

# Topics and Trends to Empower Learners in 21<sup>st</sup> Century Libraries

2014 LFCC Education Consortium

July 30, 2014

## 1. Advocacy

- a. American Association of School Librarians. (2014). *What is advocacy?* Retrieved from <http://www.ala.org/aasl/advocacy/definitions>  
AASL differentiates between public relations, marketing, and advocacy. How are the three different?
  - b. American Association of School Librarians. (2014). *Health and wellness toolkit*. Retrieved from <http://www.ala.org/aasl/advocacy/tools/toolkits/health-wellness>  
Defines advocacy, gives us steps to follow to build support, and provides tools and resources
  - c. Johnson, D. (2012). Rules of advocacy. *Library Media Connection*, 30(5), 98.  
Doug Johnson, once again, offers clear and concise, practical advice: five rules of advocacy from “1st Rule: Use, but don’t depend on, national studies, statistics, or publications” to “5th Rule: Advocacy must be ongoing.”
  - d. Kaaland, C. (2013). The power of parent advocacy. *School Library Monthly*, 30(2), 26-28.  
Kaaland shares the struggle of Bellevue (WA) School District to retain certificated librarian positions and the value of having strong parent advocacy.
  - e. Levitov, D. D. (Ed.) (2012). *Activism and the school librarian: Tools for advocacy and survival*. Santa Barbara, CA: Libraries Unlimited.  
Solid advice on developing a culture of advocacy— includes chapters addressing working with parents, working with community groups and businesses, working with legislators. Appendices consist of “Use this Page” handouts.
- ✓ **“The school library program is guided by an advocacy plan that builds support from decision makers who affect the quality of the school library program” *Empowering Learners* guideline, III.VII, p. 41.**

## 2. All Things Google

- a. *Google for education: Google in your classroom*. (n.d.) Retrieved from <https://www.google.com/edu/training/tools/>  
“Google has a range of tools for teaching and learning. This collection of lessons introduces what they are and how to apply them.” Google...Classroom, Docs & Drive, Gmail, Sites, Calendar, Chrome, Search, and on and on and on....
  - b. Lamb, A., & Johnson, L. (2010). Beyond Googling: Applying Google tools to inquiry-based learning. *Teacher Librarian*, 37(4), 83-86.  
Explores various areas of Google tools and applications including information; multimedia, collaboration, creation, & communication; and experimental features.
  - c. McPherson, V. (2009). Practical applications of Web 2.0: Bring your community together. *Knowledge Quest*, 37(4), 62-3.  
The author offers insights concerning her use of wikis and Google Docs Web 2.0 applications at the Stargate Charter School library in Thornton, Colorado, to bring groups in the community together.
  - d. Graham, M. A. (2013). *Google apps meet Common Core*. Thousand Oaks, CA: Corwin.  
Written to help “maximize learning and exceed Common Core requirements using Google’s suite of easy-to-use tools. Includes step-by-step guidance, screen shots, links and sample K-12 lesson plans.”
- ✓ **“The school librarian integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning” *Empowering Learners* action II.III, p. 23.**

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### 3. Apps

- a. *Kathy Schrock's guide to everything: Bloomin' apps.* (2014). Retrieved from <http://www.schrockguide.net/bloomin-apps.html>  
The amazing Kathy Schrock has identified apps for iPad, Google, Android, and Web 2.0 and categorized them by the Bloom's (revised) taxonomy levels they address.
  - b. Stansbury, M. (2014). New: 10 of the best Apple and Android apps for education in 2014. Retrieved from <http://www.eschoolnews.com/2014/01/20/apps-education-2014-624/2/>  
"This year's list includes some of the newest and most highly rated apps, both by educators and by parents, and features a range that spans from iPad tutorials for teachers to a safe browser for students, and from one of the best graphing calculator apps available to a classroom management app for students' online portfolios."
  - c. AASL's *Best apps for teaching and learning.* (2014). Retrieved from <http://www.ala.org/aasl/standards-guidelines/best-apps/2014>  
Just released list of best apps for 2014 from AASL, free or relatively inexpensive, organized in the categories of Books, STEM, Organization & Management, Social Sciences, and Content Creation.
  - d. Mulch, B. (2014). Library orientation transformation: From paper map to augmented reality. *Knowledge Quest*, 42(4), 50-53.  
The challenge: "I wanted our school library to come to life in front of new students and for them to learn from their peers about all of the great resources and services our library has to offer." The answer: Aurasma and augmented reality.
- ✓ **"The school librarian integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning" *Empowering Learners* action II.III, p. 23.**

