Top Ten Topics and Trends
VAASL Fall Conference
November 19-21, 2015

1. Coding

   a. *Code.org*. (2015). Retrieved from https://code.org/
      "Launched in 2013, Code.org® is a non-profit dedicated to expanding access to computer science and increasing participation by women and underrepresented students of color. [Their] vision is that every student in every school should have the opportunity to learn computer science. [They] believe computer science should be part of core curriculum, alongside other courses such as biology, chemistry or algebra." Resources and workshops for elementary, middle, and high school teachers, an online learning platform, and educational videos are available.

   b. *Hour of Code*. (2015). Retrieved from https://hourofcode.com/us
      "The Hour of Code is a global movement reaching tens of millions of students in 180+ countries. Anyone, anywhere can organize an Hour of Code event. One-hour tutorials are available in over 40 languages. No experience needed. Ages 4 to 104."

   c. Colby, J. (2015). 2,445 hours of code: What I learned from facilitating Hour of Code events in high school libraries. *Knowledge Quest, 43*(5), 12-17.
      Colby shares her experiences advocating for, planning for, and conducting Hour of Code events.

   d. Solomon, G. (2015). Hours of Code: Past and present. *Tech Learning,* 36(3), 28-31.
      Solomon answers the question "why coding?" She discusses the gender gap in computer science, describes coding activities at various schools, and gives links to numerous additional sites for more information.

   e. *Hour of Code Worldwide 2015.* (2015). Retrieved from https://www.youtube.com/watch?v=2DxWIxec6yo
      Promo video for this year's Hour of Code.

✓ **"The school librarian integrates the use of <u>state-of-the-art and emerging technologies</u> as a means for effective and creative learning"** *Empowering Learners* **action II.III, p. 23.**

2. Digital Citizenship

   a. *Digital citizenship: Using technology appropriately: Nine elements*. (2015). Retrieved from http://www.digitalcitizenship.net/Nine_Elements.html.
      Addresses digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights & responsibilities, digital health & wellness, and digital security.

   b. *Edutopia: Digital citizenship.* (2015). Retrieved from http://www.edutopia.org/blogs/tag/digital-citizenship.
      Discussions, videos, lists of resources, and blogs addressing the topic.

   c. Common Sense Education. (2015). *K-12 digital citizenship curriculum.* Retrieved from https://www.commonsensemedia.org/educators/curriculum.
      Includes curriculum scope and sequence, student assessments, posters, toolkits, and other resources.

   d. Hollandsworth, R., Dowdy, L., & Donovan, J. (2011). Digital citizenship in K-12: It takes a village. *TechTrends, 55*(4), 37-47.
      "Lack of digital citizenship awareness and education can, and has, led to problematic, even dangerous student conduct. If our educational village does not address these issues, the digital culture establishes its own direction, potentially pushing a productive, long-term solution further out of reach. By tapping into the experience of various practitioners and experts in the field this article provides the reader with a number of suggestions that can help the professional to help their students become better digital citizens."

e. Moreillon, J. (2013). Leadership: Teaching digital citizenship. *School Library Monthly, 30*(1), 26-27.

"Leading in teaching digital citizenship is a quick remedy for positioning the school library program at the center of the academic program. By contributing to students' and teachers' online knowledge, ethical behavior, health, and safety, school librarians can play a key role in preparing children and youth for living, working, and participating in a global society."

f. Ribble, M. (2015). *Digital citizenship in schools: Nine elements all students should know.* 3rd ed. Eugene, OR: ISTE.

