. I find it's helpful for me to reflect and also to give any information I can as other districts are beginning pilot projects.

As your President, I've had the opportunity to collaborate and share information with many different groups both in and out of OASL. It's been such a thrilling ride so far. My goal for the remainder of the school year is to flesh out the teacher librarian's role in supporting Common Core and Smarter Balanced assessments. In February, I will be presenting at the Oregon Professional Learning Team conferences in both Portland and Eugene, sponsored by the Oregon Department of Education. My presentation will be focused on how the teacher librarian can help support performance tasks and student assessment. Please feel free to share your ideas with me. Does it feel like library land is a three-ring circus? Yes! But I truly believe the library has a fantastic opportunity to be the main act. I don't see the "juggling" act being over anytime soon, but I'm ok with that.

Stephanie Thomas is the librarian at Parkrose High School. She juggles two small children at home in addition to her responsibilities at school. You can reach her at thomaste@parkrose.k12.or.us.

What is Important Versus What is Urgent *by Jennifer Laboon*



Former U.S. President Dwight Eisenhower has some advice for school librarians: "What is *important* is seldom *urgent* and what is *urgent* is seldom *important*."

Actually, this advice is good for all professions interested in reflective, continuous improvement. So much so that Stephen Covey developed the idea into quadrants called "the Eisenhower Matrix" to help people evaluate their daily tasks and prioritize them for efficiency and effectiveness.

But how does this apply to school librarians? Well, we are constantly faced with dealing with the urgent thing in front of us—putting us in a reactive mode (see last week's post)—rather than making time to be proactive and getting to the things that are important. We need to take time to visit this matrix as we're evaluating our programs and seeking balance between them. By achieving that balance, we are building a collaborative culture and a program that is at once responsive to the community and leading the community in forward thinking practice.

If you find your days are spent more like a reference or circulation staff member and less like a library administrator, you need to take some time to look at your tasks and reevaluate them on the Eisenhower Matrix. Here are a few tips to get you on track:

- Start by recording your daily activities on a calendar for an average week. At the end of the week, do a break down of how your day is spent. You might be surprised by how little you are doing the important things because the urgent things don't go away.
- Next, identify unneeded, outdated, or inefficient tasks for strategic abandonment. When I was a new librarian, our district director made a huge impact on me by asking me to figure out my hourly rate by dividing my annual salary by number of contract days and hours in a required work day. I was actually somewhat surprised.

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- Finally, figure out how to let those tasks go away, be delegated, or simply wait until you can come back to them. When I realized that circulation was taking up almost all of my time I wasn't directly teaching a class, I knew I had to make a change. I needed to stop guarding the circulation desk and personally checking in and re-shelving all library books myself to be sure it was done correctly. So, I turned it over to student aides and parents. Sure it took time to train them, and I'm not ashamed to say that the quality control freak in me had a really difficult time letting second graders check in books. However, the gain to me in moving me from circulation tasks to teaching and working with students and teachers was the most important thing I could have done for my very heavy circulating library.

I sometimes laugh at how seriously I take my work, answering emails in the evenings and on weekends. It's not like I'm a surgeon on call for an organ transplant. But the customer service component of our profession makes it hard for us to not respond, to let even little things go, to go above and beyond wherever beyond actually is to help our community with their library needs. The urgent things, our patron's immediate needs, are not unimportant. However, if we spend all of our time on them, they detract from the balance of getting to those important things—creating a library program that is the center of a successful school, where teachers come to collaborate, and students come to engage in authentic learning.

Check out Covey's book if you need a refresher or would like to learn more. Originally published in 1989, it's a classic of time management that has stood the test of time.

	Urgent	Not Urgent
Important	Crying baby Kitchen fire Some calls 1	Exercise Vocation Planning 2
Not Important	Interruptions Distractions Other calls 3	Trivia Busy work Time wasters 4

Jennifer LaBoon is the Coordinator of Library Technology for the Fort Worth Independent School District in Fort Worth, Texas. In her 23RD year as an educator, she has been a librarian for the last 17 years. She serves on the Executive Board for the Texas Library Association, is the Co-Chair of the TLA Legislative Committee, and is in her first year as a member of the AASL Blog Committee. In her spare time she volunteers with the resident company for a children's musical theater group where her 11 year old son performs.

From the Trenches: My First Year with School and District-wide 1:1 iPads

by Stephanie Thomas



For the 2014–15 school year, the Parkrose School District implemented 1:1 iPads district-wide. During the previous school year, the district piloted iPads in select grade levels (4TH, 6TH, and 11TH). Lessons were learned that year which helped us going forward, but we still encountered both positive and negative surprises along the way. My hope is to give a snapshot of our experience at the high school to aid others going forward with implementation projects in their schools and also to highlight the ways in which the iPads impacted the library program.

June 2014

I returned from maternity leave with the juniors having 1:1 iPad minis. It seemed as if we had enough bandwidth to keep people on the wifi network. Teachers teaching the juniors received professional development around using the iPads, along with Apple TVs and iPad 2s for their use. I expected a lot of theft since the iPads were only given to juniors and we had had an issue with theft when small batches of iPads were used in classrooms in the past. This didn't happen. We had very little theft, breakage, or loss. Collecting the iPads was a nightmare because we didn't just collect them—the tech department wanted them wiped and passcodes/appleIDs removed so that they could “update” them over the summer. We took students through the profile removal process and put both the charger and pad in an envelope with their name and collected them in file cabinets to be stored for the summer. The updating never happened.

continued...

July 2014

We began entering iPads into our Destiny circulation system under the textbook manager. We thought using the textbook manager would be better since we could keep the checkout period to the entire school year. We started to check out iPads to students with their numbers. This turned out to not be much of a time saver, and not all students ended up getting checked out through Destiny. We were short on time and had office secretaries helping us during registration. That meant that we had to go back in and eventually get everyone into Destiny. This also became a problem when students broke or lost their iPad and we had to go back into Destiny and edit the patron record. It's still a good idea to have the textbook manager keep track of the iPad inventory to some extent. We also found that we had to have a master spreadsheet where we (my assistant and I) could communicate with the office manager and bookkeeper to process payments, collect Acceptable Use policies, and check out pads.

August 2014

We divided our 1,000 students into grade levels and then broke down the grade levels to subject areas so that we had just one class at a time coming down to the library to check out their iPads. We checked the spreadsheet to make sure they had purchased insurance, had their AUP in, and provided a case. The students who were now seniors already had appleIDs along with some of the other students, and this helped greatly. The big surprise was just how long it took the students to create their Apple ID and set up their iPad. There were a lot of layers and steps that would take a savvy student or adult about five minutes, but on average, it took our students sometimes 15–20 minutes if they couldn't remember email passwords or think of a great password to use. The entire process of setting up an iPad took 20 minutes + PER STUDENT. It took us weeks to get the iPads out to students. In all, a month to get the majority of students set up properly. I was surprised at the small percentage of students who just balked at getting an iPad, even after the associated costs were simply billed to their account and they just needed to show up to get it. Some students on free and reduced lunch were given a reduced fee both for the case and insurance. We used the Device Manager, Meraki, to sync up with the iPad so the district can manage the devices location and push apps, etc. Meraki is free, so it's very clunky and the wifi crashed daily. If you have any say in the matter, encourage your district to invest in a management system that costs money. Even if it's costly, this will save you a lot of headache and time down the road when you want to "push" paid apps or track iPads that have disconnected and/or gone missing.

October 2014

I still had very little time to teach library skills, do a book order, or booktalk. I wasn't able to reach out to new teachers the way I wanted to yet. The library was at a relative standstill. My assistant was finally hired and able to help with iPads. By the end of October, we have a critical mass of students on their iPads. The wifi is crashing daily, making it very difficult to get the kids setup with the base suite of apps that the district wants them to have. Students are starting to sign up with the same AppleID and we don't know it. The teachers are now all having to be hard-wired in via ethernet cables in their rooms so they can use their Apple TVs and stream videos or other content. iPads are starting to crack and break because students aren't taking care of them.

November 2014

We spent the entire MONTH trying to get the paid app Notability pushed out to the iPads via Meraki. No joke. Students with duplicate Apple IDs and those students who had never checked their Parkrose email didn't receive the email from Meraki to allow paid apps to be pushed. We had to track down all of those students and find out where the problem was with each individual student. Once they checked their email, joined the link, it would sometimes take 24 hours before Meraki would push the app. It then worked on most, but not all, iPads. It would take another month before everyone was finally able to get the app and teachers were able to use it. The good part is once they connect with Meraki, paid apps will be auto-pushed going forward. I am finally able to place my first (ouch!) book order of the year and go out to classrooms to teach. The benefit of Apple TV and 1:1 iPads is that I can go out into the classrooms and show my LibGuides and teach lessons. We no longer have to be confined to the lab. I also boosted my eBook collection in preparation for 1:1 implementation.

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January 2015

The Parkrose SD won a grant from the Mt. Hood Cable Commission which outfitted every room with additional WAPs (wireless access points) as well as the perimeter of the high school and adjoining football field. The additional wifi infrastructure is finally in place and teachers are able to post videos to their Edmodo pages for students to download/view, etc. and the wifi is no longer crashing. Whew! The middle school decides they are not allowing students to take home the iPads due to the vast majority of pads getting cracked and broken. The elementary students are not taking home iPads and K-1s are still 1:2 rather than 1:1 and will likely stay that way.

February 2015

I'm finally getting out into the classrooms in a more systemic way to demonstrate our entire eBook collection from Gale, Follett Shelf, Rosen Publishing, and Overdrive. The district decided to purchase Overdrive at our request, and I decided to purchase additional titles to add. I am not purchasing any 12-month licenses at this time, with the exception of OBOB titles. In addition to the apps and pages to bookmark for the eBooks, I'm also showing *Destiny Quest* library catalog book lists. My next mission is to retrofit the additional eBooks into my LibGuides. With 1:1 iPads it's been important for us to maintain our digital collection, keep it well organized, and provide instruction.