### 4. Assessment of Student Learning

- a. Owen, D., & Sarles, P. (2012). Exit tickets: The reflective ticket to understanding. *Library Media Connection*, 31(3), 20-22.  
"What can librarians do to help students think both about what they are learning and how they are learning, so that these skills of reflection stay with them when they graduate?...Exit tickets provide students the opportunities to think about what they have learned, how they learned it, where they learned it, and/or what they need to find out next."
- b. *Kathy Schrock's guide to everything: Assessments and rubrics.* (2014). Retrieved from <http://www.schrockguide.net/assessment-and-rubrics.html>  
The amazing Kathy Schrock provides links to multiple assessment tools: Student Web page rubrics, Subject specific rubrics, General rubrics, Multimedia and apps rubrics, Web 2.0 rubrics, Rubric builders, Alternative and performance-based assessment links, Electronic portfolios, Graphic organizers...
- c. *TRAILS (Tools for Real Time Assessment of Information Literacy).* (2014). Retrieved from <http://www.trails-9.org>  
"TRAILS is a knowledge assessment with multiple-choice questions targeting a variety of information literacy skills based on 3rd, 6th, 9th, and 12th grade standards. This Web-based system was developed to provide an easily accessible and flexible tool for school librarians and teachers to identify strengths and weaknesses in the information-seeking skills of their students. There is no charge for using TRAILS."
- d. Owen, P. L. (2010). Using TRAILS to assess student learning: A step-by-step guide. *Library Media Connection*, 28(6), 36-38.  
"School librarians nationwide seek to produce evidence of the library's impact on student learning and achievement....The primary reason to use TRAILS is to assess student learning of information literacy skills" (p. 36).
- e. Harada, V. H., & Yoshina, J. M. (2010). *Assessing for learning: Librarians and teachers as partners.* 2nd ed., revised and expanded. Westport, CT: Libraries Unlimited.  
Harada and Yoshina discuss assessment, explain various tools useful in authentic assessment (checklists, rubrics, rating scales, conferences, logs, graphic organizers), give an elementary, a middle, and a high school example,

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and discuss how to communicate evidence of learning. This new revised edition has chapters on assessing for critical understanding, for dispositions, and for technology-related learning.

- ✓ **“The school library program is guided by regular assessment of student learning to ensure the program is meeting its goals” *Empowering Learners* guideline, II.V, p. 27.**

## 5. Digital Curation

- a. Kirkland, A. B. (2013) Teacher-librarians as content curators: Strong contexts, new possibilities. *School Libraries in Canada*, 31(2), 19-22.  
Kirkland explains that content curation arises from “an increasing need for sense-making in the explosion of online information... a content curator [is] ‘someone who continually finds, groups, organizes, and shares the best and most relevant content on a specific issue online.’”
- b. Valenza, J. K. (2012). Curation. *School Library Monthly*, 29(1), 20-23.  
Valenza addresses the following topics: “Why must school librarians curate?” “Why and what are we curating?” “Curating as a life and student skill;” “Curation as the new search;” and “Curation as a learning opportunity.”
- c. *Digital curation—Curating with Web 2.0 tools*. (n.d.). Retrieved from <http://www.livebinders.com/play/play?id=405785>  
From “Social Bookmarking” to “The Tweeted Times” to “iPad Apps for Curation”—a non-overwhelming general site
- d. *Digital curation for school librarians and other tech types*. (n.d.). Retrieved from <http://www.livebinders.com/play/play?id=123810>  
Much information from Carolyn Starkey—“Definition,” “Articles on curation,” “Students as curators,” “Process,” and “Tools”
- e. *Digital curation*. (n.d.). Retrieved from <http://www.livebinders.com/play/play?id=899477>  
From “What is curation” to “Opposing viewpoints about curation” to “Curation blogs”—good general information
- f. *Digital curation for school librarians*. (n.d.). Retrieved from <http://www.livebinders.com/play/play/592070>.  
Check out the “What’s Out There” tab for tools and the “A Few Finished Products” tab for examples.
- g. *WebTools4u2use—Curation Tools*. (2014). Retrieved from <http://webtools4u2use.wikispaces.com/Curation+Tools>.  
A long list of “How to use curation tools,” tools to explore, and rubrics for curation

- ✓ **“The school librarian designs and maintains a library website that provides 24/7 access to digital information resources...” *Empowering Learners* action III.III, p. 33.**

## 6. Evaluation—School Librarians

- a. Moreillon, J. (2011). *Self-assessment: Five roles of the school librarian*. Retrieved from [http://advocacy4schoollibraryleaders.pbworks.com/w/page/40302965/references\\_resources](http://advocacy4schoollibraryleaders.pbworks.com/w/page/40302965/references_resources)  
Moreillon has developed a one-page self-assessment tool based on *Empowering Learners* that librarians can use to evaluate themselves as leaders, instructional partners, information specialists, teachers, and program administrators.
- b. *AASL’s L4L (Learning for Life) sample school librarian performance and evaluation system* (based on the work of Charlotte Danielson). (2010). Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learning4life/resources/LMS-DANIELSON.pdf>  
“This system is based on a continuous cycle of assessment and evaluation within four domains of teaching responsibility... Planning and Preparation, Library Environment, Instruction, Professional Responsibilities.”
- c. Owen, P. (2012). *A 21st century approach to school librarian evaluation*. Chicago: AASL.