Major sections include Understanding Digital Citizenship, Digital Citizenship in Schools, and Digital Citizenship in Classrooms.

g. *What is digital citizenship?* (2015). Retrieved from https://www.youtube.com/watch?v=OH6869bD8iU

Three and a half minute video from Cyberwise that provides an overview of digital citizenship

✓ **"The school librarian embeds key concepts of <u>legal, ethical and social responsibilities</u> in accessing, using and creating information in various formats"** *Empowering Learners* **action II.III, p. 23.**

3. Diverse Books

a. *WWNB: We need diverse books.* (n.d.). Retrieved from http://weneeddiversebooks.org/

"We Need Diverse Books™ is a grassroots organization of children's book lovers that advocates essential changes in the publishing industry to produce and promote literature that reflects and honors the lives of all young people. How we define diversity: We recognize all diverse experiences, including (but not limited to) LGBTQIA, people of color, gender diversity, people with disabilities*, and ethnic, cultural, and religious minorities."

b. Michigan State University. (2014). *Multicultural and diverse children's literature.* Retrieved from http://libguides.lib.msu.edu/c.php?g=96613&p=626686

Information about and links to various awards in children's literature that celebrate diverse works.

c. Cooperative Children's Book Center. (2015). *Children's books by and about people of color and First/Native Nations published in the United States.* Retrieved from https://ccbc.education.wisc.edu/books/pcstats.asp

"…what the low numbers for multicultural literature mean is that publishing for children and teens has a long way to go before reflecting the rich diversity of perspectives and experiences within and across race and culture.

The numbers are far from the only important thing to consider when it comes to multicultural publishing for children and teens, of course. The books themselves matter. And every year we see amazing books by and about people of color and First/Native Nations people published. There just aren't enough of them."

d. Helton, M. (2015). A case for diverse books. *Kentucky English Bulletin, 64*(2), 42-44.

Helton shares statistics from the Cooperative Children's Book Center and makes the case for the need for more diverse children's books. "If the lack of cultural diversity in the children's book market is reflected in the elementary school media center, then that means children of color rarely see themselves represented in their schools' book collections."

e. Ward, B. A. (2015). Celebrating diverse books: The Notable Books for a Global Society. *Reading Today, 32*(6), 22-23.

"Every year since 1995, the Notable Books for a Global Society, a nine-member subcommittee of the Children's Literature and Reading Special Interest Group (CL/R SIG), has selected 25 books that represent the best in diverse literature. The books are vetted for accuracy, authentic depictions, and displays of leadership and cooperation."

  f. 6 quotes from YA authors on why #WeNeedDiverseBooks. (2015). Retrieved from https://www.youtube.com/watch?v=1A0v63UBxmc
    "Everyone deserves to recognize themselves in the books they read. See why YA authors think diverse books are so important with these quotes!"

 ✓ **"The school librarian collaborates with the teaching staff to develop an up-to-date collection of print and digital resources in multiple genres <u>that appeal to differences in age, gender, ethnicity, reading abilities, and information needs</u>"** *Empowering Learners* **action III.VI, p. 38.**

4. Flexible Scheduling

  a. American Association of School Librarians. (2014). *Position statement of flexible scheduling.*   Retrieved from http://www.ala.org/aasl/advocacy/resources/statements/flex-sched
    "The integrated library program philosophy requires an open schedule that includes flexible and equitable access to physical and virtual collections for staff and students."

  b. Idaho Commission for Libraries. (2015). *January best practice of the month: Flexible scheduling.* Retrieved from http://libraries.idaho.gov/blogs/jeanniestandal/january-best-practice-month-flexible-scheduling
    Benefits and drawbacks of fixed and flexible scheduling models are addressed.

  c. Harvey, C. A. (2014/2015). The schedule spectrum. *School Library Monthly, 31*(3), 17-19.
    "The schedule is important because it determines access—access to the librarian, to the materials in the library, and to the facility. Students and staff should have access to all three at the point of need. The question becomes how that is best accomplished. The answer can be very complicated."

  d. Donnelly, A. (2014). Building a flexible school library program. *School Library Monthly, 30*(5), 14-16.
    "The best advice I can offer is to try this model one piece at a time. Work on collaboration first, and then work on the flexible library schedule. Attend monthly grade-level planning meetings. Be available to meet individually or in teams. Visit a school that is already implementing this model to see it in action. Be creative in thinking about library scheduling. At the master scheduling meeting, emphasize that the library is not considered a "special" that covers for teacher planning time."