1:1 iPad Pros

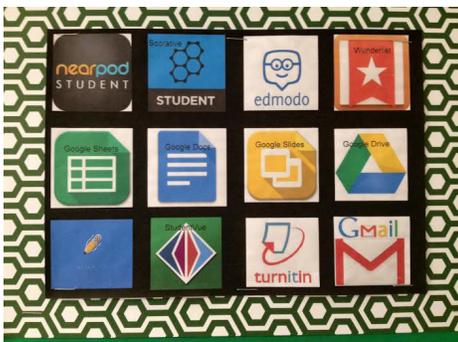
- Teacher librarians can instruct in the classroom and demonstrate their digital collection. They don't have to wait for the lab to be free for classes. Desktop machines can be used for typing and printing.
- 1:1 helps remove the equity barrier and provides access to 24/7 content for everyone.
- Teachers are starting to flip their classrooms knowing that students can download content for offline viewing if they don't have Internet access at home.

1:1 iPad Cons

- Classroom management issues with students playing games and facebook/snapchat instead of using the iPads to engage in the task at hand. Part of this relates to professional development for teachers and instruction on personal management for students.
- Teachers need professional development—not necessarily a con unless your district doesn't plan to include training throughout the year. The idea is to use the iPads in a way that actually alters the pedagogy as opposed to just replacing or supplanting traditional technologies.

PHS Baseline Suite of Apps

Parkrose High School is using a baseline suite of apps with students for consistency and ease. The teachers are provided specific training and are expected to use them with their students. The list includes:



Wunderlist: (for organization of homework)

Google Drive/Sheets/Docs/Presentation: (for organization of docs, presentations, and spreadsheets)

Gmail: (each student has a Parkrose student gmail email)

Socrative: (Interactive response polling done via iPads in real-time). Teachers can also create a student-paced quiz.

Nearpod: (Teachers create interactive presentations with polls, images, and control the pacing). A homework version can be given to absent students for self-pacing.

Edmodo: (until Google Classroom becomes more robust. This is our go-to course management/virtual environment product).

Notability: (\$\$ HS pays for student licenses. The best app of its kind for producing annotated PDFs complete with adding images, post-it's and more).

continued...

Turnitin: (\$\$ HS pays for a license. Students turn in assignments and teachers grade and give feedback/comments all electronically).

StudentVue: (the app for the student management system to manage grades, schedules, etc.)

Resources

Parkrose SD Library Site: <http://goo.gl/kQeQB3>

Parkrose SD iPad Acceptable Use Policy: <http://goo.gl/JOCi9z>

The Parkrose SD SAMR model example: <http://goo.gl/qEjYRS>

Parkrose HS LibGuide homepage: <http://phs.libguides.com>

*LibGuides from Springshare costs about \$600 a year for our school and it's essential to have something to curate information for performance tasks (you could also use google sites/docs or something free as well).

Stephanie Thomas is the librarian at Parkrose High School. Surprisingly, she still enjoys using an iPad! You can reach her at thomaste@parkrose.k12.or.us

The Oregon School Library Standards are Adopted! *by Peggy Christensen*



The Oregon School Library Standards (OSLIBS) were officially adopted by the State Board of Education (SBOE) at their January 22, 2015 board meeting. The standards adoption project has been four years in the making.

Chronology of the process:

In the spring of 2010, the Oregon Association of School Libraries (OASL) authorized the establishment of a committee to write school library standards. The work of the committee was funded by a Library Services and Technology Act (LSTA) grant from the State Library of

Oregon. The goals of the project were to:

- Develop statewide K12 library curriculum standards; and
- Create a model framework for teaching and articulating information literacy skills for K12 students in Oregon.

The project was officially launched in 2011 and guided by the OASL president at the time, Susan Stone. The standards were written by a team of nine teacher-librarians from around the state, representing both public and private K–12 schools as well as an ESD. The culmination of their work can be accessed and reviewed at <https://sites.google.com/site/oregonschoollibrarystandards/>.

Because the initial Oregon School Library Standards committee termed out in 2012, another committee was appointed. The newly formed committee became a standing committee of the OASL board. The new committee, made up of both previous and new members, determined that their goal should be to get the standards adopted by the State Board of Education.

For the most part, the motivation for the committee's decision to pursue that course was based on the second goal of the original LSTA project which was to "Create a model framework for teaching and articulating information literacy skills for K12 students in Oregon." They considered what would serve as motivation to see that a framework is put into place and that library standards are taught. The answer was to have the backing of the Oregon Department of Education. Thus began their two-year progression to get the standards adopted.

Beginning in the summer of 2013, support for the standards among legislators was pursued. Visits were made in person to Representatives Caddy McKeown (District 9-Coos Bay) and Nancy Nathanson (District 13-Eugene). Informal conversations began with Senator Arnie Roblan (District 5- Coos Bay). Dialogues were conducted with school administration regarding the use of the standards to build stronger library programs. Representative Peter Buckley (District 5-Ashland) sponsored **HB 2586** and endorsed the adoption of the standards by ODE.

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In the fall of 2013, a presentation on the school library standards was given at the annual OASL conference. Out of that session, more support for the standards was generated. Both public and academic librarians asked how they could get involved and offer support.

In May of 2014, direct solicitations to different officers in the Oregon Department of Education began in earnest. Emily Nazarov served as a guide throughout the process. She, along with Nicole Dalton, State Board Executive Officer, provided tremendous help. Nicole made the actual recommendation to the SBOE that the standards be adopted. The recommendation came at the conclusion of a presentation by an OASL team, including President Stephanie Thomas, Past President Susan Stone, and board members Jen Maurer and Peggy Christensen.

The next step the library standards committee plans to take is still being discussed, but the conversation is centering on writing K–12 grade level dispositions for each of the indicators.

What does the adoption of the standards mean?

- Administrators and educators alike can look to the standards when they build their library programs and when teacher-librarians are evaluated.
- The standards serve as a framework for all school libraries. They answer the question, “What should be included in a strong and robust library program?”
- Equity and equality of library instruction is now an articulated right of all school children.
- They can be used to assist administrators, parents, and school boards when making hiring decisions regarding the selection of a certified teacher-librarian or a library clerk (as defined by a committee who wrote the description). Both of these documents will be posted on the OASL School Library Standards site.
<https://sites.google.com/site/oregonschoollibrarystandards/>
- The standards support the language of the 2009 **HB 2586** (ORS 327.297 and 329.095.) to provide evidence of a strong library program.
- They help define the language of the **Continuous Improvement Plan**, a plan districts have to provide every other year, with reference to the two library indicators in the CIP:

Indicator DTL5.5

The district provides all students and staff in each school with equitable access to a comprehensive library program which provides instruction in information literacy and research proficiencies, promotes integration of digital learning resources, advances reading engagement, and creates collaborative learning opportunities with teachers.

Indicator DTL5.6

The district ensures that all students and staff in each school have equitable access to a professionally-developed and well-managed school library collection of current and diverse print and electronic resources that support teaching and learning, college and career readiness, and reading engagement.

A document prepared by Jan McCoyin the Office of Learning at ODE highlights how the Oregon School Library Standards assist school districts in interpreting requirements of state mandated reports.

http://www.ode.state.or.us/schoolimprovement/cdip/oregon_randrs_for_indistar_district_level.pdf

Statewide, many individuals are working hard to strengthen the school library program. Those individuals who have served as president of OASL are some of the more noteworthy, but there are others. Kate Weber has been working for more than a year with an ad hoc committee to write job descriptions for a teacher librarian, district librarian, and library clerk. Jen Maurer has been a valuable advisor serving in many different capacities. She and OASL Past President Ruth Murray have functioned as advisors to ODE as the language in the CIP pertaining to libraries is rewritten. Kathryn Harmon has led an ad hoc group to discuss HB 290 (the teacher evaluation process and what it means for teacher-librarians). Nancy Sullivan has worked closely with others to see that a library advocacy video

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was produced. <http://youtu.be/eKUeCkY2gKA> This video was created with parents in mind, but it is a slick and informative documentary to share with administration. Beaverton parent Dawn Prochovnic has given countless hours to waging a campaign to bring school librarians back in the Beaverton School District.

http://www.oregonlive.com/beaverton/index.ssf/2014/12/beaverton_parent_pushes_for_th.html The OSLIBS committee was fortunate to receive strong support from people from around the state who wrote letters of endorsement to have the standards adopted.

<https://drive.google.com/drive/#folders/0Bzp2jRgcsouIM05CZ0JXSzlCM3c/0B8lnGdvYSfCGcmZBemt3clpWNGM>

The adoption of the Oregon School Library standards is but one step in the larger quest to bolster school library programs. Many people have given countless hours, year after year, to that effort. These individuals sit on an array of committees, including national ones. Many host conferences and conduct workshops. Many of them are on the OASL board. Legislators, administrators, parents, school and academic librarians, and even students contribute in different ways. Together, their work reinforces the belief held by many that as we progress into the 21ST century, the leadership provided by those who are in charge of a strong library program provide essentials, not only for kids, but for school and district initiatives.

Peggy Christensen has been the teacher-librarian at Marshfield High School in Coos Bay, OR for the past 14 years. She also serves as the District Librarian for all of the elementary schools. From 2011– 2012 she served on a LSTA committee that wrote the Oregon School Library Standards. When that committee termed out, she was appointed chair of the standards committee which was made a standing committee of the Oregon Association of School Libraries. You can reach her at PeggyC@coos-bay.k12.or.us.

SL3: Summer Learning, Summer Library, Summer Lunch

by Jenny Takeda



One of my long-term goals has been to open up more school libraries to students during the summer. Rather than have books sit unused over the summer, I've always felt they should be getting into the hands of students who may not have access to reading materials at home or may not be able to visit a local public library. Last summer I stumbled upon some information in *Today's OEA* magazine about the SL3 (Summer Learning, Summer Library, Summer Lunch) program. I contacted Katie Anderson, Youth Services Consultant for the Oregon State Library to find out how OASL could become involved. She and Beth Unverzagt, Executive Director of Oregon AfterSchool for Kids (OregonASK), invited OASL to join the Summer Learning, Summer Library, Summer Lunch partnership. OASL is now supporting efforts to expand the SL3 program to more schools throughout the state.