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Aligned with *Empowering learners: Guidelines for school library programs*, this workbook provides suggested readings and action tips for each guideline, a rubric, a summative conference form, and multiple examples of evidence of accomplishment.

- d. McConnell, A. (2013). Teacher (school librarian) evaluations: 40% or bust. *School Library Monthly*, 29(8), 14-16.  
McConnell explains Virginia's Teacher Performance Evaluation System, outlines the seven performance standards, and discusses the impact on school librarians.
  - e. Church, A. P. (2014). Embrace the opportunity: Annual professional performance review. *Library Media Connection*, 32(5), 12-14.  
Performance-based evaluation is an almost-universal requirement from state to state. Six steps to make it work for you.
  - f. *VDOE Teacher performance and evaluation*. (2012). Retrieved from [http://www.doe.virginia.gov/teaching/performance\\_evaluation/teacher/index.shtml](http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml)  
VDOE's home page for teacher performance evaluation—links to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, the Research Base for the 2011 Uniform Performance Standards for Teachers, as well as Phase I and Phase II training materials
  - g. Stronge *Educational specialist effectiveness performance evaluation system handbook: 2012-2013*. (2012). Retrieved from <http://fea.njpsa.org/documents/Stronge/Stronge%20NJ%20Training-district%20access/Tabs/Tab%206-%20Educational%20Specialist%20Evaluation%20System%20Handbook.pdf>  
70+ page document developed by Dr. James Stronge and Associates—performance standards, indicators, and guidelines for educational specialists—defined as library media specialists, school social workers, guidance counselors, school psychologists, speech pathologists, etc.
  - h. Stronge, J. H., & Tucker, P. D. (2003). *Handbook on educational specialist evaluation*. Larchmont, NY: Eye on Education.  
Addresses topics such as Who are educational specialists? Developing performance standards; Rating performance; Documenting performance; Performance indicators for library media specialists; Tools to use
- ✓ **“The school librarian takes responsibility for professional growth through continuous program improvement” *Empowering Learners* action, IV.I, p. 45.**

## 7. Gaming

- a. Wolf, S., Sumner, A. M., & de Freitas, M. (2011). Skeletal relations: A school librarian, a teacher, and a scientist develop an anatomy lesson—with games!—for third graders. *Knowledge Quest*, 40(1), 34-41.  
These educators collaborated and “put together a lesson that integrates technology and content with pretzels, Twizzlers candy, and an online game reminiscent of Whack-A-Mole” (p. 35). The authors walk you step-by-step through the lesson that fully integrates technology, teaches content, and engages students.
- b. *The game library*. (n.d). Retrieved from <http://www.gvlibraries.org/gaming/>  
Based on the belief that games are an important part of educational development, the Genesee Valley (NY) Educational Partnership “has developed a collection of games appropriate for use in school libraries.” They’ve identified board games for all levels—PreK-K to high school—and aligned them to the AASL *Standards for the 21st Century Learner*.
- c. Siderius, J. A. (2011). What’s your game plan? Developing library games can help students master information skills. *Knowledge Quest*, 40(1), 18-23.  
“Though the focus on gaming in educational settings now centers on technology formats, room still exists for library-skills games that require movement, interaction among peers, and use of library resources” (p. 19). Siderius discusses how to create games and offers some game adaptations to get you started...book bowling, hot potato, stump the school librarian, and more.

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- d. Crews, A. (2011). Getting teachers on “board.” *Knowledge Quest*, 40(1), 10-13.  
Crews asserts that “by using games to support the curriculum, we can give students opportunities to experience play, while at the same time promoting student achievement” (p. 10). She describes successful board game use in high school science and middle school math classes and offers suggestions for starting your own board game collection.
- e. Mayer, B., & Harris, C. (2010). *Libraries got game: Aligned learning through modern board games*. Chicago: ALA.  
Mayer and Harris reintroduce board games, discuss games for 21st century learners, share information regarding games in school libraries using the Genesee Valley Model, and recommend top games for elementary, middle, and high schools.