  e. Donnelly, A. C. (2015). *The library collaboration and flexible scheduling toolkit*: *Everything you need to know to get started.* Santa Barbara, CA: Libraries Unlimited.
    "This powerful book explains the advantages of utilizing a flexible schedule with collaboration as compared to a fixed schedule without collaboration. Donnelly includes the following: Collaboration and you -- Gaining administrative support -- Training the staff -- Winning the staff over -- Planning with a team -- Library assistant or not -- Difficulties the librarian might experience -- The second year -- Other voices."

  f. Grape, R. (2013). *Bendy, twisty, flexible scheduling*. Retrieved from https://www.youtube.com/watch?v=GWo3FWmQVhM
    "This digital advocacy video is for librarians and principals considering a flexible schedule for their school libraries."

 ✓ **"The school librarian <u>promotes flexible scheduling of the school library facility</u> to allow for efficient and timely integration of resources into the curriculum"** *Empowering Learners* **action III.III, p. 33.**

5. Intellectual Freedom (in the Digital Age)

    a. Chemara, T. (2015). Do minors have first amendment rights in schools? *Knowledge Quest*, *44*(1), 8-13.

       "Students in public schools, therefore, do have rights under the First Amendment. Although public school officials retain substantial—though not absolute—discretion in designing school curricula, attempts to censor access to materials in the school library will not be permitted unless the restricted materials can be demonstrated to be educationally unsuitable."

    b. Stripling, B. K. (2015). Creating a culture of intellectual freedom through leadership and advocacy. *Knowledge Quest, 44*(1), 14-19.

       "Threats to intellectual freedom are calls to action. Constitutionally guaranteed by the First Amendment, intellectual freedom may be denied to students by the policies and practices in schools and districts across the country. School librarians have a responsibility, even a mandate, to lead and advocate for intellectual freedom in our schools."

    c. Pekoll, K. (2015). ALA Office for Intellectual Freedom: Who we are and how we help librarians. *Knowledge Quest*, *44*(1), 26-29.

       "ALA's Office for Intellectual Freedom (OIF) strives to educate librarians and the public about the nature and importance of intellectual freedom in libraries, and it will celebrate its fiftieth anniversary in 2017… Anyone can call us with questions or to report a challenge. A person does not have to be a member of ALA…"

    d. McBride, L. L. (2015). The Simpsons v. The freedom to read: A School Board member's perspective. *Knowledge Quest*, *44*(1), 51-53.

       "The first lines of defense are a well-written policy and thorough guidelines for selection of library materials and reconsideration of challenged materials… With knowledge, tact, skill, and preparation, you can ensure that politics and intellectual freedom remain on friendly terms."

    e. Martin, A. M. (2015). Labeling and rating systems: Greater access or censorship? *Knowledge Quest*, *44*(1), 54-58.

       "Labeling and ratings systems create challenges that determine how well the librarian succeeds in dodging
censorship issues and providing access… Librarians believe in the premise that balanced, open access to information is a student's right. Recognize the difference between assisting access with directional labeling and denying rightful access to resources through viewpoint labeling."

    f. Batch, K. R. (2015). Filtering beyond CIPA: Consequences of and alternatives to overfiltering in schools. *Knowledge Quest*, *44*(1), 60-66.

       "More than a decade ago, Internet filters appeared to be a simple way to ensure an age-appropriate learning environment. Today, it is critical to recognize the unequal and uneven impact of filters'implementation. Because Internet users are not only consumers but also creators of content, Internet filters and access policies must be realigned with the dynamic, interactive, and social uses of the Internet if all students are to benefit fully from the technological opportunities available today and in the future."

    g. *Introduction to intellectual freedom*. (2015). Retrieved from
       https://www.youtube.com/watch?v=F8HMkHjBqJs

       An overview of the concept of intellectual freedom, definition of censorship, and call to action.