SL3 strives to connect various programs together that serve youth during the summer months to provide them with meals and reduce summer learning loss. One of SL3's program outcomes is that "Youth will maintain or improve their reading, math, and critical thinking skills during the summer through access to healthy meals and expanded learning opportunities." SL3 began as a pilot program in the summer of 2012 as a partnership between OregonASK and the National Summer Learning Association in collaboration with the USDA Food Service Program. Several links are included at the end of the article with more information about summer learning loss.

During the summer of 2014, 21 sites in Marion and Polk counties participated in the program. They committed to opening school libraries for circulation around times when meals were being served, provided the statewide summer reading program and offered learning activities for youth. For the summer of 2015, 141 potential sites were identified across the state based on 50% or more Free or Reduced lunch rates and reading scores. Principals in these potential sites were asked to complete a survey to gather more information about obstacles, needs and interest in the program.



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On February 10TH, legislators and a variety of educational stakeholders have been invited to learn more about summer learning loss and youth hunger through the Summer Learning Summit in Salem. Panelists on the topics of Summer Learning, Summer Library and Summer Lunch will speak, followed by focused discussions amongst attendees. Robin Rolfe, OASL's President-Elect, will speak on behalf of OASL as one of the leaders on the Summer Libraries panel. Heather McNeil, President of the Children's Services Division of OLA will also speak. The keynote speaker will be Matthew Boulay, Chairman of the National After School Association.

The primary goal of the Summer Learning Summit is to generate interest and support for House Bill 2650. This bill is being sponsored by Representative Komp from District 22 and co-sponsored by Representative Nathanson from District 13. It would provide grants for school districts to open doors of qualifying schools to youth during the summer for meals, reading materials, the statewide summer reading program, and learning opportunities. School districts applying for grants must meet the criteria defined in lines 7 thru 15 of House Bill 2650. A link to the draft legislation is included under the resources for this article. As this bill moves through the legislative process, OASL members may be asked to contact their legislators in support of this bill. Watch the newsletter or listserv for more information.

Resources:

"Importance of Summer Reading: a research brief on summer reading and public library summer reading programs" from the New York State Library <http://www.nysl.nysed.gov/libdev/summer/research.htm>

While this site was designed to highlight New York's library programs, it includes summaries from research and links to research.

"On the Slip and Slide" from *Today's OEA Magazine*: June 2014 Issue, pages 20–25.
http://issuu.com/todaysoea/docs/toea_june2014_v4

OregonAsk site: <http://www.oregonask.org/articles/sl3>

Oregon State Legislature: 2015 Session <https://olis.leg.state.or.us/liz/2015R1/Measures/Overview/HB2650>
This link goes to the legislation tracker and includes the full text of the bill.

State Librarian's blog post about SL3:

<http://snippetsfromthestatelibrarian.wordpress.com/2014/07/03/sl3-school-libraries-summer-lunch-summer-learning/>

"Summer Reading and the Rich/Poor Achievement Gap: An Educator Responds to Questions" from *School Library Journal*, June 2013.

http://www.slj.com/2013/06/standards/curriculum-connections/summer-reading-and-the-richpoor-achievement-gap-an-educator-responds-to-questions/#_

Author and educator Richard Allington discusses how "from grade one to nine children from low-income families lose two or more years of reading proficiency, during the summers when school is not in session." Access to books is key to reducing this gap.

"Summer Reading: Research shows the most damage to reading skills occurs outside school during the summer months. But not for all kids." <http://www.trelease-on-reading.com/summer-reading.pdf>

This brochure by author Jim Trelease is aimed at parents. It describes summer reading loss and shares tips for how to keep kids reading when they aren't in school.

Jenny Takeda is one of three District Librarians for the Beaverton School District, serves as Secretary on the OASL Board and is representing OASL in the Summer Learning Partnership. She can be reached at jenny_takeda@beaverton.k12.or.us.

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OregonASK

STATEWIDE AFTERSCHOOL NETWORK

We know that to succeed in school and life, youth need ongoing opportunities to learn and practice essential skills. This is especially true during the summer months. Many Americans have a wonderful image of summer as a carefree, happy time when "kids can be kids," and take for granted the prospect of enriching experiences such as summer camps, and trips to museums, parks, and libraries. Unfortunately, some youth face anything but idyllic summer months. When the school doors close, many children struggle to access educational opportunities, as well as basic needs such as healthy meals and adequate adult supervision.

Oregon Afterschool for Kids, the Oregon Department of Education (OSDE) and the Oregon State Library are partnering with the National Summer Learning Association to keep school libraries open during summer hours. This year (2014), 21 school libraries are participating. SL3 sites keep their school libraries open to students one or two days per week, in conjunction with the OSDE Summer meal program, for book checkout, free books provided through Bazillion Books for Kids, and activities. Participation has expanded from 378 students in 2012, to 1,048 students in 2013 who checked out or took home 7,829 books.

OregonASK and its partners are seeking to expand this work statewide. We have identified 141 elementary schools in Oregon that have low reading scores and have 50% or more Free and Reduced Lunch Rates (see back side). We believe it would be especially beneficial for these schools to keep their libraries open in the summer.

2014 SL3 SITES

School District	School	Free & Reduced Lunch %	Student Enrollment	Program Details
Central	Ash Creek Elementary	60%	425	Wednesdays, 11am-1pm
Central	Independence Elementary	73%	336	Wednesdays, 11am-1pm
Central	Monmouth Elementary	51%	341	Wednesdays, 11am-1pm
Falls City	Falls City Elementary	94%	100	Thursdays, 9:45-11:30am, Activities
Harrisburg	Harrisburg Elementary	63%	382	Wednesdays, 11am-1pm
Salem-Keizer	Candalaria Elementary	30%	353	Wednesdays, 1-3pm, No Meal
Salem-Keizer	Schirle Elementary	38%	488	Tuesdays 10am-12pm, No Meal
Salem-Keizer	Auburn Elementary*	75%	633	Tuesday & Thursday, 11am-1pm
Salem-Keizer	Claggett Creek Middle School*	75%	946	Wednesdays, 11am-1pm
Salem-Keizer	Four Corners Elementary*	87%	506	Wednesdays, 11am-1pm
Salem-Keizer	Grant Community School*	75%	389	Wednesdays, 11am-1pm
Salem-Keizer	Hallman Elementary*	74%	466	Wednesdays, 11am-1pm
Salem-Keizer	Kennedy Elementary*	71%	428	Wednesdays, 11am-1pm
Salem-Keizer	Parrish Middle School*	77%	696	Wednesdays, 11am-1pm
Salem-Keizer	Stephens Middle School*	87%	925	Wednesdays, 11am-1pm
Salem-Keizer	Waldo Middle School*	77%	909	Wednesdays, 11am-1pm, No Meal (@ Elementary School across street)
Salem-Keizer	Washington Elementary*	80%	429	Wednesdays, 11am-1pm
Salem-Keizer	Yoshikai Elementary	70%	488	Wednesdays, 11am-1pm, Activities
Springfield	Guy Lee Elementary	87%	342	Tuesdays, 11am-1pm
Woodburn	Heritage Elementary	68%	898	Mondays, 10am-12pm, No Meal
Woodburn	Nellie Muir Elementary	78%	480	Tuesdays, 11am-1pm

*Supported by district Title I funds

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141 Additional Schools Identified as Future SL3 Sites