✓ **“The school librarian stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity” *Empowering Learners* action, II.IV, p. 25.**

## 8. Genrefication

- a. *Dewey vs. genre shelving...the conversation continues here*. (2013). Retrieved from <http://www.aasl.org/aaslblog/?p=3461>  
AASL blog posts as a follow-up to the six-person panel presentation at ALA Midwinter in Seattle. Two sides of the issue are presented, and school librarians weigh in.
- b. Jameson, J. (2013). A genre conversation begins. *Knowledge Quest*, 42(2), 10-13.  
Jameson provides background on how the genre conversation began within AASL.
- c. Bojanowski, S., & Kwiecien, S. (2013). One library's experience. *Knowledge Quest*, 42(2), 20-21.  
The authors explained how they genrefied their elementary middle library.
- d. Buchter, H. (2013). Dewey vs genre throwdown. *Knowledge Quest*, 42(2), 48-55.  
Buchter explains the adoption of a word-based organization system for the library collection of a new elementary school in her Colorado school district. She shares library statistics and outlines benefits to both students and school librarians.
- e. Pendergrass, D. J. (2013). Dewey or don't we? *Knowledge Quest*, 42(2), 56-59.  
Pendergrass argues that Dewey is the standard and presents strong arguments for its continued use.
- f. Whitehead, T. (2014). *Ditching Dewey*. Retrieved from <http://www.mightylittlelibrarian.com/?p=1037>  
The mighty little librarian shares the process she used to genrefy the fiction and nonfiction sections of her library.

✓ **“The school librarian establishes school library program acquisition, processing, and cataloging procedures that conform with district policies” *Empowering Learners* action III.V, p. 37.**

## 9. Graphic Novels

- a. *Graphic novels*. (2012). Retrieved from <http://www.ipl.org/div/graphicnovels/>  
The Internet Public Library presents “History and basics” of graphic novels, “Importance of Japanese comics,” “Graphic novels in schools & libraries,” and “Webcomics, great links, and more resources.” Each section gives background information, links to relevant Web sites, and lists of print resources.
- b. Moorefield-Lang, H., & Gavigan, K. (2012). These aren't your father's funny papers: The new world of digital graphic novels. *Knowledge Quest*, 40(3), 30-35.  
“One of the fastest-growing multimodal formats that today's visually literate youth embrace is the digital graphic novel.” The authors discuss “Why use digital graphic novels in schools?” “Apps and digital graphic novels,” “E-book readers and digital graphic novels,” and “Digital graphic novels and your library.”

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- c. Griffith, P. E. (2010). Graphic novels in the secondary classroom and school libraries. *Journal of Adolescent & Adult Literacy*, 54(3), 181-189. doi:10.1598/JAAL.54.3.3  
Griffith discusses “Graphic novels and pop culture,” asks “Are graphic novels real literature?” presents graphic novel evaluation criteria, explores what research reveals about graphic novels, and gives a sample listing of titles for middle and high schools (with curriculum connections).
  - d. Gavigan, K., & Tomasevich, M. (2014). Connecting comics to curriculum. *Library Media Connection*, 32(4), 39.  
Gavigan and Tomasevich suggest that graphic novels provide the perfect platform for close reading.
  - e. Karp, J. (2012). *Graphic novels in your school library*. Chicago: ALA.  
Karp discusses graphic novels as a form, presents the history of American sequential art, provides annotated reading lists for preschool through grade 8 and for grades 9 through 12, and offers sample lesson plans and activities.
- ✓ “The school librarian collaborates with the teaching staff to develop an up-to-date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs” *Empowering Learners* action III.VI, p. 38.

## 10. Infographics

- a. *7 things you should know about infographics creation tools*. (2013). Retrieved from <http://net.educause.edu/ir/library/pdf/ELI7093.pdf>  
From Educause’s 7 things series, a great two-page overview of infographics.
  - b. Starkey, C. J. (n.d). *Infographics for librarians, educators, and other cool geeks: Introduction to infographics*. Retrieved from <http://www.livebinders.com/play/play/143539>  
Everything you ever wanted to know about infographics and more.
  - c. *Kathy Schrock's guide to everything: Infographics*. (2014). Retrieved from <http://www.schrockguide.net/infographics-as-an-assessment.html>  
Schrock provides links to online tutorials and samples as well as advice on creating and ideas for using infographics in your classroom.
  - d. Valenza, J. *School library infographics: Research and advocacy*. (2013). Retrieved from <http://blogs.slj.com/neverendingsearch/2013/03/06/school-library-infographics-research-and-advocacy/>  
Valenza shares ideas for creating and examples of infographics that convey the importance of school libraries.
  - e. Lankow, J., Ritchie, J., & Crooks, R. (2012). *Infographics: The power of visual storytelling*. Hoboken, NJ: Wiley.  
“...teach[es] you how to find stories in your data, and how to visually communicate and share them with your audience for maximum impact.”
- ✓ “The school librarian communicates to stakeholders through the library website, parent newsletters, e-mail, and other formats” *Empowering Learners* action III.VIII, p. 41.