✓ **"The school librarian <u>advocates for and protects intellectual access</u> to information and ideas"** *Empowering Learners* **action III.VI, p. 38.**

6. My Senior is Your Freshman

    a. Head, A. J. (2013). How freshmen conduct course research once they enter college. Retrieved from http://projectinfolit.org/images/pdfs/pil_2013_freshmenstudy_fullreport.pdf

       "This paper presents findings about the challenges today's college freshmen face, and the information-seeking strategies they develop, use, and adapt as they make the transition from high school to college and begin to complete college-level research assignments."

    b. Varlejs, J., & Stec, E. (2013). Factors affecting students' information literacy as they transition from high school to college. *School Library Research, 17*. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol17/SLR_FactorsAffecting_V17.pdf

       "Despite the considerable attention paid to the need to increase the information literacy of high school students in preparation for the transition to college, poor research skills still seem to be the norm. To gain insight into the problem, library instruction environments of nineteen high schools were explored."

    c. Boyer, B. L. (2015). Collaborative instructional design for college readiness. *Knowledge Quest, 44*(2), 60-65.

       "In our quest to improve our senior research project, a team comprised of the school librarian and members of the language arts faculty worked steadily from fall of 2012 through spring of 2013 to design and develop a student-centered senior capstone project that incorporated critical information-fluency skills with reading nonfiction, along with metacognitive reflection."

    d. Stewart, K. W. (2015). College readiness: We are not alone! *School Library Monthly, 31*(6), 30-32.

       "Many college and university instructors agree that there is a universal gap in what incoming college freshmen bring with them when it comes to basic information and literacy skills, and what is required in their college-level courses. I have heard this expressed by many academic librarians. There needs to be conversations between librarians in all fields (school, academic, public, and special) to cooperate in identifying, developing, and implementing new strategies to develop the skills needed by students. After all, we all have one goal in common: student success!"

    e. Riedling, A. M. (2007). *An educator's guide to information literacy: What every high school senior needs to know.* Santa Barbara, CA: Libraries Unlimited.

       Includes ideas for lessons, formative assessments, and suggestions for integrating information literacy skills into the curriculum.

    f. BAYA Librarians. (2014). *What should high school teachers teach about research?* Retrieved from https://www.youtube.com/watch?v=s0wtuaoIoVU

       "Public, school, and academic librarians are all invited to use this video to help students and faculty understand what is expected of students at the college level. The video contains college students, instructors, and librarians talking about issues such as: Developing a research question; finding information; evaluating information sources; analyzing information; synthesizing information; getting help from librarians; and time management."

  ✓ **"The school librarian provides instruction specific to searching for information in various formats"** *Empowering Learners* **action, II.III, p. 23.**

7. Preschoolers in the Library—Oh my!

    a. Schwindt, M., & Tegeler, J. (2010). Preschool story time: Fun and learning in the school library. *School Library Monthly, 26*(6), 14-15.

       "As more and more elementary schools include preschool children in their school communities, school librarians can respond with programs that emphasize essential early literacy experiences for the very young."

Audrey Church, Ph.D.

http://www.longwood.edu/staff/churchap

b. Arnold, R., & Colburn, N. (2012). First steps: Give them a big hand. *School Library Journal, 58*(3), 20.
   "Puppets are nothing if not fun. A puppet sharing a story enchants a preschool crowd every time."

c. Diamont-Cohen, B. (2010). *Crash course in library services to preschool children.* Santa Barbara, CA: Libraries Unlimited.
   Chapter topics include books, collections, partnerships, and working with special populations.

d. Bane, R. C. (2010). *Let's pretend: 50 start-to-finish preschooler programs for the busy librarian that foster imagination.* New York: Neal-Schuman.
   From "Going camping" to "A rainy day" to "Pumpkin patch, an overview, list of materials needed, step-by-step, and final thoughts.

