

**Top 10 Topics and Trends**  
**Virginia Association of School Librarians**  
March 2012

**1. BYOD**

- a. BYOD strategies. (2012). *Technology & Learning*, 32(7), 34-37.  
“...this article isn't meant to convince readers to try BYOD. It's about how to make it work once you've decided it's the way to go. Here are the methods three districts took to make BYOD happen.”
  - b. Hill, R. A. (2011). Mobile digital devices: Dipping your toes in technological waters. *Teacher Librarian*, 39(1), 22-26.  
“While a wide array of devices exists in schools today, more and more mobile devices, specifically smart phones, are showing up in classrooms with kids as young as eight, so there is plenty of consternation to go around...taking advantage of the technology that is already attached to the hips of their students makes sense” (pp. 22-23). This article explores both the pros and cons of allowing students to bring their own technology to school.
  - c. *Reports from Speak Up* including *The new 3E's of education: Enabled, engaged, and empowered: How today's students are leveraging emerging technologies for learning*. Retrieved from [http://www.tomorrow.org/speakup/speakup\\_reports.html](http://www.tomorrow.org/speakup/speakup_reports.html)  
“Smart phone access for middle and high school students jumped 42 percent from 2009 to 2010...when data is analyzed for differences based upon school demographics such as qualification for Title I funding or community type there is relatively little or no difference in the data results” (p. 4).
- ✓ **“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.**

**2. E-books**

- a. *Frequently asked e-book questions from public librarians*. (2011). Retrieved from [http://www.ala.org/ala/aboutala/offices/oitp/e-book\\_faq.pdf](http://www.ala.org/ala/aboutala/offices/oitp/e-book_faq.pdf)  
Prepared by the ALA Office of Information Technology Policy, while directed at public librarians, answers 35 questions that school librarians may ask as well, from “What are e-books?” to “What advantages do e-books offer over traditional print books?” to “What is the difference between Overdrive and vendors like Follett?”
  - b. Burt, D. J. (2012). Public domain ebooks. *School Library Monthly*, 28(5), 40-41.  
High school librarian David Burt shares sources and uses of public domain ebooks.
  - c. Polanka, S. (Ed.). (2012). *No shelf required 2: Use and management of electronic books*. Chicago: American Library Association.  
Topics addressed include going digital but not bookless, accessibility issues with ebooks and ereaders, ebook adoption in school libraries, iPad loaner programs and Kindle pilot projects, and using ebooks with reluctant readers.
  - d. And for your professional development...Fontichiaro, K., & Hamilton, B. (Eds.) (2011). *School libraries: What's now, what's next, what's yet to come*. Retrieved from <http://www.smashwords.com/books/view/96705>  
“A crowdsourced collection of over 100 essays from around the world about trends in school libraries written by librarians, teachers, publishers, and library vendors.”
- ✓ **“The school librarian acquires and promotes current, high-quality, high-interest collections of books and other reading resources in multiple formats” *Empowering Learners* action II.II, p. 21.**

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### 3. Evaluation--Student Assessment

- a. Harada, V. H., & Yoshina, J. M. (2010). *Assessing for learning: Librarians and teachers as partners*. 2<sup>nd</sup> 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, 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.

- b. Fontichiaro, K. (2011). Nudging toward inquiry: Formative assessment. *School Library Monthly*, 27(6), 11-12.

Fontichiaro defines formative assessment “a way of evaluating student work while it is still in progress” and shares ideas and useful tools.

- c. *TRAILS (Tools for Real Time Assessment of Information Literacy)*. 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 3<sup>rd</sup>, 6<sup>th</sup>, 9<sup>th</sup>, and 12<sup>th</sup> 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).