## 11. Inquiry

- a. Sincero, P. (2006). *What is inquiry-based learning?* Retrieved from <http://www.inquirylearn.com/Inquirydef.htm>  
“Inquiry-based learning is a learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner.” It’s a cyclical process depicted here with seven steps.
- b. Stephenson, N. (2012). *Introduction to inquiry based learning*. Retrieved from <http://www.teachinquiry.com/index/Introduction.html>  
“The goal of this document is to explore a modified version of Galileo Inquiry rubric, built around 8 elements of strong, inquiry-based practice.” Each element is unpacked—examples, sample rubrics, and guiding questions.

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- c. Kuhlthau, C. C. (2013). Inquiry inspires original research. *School Library Monthly*, 30(2), 5-8.  
Kuhlthau discusses the interconnection of research and inquiry, contrasting traditional research assignments with inquiry-based research.
  - d. Schlosser, M., & Johnson, B. (2014). Integrating the arts through inquiry in the library media program. *Library Media Connection*, 32(6), 8-10.  
Using the Stripling Model of Inquiry, "students have the opportunity to examine their understanding about any given topic." Mix together administrative support, collaboration, and student-driven learning, and you have a recipe for success.
  - e. Small, R. V., Arnone, M. P., Stripling, B., K., & Berger, P. (2012). *Teaching for inquiry: Engaging the learner within*. New York: Neal-Schuman.  
"...a step-by-step guide to instructional design, emphasizing the importance of fostering a motivation for and excitement about learning."
- ✓ **"The school library program models an inquiry-based approach to learning and the information search process" *Empowering Learners* guideline II.IV, p. 25.**

## 12. Learning Commons

- a. Bentheim, C. A. (2013). Doing the legwork, building the foundation, and setting the stage for meaningful transition from traditional library to learning commons. *Teacher Librarian*, 41(1), 29-33.  
Bentheim documents the initial steps of transforming a middle school library from a traditional library to a learning commons, April to August 2013.
  - b. Bentheim, C. (2013). Continuing the transition work from traditional library to learning commons. *Teacher Librarian*, 41(2), 29-36.  
In this follow-up article, Bentheim describes the first days of school with both staff and students and shares the early results of the library to learning commons transition.
  - c. Hyman, S. C. (2014). Planning and creating a library learning commons. *Teacher Librarian*, 41(3), 16-21.  
Hired as the first librarian for a new elementary school library, Hyman details her experiences developing a library learning commons from the ground up.
  - d. *The school learning commons knowledge building center*. (2014). Retrieved from <https://sites.google.com/site/schoollearningcommons/>  
Loertscher and Koechlin provide information regarding the Physical Learning Commons, the Virtual Learning Commons, and Knowledge Building Centers.
  - e. Harland, P. C. (2011). *The learning commons: Seven steps to transform your library*. Santa Barbara, CA: Libraries Unlimited.  
"Provides valuable insights for transforming an out-of-date public, school, or academic library into a thriving, user-centric learning commons...each of the seven chapters in this book explains a simple step that librarians can take to improve their facility."
- ✓ **"The school librarian designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes" *Empowering Learners* action, III.III, p. 33.**

## 13. Librarians as Professional Developers

- a. Fontichiaro, K. (2013). Librarians as professional developers. *School Library Monthly*, 29(8), 47-48.  
Fontichiaro suggests ways that librarians can serve as in-house professional developers in their schools.
- b. Abilock, D., Fontichiaro, K., & Harada, V. H. (Eds.). (2012) *Growing schools: Librarians as professional developers*. Santa Barbara, CA: Libraries Unlimited.

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Numerous authors share their ideas and experiences about how librarians can provide professional development for their teachers in the areas of reading, information literacy, student assessment, etc.

- c. *Growing schools with PD*. (2014). Retrieved from [http://www.noodletools.com/debbie/professional\\_development/growing\\_schools/](http://www.noodletools.com/debbie/professional_development/growing_schools/)  
Overview and links from ALA Annual preconference on librarians as professional developers, identifying deep truths underlying effective professional development.
- d. Harvey, C. A. (2013). Putting on the professional development hat. *School Library Monthly*, 29(5), 32-34.  
Harvey suggests that by providing professional development for teachers, librarians not only share their knowledge but also make connections to school libraries for staff and administrators.
- e. Harvey, C. A. (2012). *Adult learners: Professional development and school librarian*. Santa Barbara, CA: Libraries Unlimited.  
Harvey defines professional development, discusses aligning PD and the school improvement plan, suggests vehicles for delivery of PD, and provides specific scenarios, tools, and sample handouts that might be used.