<p>Adrian SD 61 Adrian Elementary</p> <p>Beaverton SD 48J Aloha-Huber Park Vose Elementary William Walker Elementary</p> <p>Blachly SD 90 Triangle Lake Charter</p> <p>Camas Valley SD 2 Camas Valley</p> <p>Canby SD 86 Cecile Trost Elementary</p> <p>Cascade SD 5 Aumsville Elementary</p> <p>Centennial SD 28J Butler Creek Elementary Lynch Meadows Elementary Lynch View Elementary Lynch Wood Elementary Oliver Elementary Parklane Elementary</p> <p>Central Linn SD 552 Central Linn Elementary</p> <p>Central Point SD 6 Sams Valley Elementary</p> <p>Central SD 13J Henry Hill Elementary</p> <p>Corvallis SD 509J Garfield Elementary</p> <p>Crook County SD Crooked River Elementary</p> <p>Crow-Applegate-Lorane SD 66 Applegate Elementary</p> <p>David Douglas SD 4 Earl Boyles Elementary Mill Park Elementary Ventura Park Elementary</p> <p>Dayton SD 8 Dayton Grade</p> <p>Douglas County SD 4 Fullerton IV Elementary</p> <p>Eagle Point SD 9 Little Butte Mountain View Elementary White City Elementary River Road/El Camino del Rio Elementary</p> <p>Falls City SD 57 Falls City Elementary</p>	<p>Forest Grove SD 15 Cornelius Elementary Echo Shaw Elementary</p> <p>Greater Albany Public SD 8J South Shore Elementary Sunrise Elementary</p> <p>Gresham-Barlow SD 10J East Gresham Elementary Hall Elementary Highland Elementary Kelly Creek Elementary West Gresham Elementary</p> <p>Hermiston SD 8 West Park Elementary</p> <p>Hillsboro SD 1J Eastwood Elementary Free Orchards Elementary Lincoln Street Elementary Reedville Elementary W L Henry Elementary Witch Hazel Elementary</p> <p>Hood River County SD Parkdale Elementary Jefferson County SD 509J Buff Intermediate Metolius Elementary Warm Springs Elementary</p> <p>Jefferson SD 14J Jefferson Elementary</p> <p>Klamath County SD Bonanza Elementary Gilchrist Elementary Henley Elementary Merrill Elementary Stearns Elementary Klamath Falls City s Joseph Conger Elementary Mills Elementary</p> <p>Knappa SD 4 Hilda Lahti Elementary</p> <p>La Grande SD 1 Greenwood Elementary</p> <p>Lebanon Community SD 9 Cascades Green Acres Riverview</p> <p>Lincoln County SD Taft Elementary</p> <p>Mapleton SD 32 Mapleton Elementary</p> <p>McKenzie SD 68</p>	<p>McKenzie Elementary</p> <p>Medford SD 549C Jackson Elementary Kennedy Elementary Washington Elementary</p> <p>Milton-Freewater Unified SD Ferndale Elementary Freewater Elementary Grove Elementary</p> <p>Neah-Kah-Nie SD 56 Nehalem Elementary</p> <p>North Clackamas SD 12 Bilquist Elementary Lewelling Elementary</p> <p>North Marion SD 15 North Marion Intermediate</p> <p>North Wasco County SD 21 Chenowith Elementary Colonel Wright Elementary Oakridge Elementary</p> <p>Oregon City SD 62 Alliance Charter Academy</p> <p>Oregon Department of Education Four Rivers Community</p> <p>Oregon Trail SD 46 Sandy Grade</p> <p>Parkrose SD 3 Prescott Elementary Shaver Elementary</p> <p>Philomath SD 17J Kings Valley Charter</p> <p>Portland SD 1J Boise-Eliot Elementary Bridger Elementary César Chávez K-8 Faubion Elementary Grout Elementary James John Elementary Lee Elementary Lent Elementary Marysville Elementary Rigler Elementary Rosa Parks Elementary Scott Elementary Sitton Elementary Vernon Elementary Vestal Elementary Woodlawn Elementary Woodmere Elementary Prospect Charter</p>	<p>M A Lynch Elementary Alder Elementary Davis Elementary</p> <p>Reynolds SD 7 Fairview Elementary Glenfair Elementary Hartley Elementary Salish Ponds Elementary Wilkes Elementary Woodland Elementary</p> <p>Riddle SD 70 Riddle Elementary</p> <p>Salem-Keizer SD 24J Scott Elementary Swegle Elementary</p> <p>Sheridan SD 48J Faulconer-Chapman</p> <p>Sherman County SD Sherman Elementary</p> <p>Silver Falls SD 4J Butte Creek Elementary</p> <p>South Lane SD 45J3 Bohemia Elementary</p> <p>South Umpqua SD 19 Canyonville</p> <p>Springfield SD 19 Maple Elementary</p> <p>St Paul SD 45 St Paul Elementary</p> <p>Sweet Home SD 55 Hawthorne Elementary Oak Heights Elementary Three Rivers/Josephine County SD Evergreen Elementary</p> <p>Umatilla SD 6R McNary Heights Elementary</p> <p>Willamina SD 30J Willamina Elementary</p> <p>Woodburn SD 103 Lincoln Elementary Washington Elementary</p> <p>Yoncalla SD 32 Yoncalla Elementary</p>
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The Sibert Award: Using the Criteria and Observations from Marc Aronson to Evaluate Nonfiction

by Grace Butler



On Saturday, December 13TH, a group of about thirty school and public librarians convened in Wilsonville for a mock Sibert Award workshop. To prepare, we all read ten books that were possible contenders for the award:

Bugged: How Insects Changed History by Sarah Albee

The Right Word: Roget and His Thesaurus by Jen Bryant

The Family Romanov by Candace Fleming

The Girl from the Tar Paper School by Teri Kanefield

The Noisy Paint Box by Barbara Rosenstock

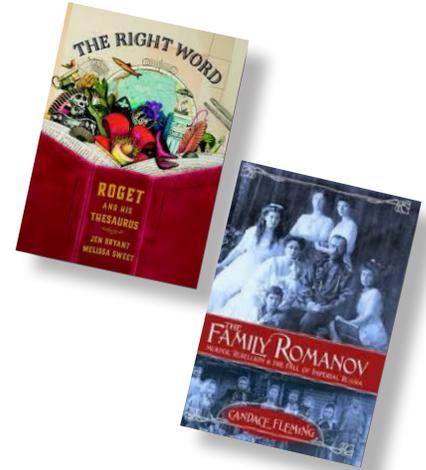
The Next Wave by Elizabeth Rusch

The Port Chicago 50 by Steve Sheinkin

Feathers: Not Just for Flying by Melissa Stewart

Separate Is Never Equal by Duncan Tonatiuh

Brown Girl Dreaming by Jacqueline Woodson



We started with coffee, an overview of the award criteria, and comments from local book expert Marian Creamer, who has served on a Sibert Award committee. Then we counted off and divided into groups to discuss the books and vote for our favorites.

Before I share our comments and reveal our choices, here is a summary of the Sibert Award criteria, and comments from the afternoon speaker Marc Aronson. He was the winner of the first Sibert Award in 2001 for his book “Sir Walter Raleigh and His Quest for El Dorado.” He is also a co-creator of the blog “The Uncommon Corps: Champions of Nonfiction Literature for Children and Young Adults,” at <http://nonfictionandthecommoncore.blogspot.com/>

Criteria

The Sibert Award is presented to honor distinguished informational books for children. The award is not presented for didactic intent or for popularity. The book must be a self-contained entity, not dependent on other media for enjoyment. In identifying the most distinguished informational book for children from the preceding year, committee members consider important elements and qualities:

- Excellent, engaging, and distinctive use of language.
- Excellent, engaging, and distinctive visual presentation.
- Appropriate organization and documentation.
- Clear, accurate, and stimulating presentation of facts, concepts, and ideas.
- Appropriate style of presentation for subject and for intended audience.
- Supportive features (index, table of contents, maps, timelines, etc.).
- Respectful and of interest to children.

Not every book relies equally on every element. The committee need not find excellence in every element listed above but only in those relevant to the book. For more detailed descriptions of the criteria, visit the Sibert website: <http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>

Marc Aronson focused first on the power of illustrations, which he dubbed “The Ginger Rogers of nonfiction, doing everything Fred Astaire did, but backwards and in high heels.” Good illustration is narration, immersion, experience,

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a visual essay, and its own story. A picture can be used to introduce a story: the official photo of the golden spike that joined two railroad lines in the middle of the country doesn't include any of the Chinese or African American railroad workers, and can be used as a lead-in to *Locomotive* by Brian Floca, which does. Illustrations are as valuable as background information and primary source material, and should be evaluated along with the text and source material as clues and evidence. Consider what you don't see, along with what you do. They should also contribute "to the work as a whole being an immersive experience."

Aronson then presented a history of the award itself, because the history in many ways illuminates the biases that abound in nonfiction. The first problem? The (Robert F.) Sibert Informational Book Award was originally titled The ALSC Bound-To-Stay-Bound Informational Book Medal, in honor of the book company that sponsored the award. Aronson suggested, "Any name would be better!" It was renamed in honor of the long-time President of Bound-to-Stay-Bound Books, the award's sponsor.

Problem two in his view was the plan to use the term "nonfiction" in the award title. "Are we currently in not-November? Am I speaking to the not-mock-Printz? Why define ANYTHING by what it is not?" He also finds the word "nutty". "After you carefully explain to kids what NF is as opposed to fiction, you carefully explain that in the library, various aspects of fictional writing are nonfiction - poetry, folklore, plays." This is why folktales and other "traditional" literature are not eligible for the Sibert Award. The ALSC solution was to use "informational" rather than "nonfiction".

Problem three for Aronson: the word "informational," which to him "signals Utilitarian, Down-to-Earth, Pragmatic and Functional", unlike fiction which implies "Pleasure, Imagination, Story, Identification and Escape." He says that nonfiction can be

- Pleasure – Many of us love reading it
- Imagination – Picture yourself as a detective
- Story – A great deal of NF is narrative
- Identification – Picture yourself as an athlete, hero, scientist ...
- Escape – Travel to the bottom of the ocean, outer space ...
- And so much more

"Every word in a NF book should be selected with as much care as in poetry or fiction."

His summation of the Sibert criteria: "Is everything in this book immersing me in the story?"

With those thoughts, we delved into the discussion groups.

My group found *Bugged* to be too cluttered and we didn't enjoy the color scheme of the text and illustrations. *The Family Romanov* includes extensive resource material and incorporates primary source accounts into the text. A few of us found it to be a slog to get through, but most of us found it fascinating. There was some concern that the suggested age group is at the top end of the award criteria. We Oregonians dinged *The Next Wave* for the caption "Depot Bay". (My public library copy had a correction to *Depoe Bay* pasted over the error.) We found it to be dry and cluttered, and not the best example of the outstanding "Scientists in the Field" series. *The Port Chicago 50* was praised for its strong narrative qualities, but didn't quite measure up to the Romanovs. We enjoyed the Toltec-inspired illustrations and the under-reported story of Hispanic school discrimination in *Separate is Never Equal* and the story and illustrations depicting synesthesia in *The Noisy Paint Box*. We appreciated *Brown Girl Dreaming* but weren't convinced that this was the right award. We loved *The Right Word* in spite of the cover illustration that one evaluator described as "an overflowing bag of groceries." The text is clear, informative and engaging; Melissa Sweet's colorful illustrations incorporate thesaurus entries; and along with thorough citations, there are notes from both the author and illustrator.



Marc Aronson is an author, professor, speaker and publisher. His mission is to inspire young people to ask questions.

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My group included an amateur ornithologist who took issue with some of the information and illustrations in Feathers that he thought were inaccurate. Although one group made it their first choice for the illustrations and kid-friendly layout, the only citation from the author stated that she went to the library and looked on the Internet for information, causing one participant to ask if that shouldn't be an automatic disqualification. My group made it a priority to evaluate each book as an example of how informational text should be organized and documented for our student readers. Our group choices were assigned points for first, second and third place, and after lunch all of the points were tabulated.

The winners?

Our gold medal went to: *The Right Word: Roget and His Thesaurus* by Jen Bryant, with illustrations by Melissa Sweet.

Our honor winner: *The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia* by Candace Fleming.

Fellow book geeks: mock award workshops are fun, affordable, offer painless professional development hours, and are totally worth getting up early on a Saturday morning for. This Sibert workshop was an outstanding one, thanks to the insight from fellow librarians, Marc Aronson (whose website <http://marcaronson.com> has links to teacher guides), Marian Creamer, and yes, our bird expert, who reminded us to always question what we read and see.