e. Dietzel-Glair, J. (2013). *Books in motion: Connecting preschoolers with books through art, games, movement, music, playacting, and props.* Chicago: Neal-Schuman.
   The best 500 books with strong movement tie-in with action suggestions for each

f. Engelfried, S. (2015). *Beyond the book storytimes*. Retrieved from http://btbstorytimes.blogspot.com/
   "What's in it? Mostly it's ideas for sharing children's books with groups (storytimes and other programs) in ways besides the obvious, which is: read them. Not that there's anything wrong with reading books. It's still the single best way to get kids and parents excited about books. But in my 25+ years as a children's librarian, I've run across many situations where that doesn't always work that well: The pictures are too small, the group is too large or the story is too long, for example. And I've also found that mixing up a presentation with puppets, props, drama, and (more recently) technology can grab the attention of kids in a different way."

g. Hall, E. (2011). *Tips for reading to preschool aged students.* Retrieved from https://www.youtube.com/watch?v=4azPFKZ8iFM
   "School librarians can be overwhelmed with the thought of having preschoolers in the elementary school library. After working with 4-year old students for seven years, [Hall shares] some tips and tricks to help librarians prepare for these young students."

✓ **"The school librarian creates an environment that is conducive to <u>active and participatory learning…</u>"** *Empowering Learners* action, III.III, p. 33.

8. Read Alouds (for all grade levels!)

a. Copeland, B. S., & Messner, P. A. (2013). *School library storytime: Just the basics.* Santa Barbara, CA: Libraries Unlimited.
   "… this book starts with an introduction, followed by explanations of how to read aloud and tips for managing and working with children in the primary grades. The authors suggest specific picture books that tie into school year-based themes and supply materials that can be used as listed or easily modified to meet the individual library's needs. Event-specific lessons are supplied for many weeks within the school year, making this title one that educators will rely on for storytime ideas from September through May."

b. Reid, R. (2009). *Reid's read-alouds: Selections for children and teens.* Chicago: ALA.
   "Reid makes reading aloud to children and teens easy by selecting titles in high-interest topics and providing context to spotlight great passages. Make reading fun and exciting with: passages from 400 titles encompassing fiction and nonfiction; advice on how to prepare for a read-aloud; a subject index to make program planning easier; and, bibliographic information on all titles."

c. Reid, R. (2011). *Reid's read-alouds 2: Modern day classics from C. S. Lewis to Lemony Snicket.* Chicago: ALA.
   "Reid dips back into the classics to highlight outstanding titles published between 1950 and 1999 that continue to connect with kids and teens today. From humor and drama to science fiction and history, Reid makes it easy to find just the right place to begin, with unique 10-minute read-aloud suggestions drawn from 200 carefully selected titles. Along with his field-tested great reads, he includes brief plot

summaries and appropriate age levels for each title, program planning suggestions, [and] indexes by subject, author, title, and grade-level."

    d. Laminack, L. (2011). *Unwrapping the read aloud: Making every read aloud intentional and instructional.* New York: Scholastic.

"We make the read aloud intentional when we purposely select texts and times with the intent to inspire our students to read and write, invest in our students' language and understandings, and use the read aloud to instruct across the curriculum."

    e. Evans, S. (2010). The role of multicultural literature interactive read-alouds on student perspectives toward diversity. *Journal of Research in Innovative Teaching, 3*(1), 92-104.

"The purpose of this paper is to share the results of a qualitative research study that examined whether reading multicultural books aloud to elementary-age students could serve as a tool for altering student perspectives of others and for increasing tolerance. The results of this study demonstrated that through using an innovative critical literacy practice with multicultural literature, students' awareness and understanding of others could be positively impacted."

    f. *World read-aloud day: February 24, 2016.* Retrieved from
http://www.litworld.org/wrad/

"World Read Aloud Day motivates children, teens, and adults worldwide to celebrate the power of words and creates a community of readers taking action to show the world that the right to literacy belongs to all people. By raising our voices together on this day we show the world's children that we support their futures: that they have the right to read, to write, and to share their stories."