✓ **“The school librarian seeks opportunities to teach new skills to the faculty and staff, whether in a classroom setting or one-on-one instruction” *Empowering Learners* action, III.VIII, p. 43.**

## 14.Makerspaces

- a. Wong, T. (2013). Makerspaces take libraries by storm. *Library Media Connection*, 31 (6), 34-35.  
Wong describes makerspaces, explains what happens there, and summarizes their benefits.
- b. *Makerspace*. Retrieved from <http://makerspace.com/>  
The Web site, *Makerspace*, offers a directory of makerspaces (you can add yours), space where you can share what’s happening in your makerspace (and read about what’s happening in others), and a playbook!
- c. *Makerspace playbook: School edition*. (2013). Retrieved from <http://makerspace.com/wp-content/uploads/2013/02/MakerspacePlaybook-Feb2013.pdf>  
This 84-page “playbook will help you establish a wonderful new resource in your school, neighborhood, or wider local community. It shares the knowledge and experience from the Makerspace team as well as from those who have already started Makerspaces.”
- d. Preddy, L. B. (2013). Creating school library “makerspace.” *School Library Monthly*, 29(5), 41-42.  
Preddy shares practical ideas for creating a makerspace in your library.
- e. Loertscher, D.V., Preddy, L., & Derry, B. (2013). Makerspaces in the school library learning commons and the uTEC maker model. *Teacher Librarian*, 41(2), 48-51.  
The authors discuss the promotion of creative thinking in school libraries through Makerspace and explain the Using, Tinkering, Experimenting, and Creating (uTEC) Maker Model.
- f. Preddy, L. B. (2013). *School library makerspaces: Grades 6-12*. Santa Barbara, CA: Libraries Unlimited.  
“An essential resource for intermediate, middle, and high school librarians that guides the planning, learning, and implementation of a school library makerspace.”

✓ **“The school librarian creates an environment that is conducive to active and participatory learning...” *Empowering Learners* action, III.III, p. 33.**

## 15.Nonfiction/Informational Text

- a. Weisman, K. (2012). A new look at information books. *School Library Monthly*, 29(1), 8-10.  
“These books –the backbone of most school library collections–serve the needs of young researchers, debaters, information seekers, bet settlers, browsers, and inquiring minds on a daily basis.” Weisman offers traditional selection criteria and adds thoughtful other considerations as well.

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- b. Campbell, E. (2014). Need to find nonfiction? *Library Media Connection*, 32(4), 52-53. Campbell gives advice for finding and developing a school library's nonfiction collection—supportive resources to identify high-quality nonfiction, including award lists, online reading blogs, and professional teaching organizations.
  - c. Ness, M. (2011). Teachers' use of and attitudes toward informational text in K-5 classrooms. *Reading Psychology*, 32(1), 28-53. doi:10.1080/02702710903241322  
Ness reports her findings regarding the frequency of use of informational texts in K-5 classrooms, the percentage of informational texts in classroom libraries, and teachers' attitudes about informational texts.
  - d. Young, R. (2013). Common core and literary nonfiction: Now what do I do? *Library Media Connection*, 31(6), 38-40.  
Young asserts that "the importance of literary nonfiction and expository text as they relate to the Common Core and the curriculum can help redefine the essential role of the school librarian" (p. 38). She suggests specific books that may be used in the classroom to support the Common Core and shares several organizers useful in helping students process and synthesize information.
  - e. *Common Core: The fuss over non-fiction*. (2014). Retrieved from <http://www.teachersfirst.com/exclusives/moreless/librarian/fuss/q2.cfm>  
What's the difference in nonfiction and informational text?
- ✓ **"The school librarian acquires and promotes current, high-quality, high-interest collections of books" *Empowering Learners* action, II.II, p. 21.**