Grace Butler is the Library Teacher at St. John the Baptist Catholic School. She previously worked at James John Elementary in Portland and at Cedar Mill Elementary in Beaverton. She can be reached at grc.btlr@gmail.com.

Resources

From Marc Aronson: <http://www.marcaronson.com/>
<http://nonfictionandthecommoncore.blogspot.com/>

Sibert Informational Book Award Terms and Criteria:

<http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal/sibertterms/sibertmedaltrms>

Editor's Note: The 2015 ALA awards were announced after this article was submitted. This year's winner of the Robert F. Sibert Informational Book Award for most distinguished informational book for children was *The Right Word: Roget and His Thesaurus*, written by Jen Bryant.

Five Sibert Honor Books were named:

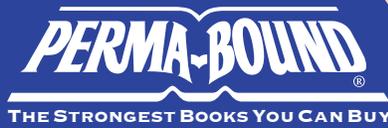
Brown Girl Dreaming, written by Jacqueline Woodson

The Family Romanov: Murder, Rebellion, & the Fall of Imperial Russia, written by Candace Fleming

Josephine: The Dazzling Life of Josephine Baker, written by Patricia Hruby Powell, illustrated by Christian Robinson

Neighborhood Sharks: Hunting with the Great Whites of California's Farallon Islands, written and illustrated by Katherine Roy

Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation, written and illustrated by Duncan Tonatiuh



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Making Lemonade *by Nancy Sullivan*



Say you have a big name author coming to share with your students. You have done your prep work, communicated to your community, worked with the students so they are familiar with the author, coordinated and planned with teachers. You've sent your reminders. You have checked the time, the seating, the budget, the books, the hospitality. You have notified the office, have your greeter and introducer ready, signs are up, and then...

A class doesn't show.

This exactly what happened to me at Madison High School on the day author Angela Johnson was to visit. In a 5-minute transition between classes, I rearranged the furniture, rearranged the format and managed to salvage what could have been a disaster and turn it into a powerful, impactful, and memorable event.

Here were some of the keys to success with my necessary spur-of-the-moment changes:

Library Climate

The library is an established hub of positive social interaction and intellectual enrichment. The climate is about respect and academic achievement. The students already know how to go with the flow.

Visual and Tactile Displays

A comprehensive author display table was already set up near the entrance to the library, thanks to my wonderful assistant, Wendy Giesler. It's a welcoming sign of respect. Because the displayed books were so diverse and representative, books from the display were referenced even as the topic was shifted. Retrieving them when Angela Johnson mentioned specific titles in her talk was easy to do.

Library Layout

Every educator knows the organization of physical space is essential for success. The Madison library is nicely decorated, but it is clutter free. The furniture is comfortable and easily movable, making transforming the space at a moment's notice not easy, but doable. Because there are no obstacles on the library floor, the space can be rearranged very quickly.

Keeping Cool

Being calm and organized pays off. The ability to think on your feet, and more importantly, the ability to delegate tasks, is vital when changes need to be done quickly. Knowing how to direct library traffic and assign tasks to student aides and volunteers kept the reorganization time from losing student's focus.

Trust

Angela Johnson is an intelligent, articulate, and interesting woman. She seemed to appreciate the opportunity to have an authentic conversation, as opposed to a formal presentation. By trusting her to be adaptable and by trusting her students, we created an even more intimate and enjoyable experience for all.

A visiting guest helped me see that the real story is this: a librarian who knows how to run an effective school library, while systematically utilizing best practices, will always be prepared to make lemonade out of lemons.

Nancy Sullivan has been the librarian at Madison for a dozen years and hosted numerous authors. Thankfully, this incident didn't occur before she had lived through many other last minute changes! She can be reached at nsullivan.pdx@gmail.com



A Perspective from Rural Libraries *by Beverley Minarich*



Working in a school library—whether big or small, city or country, upper, middle or elementary—has its challenges, rewards and similarities to others’ in this wonderful crazy world of books and media. Rural schools, however, may have their own special challenges.

One of my favorite parts of working in a small, rural, K–12 school library is interacting with every grade level. I love standing at my counter looking down at a kindergartner’s eyes barely peeking over the edge asking to check out a book in his tiny voice, then shifting my gaze up and up and up to the high school senior football player needing to check out a computer.

Being able to enjoy the cute antics of the primary grades and also hear the dreams, frustrations and aspirations of high school students all in one day is rewarding and keeps me on my toes having to shift my responses from grade level to grade level throughout the day.

A challenge, however, lies in training the students to make wise, appropriate choices when we have every level of books in our library. Between 4TH and 6TH grade, students begin learning about reading level versus content. Just because a book is a 4.5 reading level, doesn’t mean its content is appropriate. Many high school novels are in the 4 and 5 reading level range. Some of our books are marked “7–12” and “9–12” but many are not. Students have to learn to trust the teachers, and me, when we tell them a book is a “later” book. We also have to balance true content concerns with open access. Renaissance Accelerated Reader quiz information has become a valuable resource because they rate books as LG (lower grades), MG (middle grades), MG+ (upper middle grades) and UG (upper grades, 9–12). This is my “go to” tool if a book’s content is unfamiliar to me.

Being a rural school usually means that we, as library staff, are fairly isolated. For many of us, we are the only library staff within 30 or more miles. The closest school to Halfway is in Baker City, 52 miles away. Schools such as Mitchell, Cove, and even Madras, are many miles from larger metropolitan areas and the resources offered. Training or conferences are hours away and require extra expense for food, gas and lodging. With limited resources and budgets, most library staff in rural areas are unable to take part in conferences, trainings, committees, etc. The only way we can mix, mingle and collaborate with other library staff is either virtually, or at our own expense.

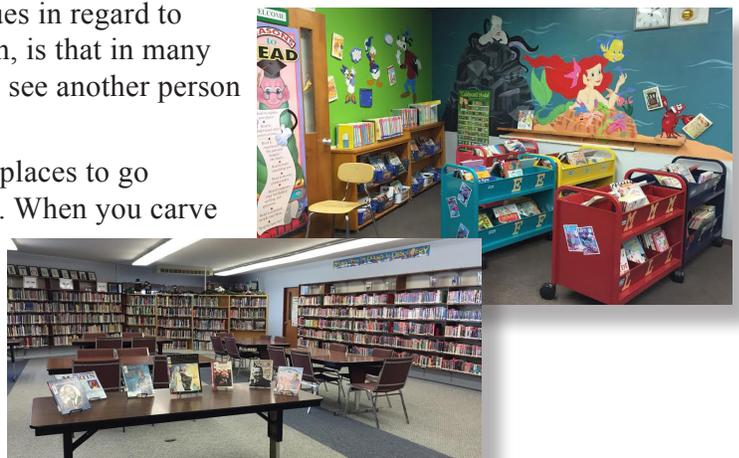
Catherine Sergeant, district librarian in Madras, is the only licensed media specialist in her district that includes six schools. Her libraries are staffed by library paraprofessionals. Most of her library assistants must multi-task with reading groups in classrooms, lunch and recess duty, among other duties that take them from the library.

We know many metropolitan libraries face the same issues in regard to juggling and being short on staff. One difference, though, is that in many rural areas, you have no support close by. You may only see another person who is familiar with library business once a year.

Luckily, there are online groups, newsletters, and many places to go online to help support the work we do in isolated places. When you carve out time for them, there are webinars offered every week (even free ones!) by reputable vendors and organizations. Joining groups like these can help you feel more connected to the work that we all juggle.

Being rural has its advantages and its disadvantages. I’m thankful for resources such as the OLA and the OASL and their listservs. Even though we may be isolated, help is only a click away.

Beverley Minarich has worked for the Pine Eagle School District in Halfway, Oregon for over ten years. She loves the challenge of working with every grade level, and is known for her “expressive” reading - funny character voices and all. Students of all grade levels can be found in the library during story times. You can reach her at bminarich@pineeaglesd.org.



Do Awards Matter? *by Grace Butler*



Here's a big clue to how I would answer that question: I love being the OASL Awards Chair. I love the time that OASL members take to nominate a fellow library teacher that they know is stellar. And I really love it when the nominator is an administrator who understands the value of a well-staffed library.

I love it when the applications come in. So many of you do so much, every day, to create a vital, dynamic, welcoming space for your staff and students, and I learn about those when I read the applications.

I love meeting with fellow board members to choose winners. Believe me, this is not easy, but reaching a consensus is very satisfying.

I love notifying the winners. I love presenting the awards at the fall conference. And I love hearing the inspiring words the winners share when they accept their awards.

But the true answer to the question lies in what it says to the greater community. When an award comes back to school, it tells classroom teachers, parents, school administrators and the surrounding community that what we do matters. It highlights school librarians as outstanding teachers, leaders, facilitators, reading promoters, curriculum supporters and information experts.

The most valuable award of all has to be the one presented to the administrator of the year. This is a leader who gets it. When an administrator wins an OASL award, they talk to other administrators and become evangelists for a well-staffed and funded school library.

The board and I have been working to refine the process of nominating and applying for awards so we can better honor the work that's being done in libraries across this state. Watch for listserv emails this spring explaining how you can nominate a peer or your own fantastic administrator, and please make a nomination. If you're nominated, please apply!

Awards do matter.

Grace Butler is the librarian at St. John the Baptist and the OASL Awards Chair. You can reach her at grc.butler@gmail.com.

A Different Kind of Recognition *by Elin Kordahl*



The sign still hangs in Maplewood's main hallway. After four principals (in as many years) and five summers, the sign still hangs. Anyone visiting the school can't miss the sign. The congratulatory sign is a recognition of a library prized and developed by the Maplewood community, teachers and students.

Principal John Blanck ensured the strong library program would continue after his retirement. He nominated and supported his librarian for the award. When budgets were at their worst, who could shut down the library housing the reigning librarian of the year? It wasn't just about the librarian though, but rather a program that had been developed for decades by library assistant Pepye Ladd and continued for the next nine years by the teacher librarian. Librarian of the Year honors the librarian, but it is a tribute to a wonderful school community and library program. As the juggling of priorities, budgets, and standards continues, it is important to recognize the work that has gone into supporting and sustaining programs of value to our communities. The sign, and the people who value it, keep this in the forefront of people's minds.

continued...