✓ **"The school librarian motivates learners to read fiction and nonfiction through <u>reading aloud</u>…"** *Empowering Learners* **action II.II, p. 21.**

9. Stations

    a. *How I use library stations.* (2012). Retrieved from
https://elementarylibrarian.com/how-i-use-library-stations/

Elementary librarian shares ideas for how she uses stations in her library.

    b. Spisak, J. (2014). Multimedia learning stations. *Library Media Connection, 33*(3), 16-18.

"Tiring of the same lesson on databases and sources, I decided to spice up my library lessons by adding a new format to my middle school library program. Building on an idea from a colleague, I decided to try using learning stations. This method would give me a way to introduce different types of reliable sources to my students, enhance my teachers' curricula and give the students some variety. Seven years later I have built a repository of more than sixty sets of learning stations, and I'm still creating new ones all the time. These learning stations have evolved from mostly book-centric stations to multimedia stations."

    c. Spisak, J. (2015). *Multimedia learning stations: Facilitating instruction, strengthening the research process, building collaborative partnerships.* Santa Barbara, CA: Libraries Unlimited.

"Learn how to use rotating multimedia learning stations, employing databases, websites, education apps, videos, audio podcasts, online games, books, and more to build a strong, collaborative library program that helps you strengthen student understanding of the research process."

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

10. Twitter for PD/PL

a. Paugh, P. (2013). Tweet-wise. *The School Librarian's Workshop, 33*(6), 16-17.
"Anyone feeling overwhelmed by the amount of information, apps, and digital tools out there? They seem to breed by night and vie for your attention by day. I find it virtually (hah!) impossible to stay abreast of every new discovery let alone master all of them….For me, the best solution is found …Twitter....I have not discovered any other tool better at helping me stay apprised of new developments. Wielded correctly, it might be an educator's most powerful professional development instrument."

b. Foote, C. (2011). From professional development to personalized learning. *Library Media Connection, 31*(4), 34-35.
"The article examines various ways that school librarians can access online professional development resources. It states that online learning allows for personalized learning that can be tailored to individual needs and schedules. The author discusses the benefits of researching online professional learning services via the microblogging website Twitter."

c. Anderson, S. (2011). The Twitter toolbox for educators. *Teacher Librarian, 39*(1), 27-30.
"In this article the author offers observations on how educators can use the social networking and microblogging service Twitter as a means for learning about real-time events and advancing their professional development. Topics discussed include information on setting up an account, creating a personal picture or avatar (a graphic representation of oneself) and using Twitter as a means for communicating with students."

d. Caramanico, N. (2014). Personalized professional development: Making time for teacher choice. Retrieved from http://todayscatholicteacher.com/archive/articles_view.php?article_id=4814
For many good reasons, face-to-face professional development has always had—and likely always will have—a place in schools. However, there is a rapidly growing trend in teacher professional learning: personalized, self-directed, and based on educator choice and interest. What is this trend about, and how can schools employ it to benefit learning for both teachers and students alike?

e. Renwick, M. (2015). How Twitter can power your professional learning. Retrieved from http://www.edtechmagazine.com/k12/article/2015/07/how-twitter-can-power-your-professional-learning
*"*What makes Twitter valuable is the information that is shared and the people who are sharing it. By using the tools and strategies mentioned in this article, you can manage these new connections more efficiently."

f. *Beginner's Guide to Using Twitter for Professional Development - 2015 Tutorial*. (2015). Retrieved from https://www.youtube.com/watch?v=8MqUu2aIhU4
"This Beginner's Guide to Using Twitter for Professional Development takes you from start to finish and teaches you how to use Twitter to learn from others and share your own thoughts and resources with the world. You'll see how to set up a new account, follow other professionals, and share your thoughts. You'll not only learn how to use Twitter, but why to use it."

✓ **"The school librarian participates in … professional development to sustain and to develop knowledge and skills"** *Empowering Learners* **action III.VIII, p. 43.**

"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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