## 16. Program Evaluation

- a. *Empowering learners: Guidelines for school library programs*. (2009). Chicago: ALA.  
"Guiding principles for school library programs must focus on building a flexible learning environment with the goal of producing successful learners skilled in multiple literacies. Defining the future direction of school library programs is the purpose of AASL's newest set of guidelines."
  - b. Information about the *Planning Guide for Empowering Learners with School Library Program Assessment Rubric*. (2014). Retrieved from <http://www.ala.org/aasl/standards-guidelines/planning-guide>  
"A *Planning Guide for Empowering Learners* is a program evaluation, planning, implementation and advocacy tool that will ensure school library program planners go beyond the basics to provide goals, priorities, criteria, and general principles for establishing effective library programs. The guide includes a revised *School Library Program Assessment Rubric*, a tool that allows school librarians to assess their program on 16 different sets of criteria."
  - c. *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric*. (2014). Retrieved from <http://aasl.eb.com>  
"An online, interactive school library program planning module designed to help school librarians implement the AASL program guidelines outlined in *Empowering Learners: Guidelines for School Library Programs* and change school library program development and implementation by saving time and delivering data."
  - d. Hardin, R. (2012). Library program evaluation: The AASL planning guide. *School Library Monthly*, 28(8), 11-13.  
"Figuring out what I do well and what I need to improve only makes me better." Hardin describes the process of self-assessment and shares her plan of action.
  - e. *School library media program evaluation rubric*. (2010). Retrieved from [http://www.p12.nysed.gov/technology/library/SLMPE\\_rubric/home.html](http://www.p12.nysed.gov/technology/library/SLMPE_rubric/home.html)  
Based on *Empowering Learners*, the New York State Department of Education's self-assessment rubric for the 25 "Essential Elements" of the school library program with four performance levels and examples.
- ✓ **"The school library program is built on a long-term strategic plan that reflects the mission, goals, and objectives of the school" *Empowering Learners* guideline III.I, p. 30.**

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## 17. RDA: Resource Description and Access

- a. Hart, A. (2013). RDA—Coming to a catalog near you. *Library Media Connection*, 31(6), 46-47.  
Hart provides an excellent overview of RDA, Resource Description and Access, the successor to AACR2.
  - b. Adamich, T. (2009). RDA and school libraries: Why can't we keep AACR2? *Technicalities*, 29(6), 12-15.  
Adamich tells us why we really can't keep using AACR2, gives a bit of background on RDA, and discusses the impact of the change on school libraries.
  - c. Cassidy, J. L., & Milhorat, J. Y. (2011). RDA: What does it have to do with me? *AALL Spectrum*, 16(2), 24-27.  
Cassidy and Milhorat answer the question, "How will RDA, the successor standard to the Anglo American Cataloging Rules, 2<sup>nd</sup> ed. (AACR2) for the 21<sup>st</sup> century, affect all the players?"
  - d. *RDA Toolkit*. (2013). Retrieved from <http://www.rdatoolkit.org>  
"Designed for the digital world and an expanding universe of metadata users, RDA: Resource Description and Access is the new, unified cataloging standard. The online RDA Toolkit subscription is the most effective way to interact with the new standard." Free trials are available.
  - e. Mering, M. (Ed.). (2014). *The RDA workbook: Learning the basics of Resource Description and Access*. Santa Barbara, CA: Libraries Unlimited.  
Chapters include FRBR, the Framework behind RDA; RDA in the Real World: Preparing Bibliographic Records; Creating Access Points and Understanding Authority Records; and Implementing RDA into Your Library and Catalog.
- ✓ **"The school librarian establishes school library program acquisition, processing, and cataloging procedures that conform with district policies" *Empowering Learners* action III.V, p. 37.**

## 18. Reading Comprehension

- a. Moreillon, J. (2008). Position yourself at the center: Coteaching reading comprehension strategies. *Teacher Librarian*, 35(5), 27-34.  
"The next time your principal is asked to name the key educators on your school's literacy team, be sure your name is on the list or better yet, at the top of the list. When we extend our reach beyond promoting reading and coteach reading comprehension strategies, we can become literacy team leaders and help ensure that all students are capable as well as avid readers."
- b. Moreillon, J. (2013). A matrix for school librarians: Aligning standards, inquiry, reading, and instruction. *School Library Monthly*, 29(4), 29-32.  
Moreillon connects AASL standards, the inquiry process, reading comprehension strategies, and learning applications, emphasizing the librarian's key role in collaborative planning and teaching.
- c. Moreillon, J. (2012). *Coteaching reading comprehension strategies in secondary school libraries: Maximizing your impact*. Chicago: ALA.  
Early chapters address collaborative teaching and maximizing impact. Remaining chapters present seven specific strategies, from activating or building of background knowledge to making predictions and drawing inferences to synthesizing, to be used at the secondary level.
- d. Moreillon, J. (2013). *Coteaching reading comprehension strategies in school elementary school libraries: Maximizing your impact*. Chicago: ALA.  
Early chapters address collaborative teaching and maximizing impact. Remaining chapters present seven specific strategies, from activating or building of background knowledge to making predictions and drawing inferences to synthesizing, to be used at the elementary level.
- e. *School librarian's role in reading toolkit*. (2014). Retrieved <http://www.ala.org/aasl/advocacy/tools/toolkits/role-reading>

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“Reading is a foundational skill for 21st-century learners. Guiding learners to become engaged and effective users of ideas and information and to appreciate literature requires that they develop as strategic readers who can comprehend, analyze, and evaluate text in both print and digital formats.” This toolkit provides librarians with the tools needed to accomplish this.