When I “won” the award I shared the following story:

My friend had been at an event unrelated to the school where I work. She struck up a conversation with a grandparent who was there watching her grandchild perform. The subject of schools came up. Suddenly, this grandmother began furtively digging into her purse looking for something. She pulled out and unfurled an Oregonian newspaper column.

It was the column about my getting this award. She said, bragging, “Look. My granddaughter’s school librarian is librarian of the year!”

The grandmother did not know that she was talking to my friend. The grandmother was just generally bragging about...a library program.

The award has been a recognition of a community that values library programs. The community includes grandmothers and friends, educators and government officials, and all of us are touched by the programs and people who help make it better.

Our district superintendent visited our building recently. She saw the sign and took the time to visit the library. All kinds of visitors come through the doors at Maplewood; most stop by the library to comment on the sign.

The sign stays.

Elin Kordahl has been the teacher librarian and technology teacher at Maplewood Elementary School in Portland since 2000. She was the 2010 OASL Elementary Librarian of the Year.

Fall Conference Award Winners



*Dawn Rae Granger
winner of the Distinguished
Library Service Award for School
Administrators*



OASL District Librarian of the Year 2014 *by Susan Stone*

I am so honored to receive the District Librarian of the Year award! I wouldn't have thought I'd be in this position 14 years ago. Being a TOSA, or Teacher-librarian on Special Assignment in the district office for Portland Public Schools is definitely a special assignment. I get to work with great people in our 85 school libraries, all hardworking, committed folks who strive to deliver great library service to all our students. I look forward to seeing how our Oregon School Library Standards will move libraries forward in Oregon, and advocating for the effective teaming of library staff—both librarians and support staff are necessary to move students toward

college and careers as solid readers and effective consumers of information.

OASL Paraprofessional of the Year 2014 Acceptance Speech

by Beverly Minarich



What an honor! Thank you. It's a bit overwhelming to be standing here in front of you all. The strange thing about receiving an award like this is that, like the other recipients, I don't feel like I did anything special. I'm just “doing my job.” I love my job! I love the students, my co-workers, and my library peers. So if loving my job earns me an award, great!

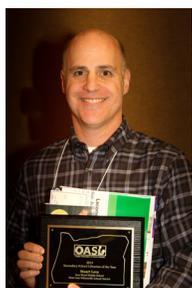
I'm very blessed to have an administration that fully believes in and supports an open, active library. I know in this day, things can be rough in the library world fighting to keep staff, and to even have the library open. I do not take it for granted that our school library is open and available all day, every school day.

continued...

Thank you, Cammie deCastro and Mike Corley for your support as my administrators. Thank you to my co-workers and friends for believing in me, trusting me to “run” things, and coming to me to collaborate and brainstorm lesson plans—especially Morgan Gover, our 7TH and 8TH grade teacher, and Carolyn Coble, our media specialist. Thank you to the students of Pine Eagle Charter School, from Kindergarten to 12TH grade, for allowing me to be “the crazy librarian,” and challenging me with the question several times a week, “Do you have any good books?” Thank you to my husband, John, for not only being here with me tonight, but for willingly listening to the joys and frustrations this job brings. Thank you to my OASL Board Members, for honoring me with this award. And most of all, thank you so very much to my precious friend and cohort, Catherine Sergeant, who nominated me in the first place. Again I say, what an honor. Thank you.

OASL Secondary Librarian of the Year 2014 Acceptance Speech

by Stuart Levy



First off, I want to thank Grace and the entire OASL committee for this honor. I would like to thank my friends and my colleagues, many of them who are here tonight. I would also like to thank Follett for their gracious support of this award. And for my wife who is here tonight, as well as my family for all that they have done.

I know that for some of the people here, they have always wanted to be a librarian. That idea had never entered my mind. I knew in college that I wanted to be a teacher. So, soon after college I went into the teaching profession. After teaching for a while, I had a principal who told me that I should become a school administrator. I was like, “OK”, so I took administrative classes to get my administrative license.

I then tried to get a job as an administrator because I looked forward to working with the whole school, staff and students, to try to reach a school-wide vision.

When I didn’t get an administrative job, I went to see a career counselor to see what I should do. What came out of that was that the number one profession best suited for me was being a librarian. And I thought, “A librarian? Why would I want to be a librarian?” I completely dismissed that notion.

After teaching for a few more years, I kept thinking about what the career counselor had to say. I was one of those people who never had a teacher-librarian as a good role model. I had librarians at schools where I was a student and a teacher, but they were never in any kind of leadership position.

Then I read *Information Power* in 2004 and I thought to myself, “Yes, THIS is what I want to be involved in.” I was fortunate enough to get a job in my school as the teacher-librarian because the current librarian retired. And it’s been a great transition. I am so grateful that I made that move.

Then when my principal nominated me for this honor last spring, I told her that I’m not really doing anything that my other fellow teacher-librarians aren’t doing themselves. Everything that I have done or that I’m known for in my district I have copied from other people. The whole school-wide read that I’m famous for, I got that from Gregory Lum. My ORCA Challenge that I have done for many years, I got that from Ruth Murray. I mean I am just taking things from people who are doing wonderful things around the state.

But, one of the reasons that my principal told me that she wanted me to accept this nomination was to highlight how important it is to have a teacher-librarian and what they do. So, I agreed to accept the nomination and I was privileged to actually receive it. And, that has been the big talk in my school. I hate that the focus is on me, but whenever it gets brought up, I highlight that this is the kind of thing that is done around the state, taking on these leadership roles.

And, I am very grateful to be in a school and a school district that really supports this. I am grateful that in my school district, we meet as teacher-librarians twice a month. Being a librarian can be a lonely job. You are usually the only one in a building, and, in some situations, the only one in the district. So, it’s great to be able to meet professionally with other teacher-librarians, and to have an organization like OASL to host these kinds of events – for us to rally together, to support each other, to share collaboratively. It allows us to be seen as professionals, as leaders, around the state.

Again, I am very honored to be given this award tonight. Thank you.

Keeping Up With the New (Websites, that is) *by Robin Rolfe*



With so many educational websites flooding the Internet, it is hard to decide which ones to invest time in. Just to decide if it is something that will be beneficial to use with students, fellow teachers, for communication or my own personal organizational needs takes a chunk of time, and pitfalls abound. Sometimes the website isn't as user friendly as it was suggested it would be (which thankfully happens less frequently than it used to) or requires logins that make it unusable for elementary. Frequently, websites tout themselves as learning tools while the actual use of them doesn't produce much learning. I have come to rely on AASL's annual

Best Websites for Teaching and Learning as a quick place to check in and find new ideas. All of the websites are free, and AASL has even tied them to the ALA Standards for the 21ST Century Learner. The format is helpful—a link, a brief description with a grade level suggestion and a quick idea for use.

The [2014 AASL Best Websites for Teaching and Learning](#) are out and they are divided into six categories: Media Sharing, Digital Storytelling, Manage & Organize, Social Networking & Communication, Content Resources, and Curriculum Collaboration.

Here are a few I'm trying from this year's list.

VideoNotes <http://www.videonot.es/>

AASL suggests this as a grade 6–12 website, but as Google Docs become more prevalent in our schools, and AVID, CCSS and research skills move to forefront, I see uses for it at many grade levels. Already, Smarter Balanced Assessment will be asking students to listen and respond to audio text. With VideoNotes, students watch a video and take notes as the video plays on the other side of a split screen. Each time the student starts a note, a time stamp from the video is put on it, and the student can go back to that place in the video simply by clicking that line of text. VideoNotes supports YouTube, EdX, Khan Academy and more. The visual format is easy to use and the document automatically saves into the student's google account.

Kahoot <https://getkahoot.com/>

The beauty of Kahoot is that it works with any device—laptop, phone, iPad, Chromebook—without requiring an app. You open a session, which gives you a code. Students go to the website, put in the code, add their name for that session (no names are stored) and away you go. There are two ways to use it. You can create a quiz with a multiple choice answer or you can use it as a response and dialog wall. The responses to both are visible to all the people logging in with that code, so think of it as a review session or a chance to share thoughts. Teachers can immediately delete text if necessary. There is certainly more depth of thought with the discussion wall, however, I can attest that my 3rd graders found the quizzes to be an incredibly exciting way to review material.

The Why? Files <http://whyfiles.org/>



The tag line is “The Science Behind the News.” The website is a creation of the University of Wisconsin-Madison and has clear explanations with very good graphics on far ranging topics. I happened to be browsing through the explanation of why it is more efficient for migratory birds crossing the Himalayas to follow the rising and falling terrain rather than fly at an even

altitude. The explanation, although technical, has excellent graphics, clear explanations and was visually easy on the eyes. Thankfully, the website is also incredibly well organized. By clicking the standards button in the link under teaching, you get articles and explanations appropriate for specific grade level ranges. I agree with the AASL rating of grades 6–12.

ReciteThis <http://recitethis.com/>

Students will love this, although I think its educational use with students is limited. The real use I see is the quick, professional product for displays. It will take your words (or the student's) and put them against a graphic that is

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professional and way beyond Microsoft Publisher. Of course, it is much less flexible than Publisher, and you will be limited to a line or two of text, but in a minute and a half you can have a stunningly impressive display sign.

You will likely find on the list websites you already know, but you will find a few new gems to try. AASL blogs about the websites as well, giving a more in-depth look at how they work and what they might be used for. Be forewarned. If you open the [AASL blog](#) it is hard not to get distracted by the link to the [Nerdy Book Awards](#) or by contemplating Jennifer Laboon's thoughts on the "sweet spot" between proactive and reactive approaches to libraries. . .

2014 AASL Best Websites for Teaching and Learning

www.ala.org/aasl/standards-guidelines/best-websites/2014#resources

AASL Blog

<http://www.aasl.ala.org/aaslblog/>

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



OASL Regional conferences coming up Mark your calendars!!

Regions 6 & 7



Join Us! The OASL Region 6/7 Spring Conference will be held in beautiful Baker City on **Saturday, April 25TH** at the Baker County Library, River Room. We will meet from 8AM to 3:30PM for fun, collaboration and education. A light breakfast and lunch is included. \$25 registration fee.

Sessions in the works: Jennifer Maurer will do a session on using OSLIS for Common Core and highlighting the new National Geographic Kids section of OSLIS. Robin Rolfe (OASL President Elect) will do a short presentation of the benefits of OASL membership, and she will also be doing a presentation on using Lexile. Kristi Smalley from Hermiston will present AR—going beyond just quizzing. Catherine Sergeant, Region 7 Rep and District Librarian in Madras, will do a short session on weeding. We will have Book Talk sharing time (bring your favorite book!) and an informal discussion/question/sharing time. It should be a full, fun day!

Please contact Beverley Minarich at bminarich@pineeaglesd.org, or Catherine Sergeant at csergeant@509j.net for more information. You may also register online at <http://goo.gl/forms/hH7eXYVRhn>. Hope to see you in the spring!

OASL Regions 1 & 4

OASL Regions 1 and 4 Spring Conference will be held at Wilsonville HS **Saturday, April 18TH**.

The amazing and inspirational Gail Dickinson (AASL Immediate Past President) will be our special guest. Other sessions will include info on OBOB, literature promotions, and a sharing of ideas. You don't have to be in Regions 1 & 4 to attend. Everyone is welcome! Come join us for a day of inspiration, education, elucidation, revelation, stimulation, illumination...but no perspiration! Put it on your calendar NOW!

Early Bird pricing until March 20TH!

Registration: bit.ly/springconf2015

OASL Academic Scholarships *by Amy Richards*



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

Joyce Petrie Scholarship

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

Norma Zabel Scholarship

The Norma Zabel scholarship, in the amount of \$2000, is offered to qualified graduate students who are studying in the fields of education media and/or instructional technology.

Selections for academic scholarships are based on the following:

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

Recipients must be members of OLA/OASL. The deadline for this year's scholarship application is May 15, 2015.

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

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

Double-edged Jewel *by Louetta Jansen and Laurie Nordahl*



As sisters, we've talked about what has brought us both to the world of libraries. Was there some specific event or tradition in our upbringing, was it someone in our lives who directed us down this path, was it our upbringing that molded us into "library" types?

We both have childhood memories surrounding books. While we don't remember being read to (we hear you gasping), we do remember being taken to the library frequently and taking part in the summer reading program. There are memories of having oranges for snacks while reading books (you're gasping again), memories of having the mumps in bed while mom went to the library to return with a large stack of books, and memories of receiving a special Bible from grandma. All meaningful, but nothing that was an epiphany.

If not a specific event or experience, perhaps it was a person? We both agree the strongest influence was our grandmother, giver of special Bibles at Christmas. Grandma Romeo loved "Enoch Arden" by Lord Alfred Tennyson and encouraged us to read classics like Uncle Tom's Cabin. In retrospect, we can see how she loved literature. How we wish we had the maturity to tap into that resource and learn more from her. She had a favorite poem and recited a verse of it often: "Madame Lofty" (see below).

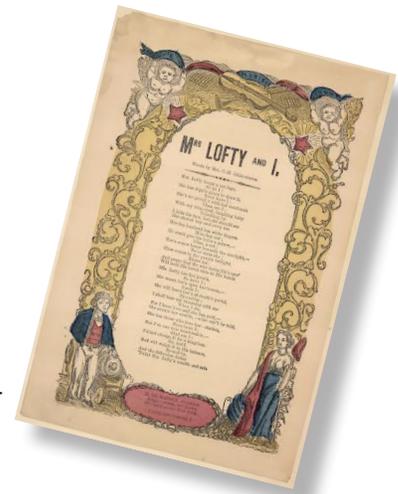
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Perhaps it was just that. The values embodied in this poem were passed on to us. We were taught that people are treasures, not things. Our parents raised us to value people and experiences, to be considerate, help others, look for the positive in life, put others before yourself, have compassion and empathy. Do these sound familiar? Yes, we think these qualities suit us well for the library world.

Libraries are so much more than a place to find information. We have students everyday who seek the library as a haven, a safe place, where one can find some order, kindness, warmth and affirmation. Libraries are a place where you can ask for help without receiving judgment in return, a place where you can explore any topic you want. We hope we are instilling a lifelong love of libraries so our students continue to use them beyond school. Those students will pass the value of libraries on to their own children. This holds true regardless of our different levels, elementary and high school. Libraries should be one of life's jewels.

We have come to the conclusion that we are most likely mutts. The combination of all things in our background brought us to the fabulous world of libraries. We are just grateful to share it and work it together. What better treasure is there?

Madame Lofty
Mrs. Lofty has her jewels,
So have I;
She wears hers upon her bosom,
Inside I.
She will leave hers at Death's portals,
By and by;
I shall bear the treasures with me
When I die –
For I have love, and she has gold;
She counts her wealth, mine can't be told.



Louetta Jansen is a Library Technician for the North Bend School District and loves her job. Even though she was born and raised in Nevada, she loves Oregon. She's been a Library Tech for 14 years and is very passionate and dedicated to helping kids. Louetta has an Associate's degree in Early Childhood Development and worked at South Coast ESD prior to her library job. She lives in Coos Bay with her husband, Golden Retriever, and 4 cats. She enjoys spending time with family (wonderful sisters!!), 3 grown daughters and families (smartest grandson in the world!), gardening, and reading of course! Louetta is the OASL Paraprofessional Representative. You can reach her at ljansen@nbend.k12.or.us

Laurie Nordahl is the District Librarian for North Bend School District while concurrently serving as the Teacher-Librarian at North Bend High School. She started her education career as a kindergarten teacher and when the opportunity arose to enter the library field, she took it. When not at work, you may find her fishing, crabbing or remodeling with her husband, reading with her cat, or enjoying family (2 sons, 1 daughter and 1 granddaughter). Laurie was named before birth by her sister and has always said her sister is her "angel on earth." Laurie is the co-chair for the 2015 Fall Conference. You can reach her at nordahl@nbend.k12.or.us

Reference

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<http://www.loc.gov/item/amss003691>

Resource Roundup

by Jen Maurer

Information Literacy Support Through Technology Integration

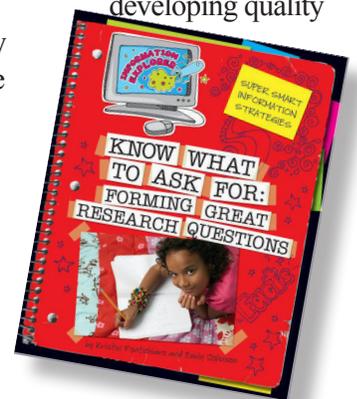


OASL's Oregon School Library Standards have been online for three years. By now, you are certainly very familiar with them. Teaching to the combination of all four strands—information literacy, reading engagement, social responsibility, and technology integration—helps create a strong school library program. Personally, I am pleased that information literacy is listed as the first strand, as I believe that teaching it is one of the most unique aspects of the librarian's role in education. Very often, no other educator in a school or district is directly responsible for teaching students *how* to do research, or how to move through the Information Search Process, as national information literacy expert Carol Kuhlthau originally labeled the progression.

The ability to find, evaluate, and use information is a lifelong learning skill that employers desire in employees and that students often struggle with. The National Association of Colleges and Employers conducts an annual job outlook survey, and an employee's "ability to obtain and process information" ranked in the top five or higher as a preferred skill for the last several years. A 2012 Pew survey of Advanced Placement teachers found that their students' go-to sources for research are online search engines (94%), online crowdsourced encyclopedias (75%), and social media sites (52%). The next source is their peers (42%), while online databases ranked 8TH (17%) and asking a librarian ranked 9TH (16%). For two-thirds of the research skills identified in the survey, the majority of teachers rated their students' abilities as fair or poor. From Harvard librarian Emily Singley's summary of recent research about college students' information literacy skills, we learn that if students cannot find information, they assume it does not exist; students have difficulty distinguishing between online library resources and those on the open web; and they struggle with evaluation and synthesis of information.

Well, that's depressing. However, it is not news to educators. For librarians, it should serve as a call to action, especially in this era of needing to remind administrators of the value librarians bring to the table. In support of technology integration, the fourth strand of the Oregon School Library Standards, here are some ideas for addressing these gaps in information literacy skills.

Starting at the beginning, one skill students often struggle with is forming questions to guide their research. OSLS provides access* to an ebook, *Know What to Ask: Forming Great Research Questions*, in which authors Kristin Fontichiaro and Emily Johnson teach students about open versus closed questions and provide techniques for questions. Using an ebook to teach about the research process supports Oregon School Library Standards indicator LIB 4.1.G: use information from digital sources to answer questions, solve real-world problems, and inspire further investigation. As a next step, teachers can use Padlet to help students test the quality of their questions. Padlet, formerly known as Wallwisher, is a virtual bulletin board to which anyone can post. To practice question development, a librarian can create a wall to which students post their main questions. If students do not identify themselves when they post, that might encourage more open communication during a class discussion about the potential for the questions to lead to good research.



Many studies point to the fact that students are not skilled at finding quality and relevant information, especially that which does not come up within the first few results of a Google search. The

Cooperative Library Instruction Project offers an excellent tutorial called Generating Search Terms which outlines the process as recursive and explains how to browse search results to record new terms and to possibly refine the research topic. Remember that database vendors also offer tutorials to help patrons better use their products. For example, Gale offers an excellent tutorial called Narrowing Your Research Topic & Searching for Sources.

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In six minutes, the narrator explains how to use limiters, demonstrates where to focus on the advanced search screen, and describes the difference between keyword, subject, and “all document” searches. By viewing that lesson and practicing some of the tips with students, librarians put students in control of their searching. Using online tutorials to support learning is an example of indicator 4.1.D: explore a variety of digital formats to read, view, and listen to information.



Another known problem area for students is synthesizing information from multiple sources.