- ✓ **“The school librarian collaborates with teachers and other specialists to integrate reading strategies into lessons and units of instruction” *Empowering Learners* action, II.II, p. 21.**

## 19. Reading Online v. Print

- a. Cull, B. W. (2011). Reading revolution: Online digital text and implications for reading in academe. *First Monday*, 16(6). Retrieved from <http://firstmonday.org/ojs/index.php/fm/article/view/3340/2985>  
Cull discusses the shift from print to digital and touches upon the cognitive neuroscience of reading. In short, we read differently online than we do with printed text.
- b. Fisher, D., Lapp, D., & Wood, K. (2011). Reading for details in online and printed text: A prerequisite for deep reading. *Middle School Journal*, (42)3, 58-63.  
Fisher, Lapp, and Wood investigated how well people read for detail when reading online and in print and found that “the students who read online performed significantly poorer than the students who read from the printed version on questions related to specific information in the texts.” They offer strategies that we can use to encourage and support deep reading.
- c. Jabr, F. (2013). *The reading brain in the digital age: The science of paper versus screens*. Retrieved from <http://www.scientificamerican.com/article/reading-paper-screens/>  
Jabr references many studies that have explored reading on paper versus reading on screen.
- d. *ReadWriteThink: Reading online*. (2013). Retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html>  
“Research suggests that online reading requires a different set of skills and strategies than offline reading.” This strategy guide provides research basics, the strategy in practice, and related resources.
- e. Hodgson, K. *Strategies for online reading comprehension*. Retrieved from <http://www.learnnc.org/lp/pages/6958>  
“This article examines the differences between reading in print and reading online and proposes some tools and strategies to help aid students’ reading comprehension and information literacy in online environments.”

- ✓ **“The school librarian models reading strategies in formal and informal instruction” *Empowering Learners* action II.II, p. 21.**

## 20. Web 2.0 Tools -- Pinterest, QR Codes ...

- a. *Education trends: Teachers stuck on Pinterest*. (2013). Retrieved from <http://www.edutopia.org/blog/teachers-stuck-on-pinterest-kendra-jarvis>  
Kendra Cameron Jarvis shares the top K-12 education pins.
- b. Clark, A. (2012). Pinterest for librarians. *Library Media Connection*, 31(3), 24-25.  
Clark shares specifics and ideas for ways to use Pinterest and even suggests some Pinterest users you might want to follow.
- c. Messner, K. (2012). Very Pinteresting!. *School Library Journal*, 24-27.  
Messner discusses ways to use Pinterest and shares links to “Author Pin Boards” and “Pinterest in the Library and Classroom.”
- d. *Pinterest*. (2013). Retrieved from <http://www.pinterest.com>  
“Pinterest is a tool for collecting and organizing things you love.” You can create boards, pin, like, and follow to your heart’s content.

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- e. Lamb, A., & Johnson, L. (2013). QR codes in the school library: A dozen practical uses. *Teacher Librarian*, 40(3), 63-67.  
Lamb and Johnson give “Seven Steps to Getting Started” as well as “A Baker’s Dozen QR Code Project Ideas.”
  - f. Ahearn, C. (2014). QR codes: Taking collections further. *Knowledge Quest*, 42(4), 71-75.  
Ahearn shares “ways you can use QR codes to enhance access in your library. She answers the “Why?” the “How” and the “So What” and ponders “What’s Ahead?”
  - g. Ewel, A. (2014). Orientation using QR codes: iPads in the library. *Library Media Connection*, 32(5), 52.  
Ewel describes orientation with her ninth graders. “For research projects we wanted students to be able to navigate our physical stacks and be aware of our databases.” iPads and QR codes kept students engaged and involved.
  - h. Collins, K., Knowles, A., & Molnar, J. (2012). Using QR codes to engage high school learners. *Library Media Connection*, 31(2), 48-49.  
The authors share past orientation experiences, their idea, the QR code impact, some things they discovered, the challenges of implementation, and what’s next.
  - i. Berger, P., & Trexler, S. (2010). *Choosing Web 2.0 tools for learning and teaching in a digital world*. Santa Barbara, CA: Libraries Unlimited.  
Chapters address the following topics: Learning, Literacy, and Web 2.0; Searching the Web; Social Bookmarking; Managing and Organizing Information; Content Collaboration; Media Sharing; Social Networking; and Digital Mapping.
- ✓ **“The school librarian integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning” *Empowering Learners* action II.III, p. 23.**

*“The mission of the school library program is to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information...” *Empowering Learners*, p. 8.*

***Empowering Learners: Guidelines for School Library Programs.* (2009). Chicago, IL: American Association of School Librarians.**

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