While outlining skills are often taught, students do not always apply that knowledge to research, at least not fully. Diigo’s Outliner tool helps users create outlines and integrate annotations from bookmarked websites. Admittedly, it took me about fifteen minutes of trial and error before I

figured out how Diigo Outliner worked, but I suggest it is worth the time to learn. The potential to help students both with organization and synthesis is excellent. For example, as students find new information that answers their research questions, they can add the link to the online source in the correct spot on the outline. Any notes they saved about the source can then be pulled in and converted to bullet points. Along the way, students can also review their outline to quickly see which sections need more evidence to support their argument. As a bonus, students can share their outlines with others, including project collaborators and teachers. Librarians will need to directly teach how to maximize Outliner’s capabilities, and that will support indicator LIB 4.1.F: use digital tools to analyze and organize information.

The possibilities for how technology integration can support information literacy skill development are endless. As you can see, the technology does not have to be complex to be helpful. Incorporating ebooks, online tutorials, apps, and tools are just a handful of ways to use a variety of digital environments and formats to support information literacy, which is the first standard under technology integration. If you are doing some creative things to help students in these areas, please share your ideas on the OASL listserv or submit a session proposal for a future OASL conference. Let’s learn from each other.

*If you need the login to access the information literacy ebooks on OSLIS, contact Jen Maurer.

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Singley, E. (2014, November 22). How college students *really* do research—findings from recent studies [Web log post].

Retrieved from Usable Libraries: <http://emilysingley.net/>

Resources

Diigo Outliner: <http://blog.diigo.com/2014/12/04/>

Generating Search Terms CLIP tutorial: <http://www.clipinfolit.org/tutorials/generating-search-terms>

Know What to Ask ebook: <http://secondary.oslis.org/learn-to-research/define/define-your-questions>

or <http://elementary.oslis.org/learn-to-research/plan/plan-form-guiding-questions-wp>

Narrowing Your Research Topic & Searching for Sources Gale tutorial:

<http://solutions.cengage.com/gale-training/on-demand-tutorials/#O>

Padlet: <http://padlet.com/>

Jen Maurer is the School Library Consultant at the Oregon State Library, where her duties include working with OSLIS and the K12 aspect of the statewide databases, and an adjunct instructor in the CEED department at Portland State University. Previously, Jen worked with the bookmobile program at the Salem Public Library and was a teacher and school librarian for a dozen years, split between Texas and Oregon. You can reach her at jennifer.maurer@state.or.us.

OBOB needs you! *by Jennifer Thompson*

Oregon Battle of the Books is gearing up for statewide regional competitions, which all lead up to the state competition on April 11 at Chemeketa Community College in Salem. We are always in great need of volunteers to help run the regional and state competitions.

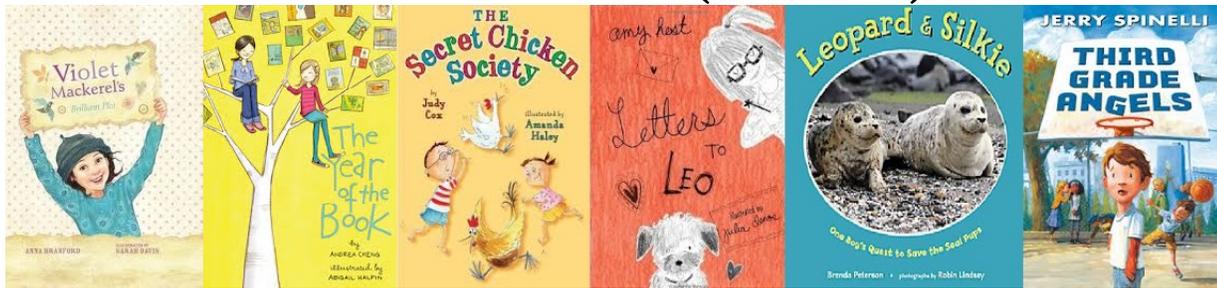
If you would be interested in volunteering to help read questions or act as a scorekeeper or timekeeper, please consider contacting the regional director in your area. You do not need any experience, and training is available before each event.

The regional and state competitions, and their directors, are listed on the OBOB wiki at <http://oboblsta.pbworks.com>. Just click on 2015 state and regionals, and you'll be in the right place.

If you have any further questions, you can email Stephanie at oboblsta@gmail.com



Have Fun Promoting the 2014-2015 Beverly Cleary Children's Choice Award (BCCCA) Nominations!



The BCCCA website is packed with lots of wonderful tips to promote this Oregon contest to our K – 5th grade readers: <https://ola.memberclicks.net/bccca-nominees>

Show your students the Powerpoint presentation and/or the short video clips that accompany five of the BCCCA nominations. You or your fellow teachers could also read aloud as many of this year's six nominations as possible. Remind students that as long as they've read or listened to TWO or more of the BCCCA nominations, each child can vote for **their one very favorite title**. Students need to understand that they must finish at least 2 of the books by the date you've chosen to run the contest.

This year's six nominees are:

Branford, Anna. *Violet Mackerel's Brilliant Plot*. AR 5.2

Cheng, Andrea. *The Year of the Book*. AR 3.6

Cox, Judy. *The Secret Chicken Society*. AR 3.2

Hest, Amy. *Letters to Leo*. AR 3.2

Peterson, Brenda. *Leopard and Silkie: One Boy's Quest to Save the Seal Pups*.

Spinelli, Jerry. *Third Grade Angels*. AR 2.9

From March 15 – April 10th, the online voting ballot will be available for a staff member to utilize. Voting Information: <https://ola.memberclicks.net/bccca-how-to-vote> Please submit *all* votes for all titles.

The winning title will be announced on Beverly Cleary's birthday, April 12th!

Contact BCCCA Chair, Libby Hamler-Dupras at elfgirl@Q.com if you have any questions.

Intellectual Freedom *by Miranda Doyle*



When I started my career 17 years ago, fresh out of library school, I was ready—almost eager—for someone to walk right up to me and challenge a book. I knew to listen to the patron’s concerns and be diplomatic, but, if they weren’t calmed by my words, I also knew where to locate the necessary forms. I worked in a large public library system, surrounded by other librarians. My library had a Materials Selection Policy and a detailed process for challenges. I’d read, if not quite memorized, the ALA Library Bill of Rights.

As I look back on that passionate but naïve young librarian, I have to smile and shake my head. The real threats to intellectual freedom are rarely so straightforward. Sure, I’ve handled many patron and parent complaints over the years, in both public and school libraries. None have progressed to the formal challenge stage, and I’m grateful for that. I’d like to attribute it to my bulletproof collection development policies and flawless public relations skills. However, challenges that involve paperwork, school board meetings, and news coverage are actually fairly rare.

Far more common—and dangerous—are the subtle everyday pressures we all face. These pressures, and our own biases, may keep us from selecting certain types of materials. We often want to avoid controversy and keep our jobs. Internet filters that block too much are another common threat. Lack of funding (sound familiar?) can also result in reduced access to information and technology. How can our students explore ideas if they have no current, high-quality library materials? They need books, databases, movies, audiobooks, materials in other languages, and more.

Over the years, I’ve worked for Los Angeles Public Library and San Francisco Public Library, at a Catholic high school and a high-poverty public middle school, and even for a children’s library on the island of Leyte in the Philippines. Each experience has been a rewarding learning experience in its own way. I’m lucky to have worked in many different types of libraries with very diverse groups of library patrons and students.

I’m now the teacher-librarian for Lake Oswego School District. As the only librarian in my district, I’m responsible for selecting materials for multiple libraries. It’s also my job to make sure that our library assistants—who are on the front lines every day—have the information, confidence, and support they need to advocate for intellectual freedom. When it comes to providing equitable access and privacy protections, I see many areas where my own libraries could do better.

I’m excited and honored to be the new OASL Intellectual Freedom Chair. I’m hoping to start some conversations relating to privacy, confidentiality, access to information, and how our library policies can protect student rights and freedoms. I’m looking forward to learning from my colleagues in other school libraries, and in Oregon’s public and academic libraries as well.

What topics would you like to discuss? What trends do you see in school libraries related to intellectual freedom? Have you had to deal with a challenge to library materials? Are you revising your Materials Selection Policy to include ebooks, streaming video, iPad apps or other new technology?

Please feel free to contact me with your questions, concerns, and suggestions. I’m looking forward to a productive and educational experience as the Intellectual Freedom Chair.

Miranda Doyle is the librarian for Lake Oswego School District. Students frequently inquire about her selection policy, but only because they are doing reports on “Fahrenheit 451” and their teachers make them ask. When she’s not teaching research skills or resetting Chromebook passwords, Miranda enjoys selecting Japanese comics and Overdrive ebooks for her many school libraries. She loves YA literature, except for zombie novels. Miranda has an MLIS from San Jose State University and is National Board Certified in Library Media. You can reach her at doylem@loswego.k12.or.us

2014 FALL EVENT

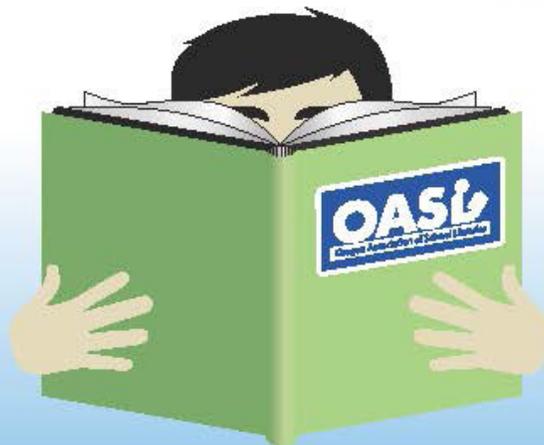


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OASL/OEMA INTERCHANGE welcomes submissions of interest to OASL members. Successful activities, project ideas, and news from the field are all welcome. Share information and ideas by sending a contribution today. If you have questions, contact the people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

INTERCHANGE

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Spring Interchange theme: Focusing on the Oregon School Library Standards in Action
Spring Issue Guest Editor: Gillian Grimm