- ✓ **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.**

### 4. Evaluation--School Librarians

- a. *Guidelines for uniform performance standards and evaluation criteria for teachers*. (2011). Retrieved from

[http://www.doe.virginia.gov/teaching/performance\\_evaluation/guidelines\\_ups\\_eval\\_criteria\\_teachers.pdf](http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf)

Teachers will be evaluated on seven performance standards (objectives):

Performance Standard 1: Professional Knowledge

Performance Standard 2: Instructional Planning

Performance Standard 3: Instructional Delivery

Performance Standard 4: Assessment of and for Student Learning

Performance Standard 5: Learning Environment

Performance Standard 6: Professionalism

Performance Standard 7: Student Academic Progress (which counts for 40% of the teacher’s rating, with standards 1-6 each counting 10%)

\*School divisions must implement this by July 1, 2012, but may do so earlier.

- 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>

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“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. 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.

- d. Owen, P. L. (2011). An improved “form of our own”: A 21<sup>st</sup> century approach to school librarian evaluation. *Library Media Connection*, 30(3), 30-33.

Owen identifies the benefits of developing a librarian evaluation form and provides a three-step solution. She also gives ideas for sample evidence documents.

- ✓ **The school library program is built by professionals who model leadership and best practice for the school community” *Empowering Learners* guideline, IV.I, p. 45.**

## 5. 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. *School Library System game library*. (n.d). Retrieved from <http://sls.gvboces.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 games for all levels—PreK-K to high school—and aligned board games to the AASL *Standards for the 21<sup>st</sup> Century Learner*. They even offer a sample MARC record for cataloging games!

- 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.

- 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: American Library Association.

Mayer and Harris reintroduce board games, discuss games for 21<sup>st</sup> century learners, share information regarding games in school libraries using the Genesee Valley Model, and recommend top games for elementary, middle, and high schools.

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- ✓ **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.

## 6. Leadership

- a. *Empowering learners: Guidelines for school library programs*. (2009). Chicago: American Association of School Librarians.  
*Empowering Learners* lists “leader” as one of five roles for today’s school librarians. “Leadership is integral to developing a successful 21<sup>st</sup> century school library program” (p. 16).
  - b. Stephens, W. S. (2011). The school librarian as leader: Out of the middle, into the foreground. *Knowledge Quest*, 39(5), 18-21.  
“In most buildings we are the only professionals involved with the consumption and production of knowledge” (p. 18). Stephens asserts that we should set great expectations, demonstrate that we impact every student, and be sure to look toward the future.
  - c. Martin, A. M. (2011). Data-driven leadership. *School Library Monthly*, 28(2), 31-33.  
Martin asserts that “data-driven leaders use statistical information to author change, garner philosophical buy-in, and attain financial and personnel support.”
  - d. Toor, R., & Weisburg, H. (2011). *Being indispensable: A school librarian’s guide to becoming an invaluable leader*. Chicago: American Library Association.  
“In clear, simple, and practical language, this book empowers school librarians by helping them  
Understand what other stakeholders in a school need and want  
Demonstrate their importance to administrators, teachers, and parents  
Plan strategically in both their personal and professional lives  
Master important tools like advocacy and marketing.”
- ✓ **The school librarian is a visible and active leader within the school community** *Empowering Learners* action, IV.I, p. 45.

## 7. Parents

- a. American Association of School Librarians. (2011). *School library programs improve student learning: Parents*. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/brochures/advocacybrochures.cfm>  
One of a series of four brochures “that allows each stakeholder group to visualize a model school library program from their perspective. Each brochure outlines goals and key questions specific and important to that audience helping school librarians lead unique conversations, set goals and expectations for the program and the stakeholder, and maximize the potential of the school library program.”
- b. *Parent advocate toolkit*. (2011). Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/toolkits/parentoutreach.cfm> This toolkit is directed at parents and gives them seven steps to “follow for improving reading, creative thinking, problem-solving skills and information literacy education in your schools.”
- c. Coleman, J. (2012). Parent power: Involve your students’ parents and pump up your program! *Library Media Connection*, 30(4), 25.  
Coleman offers a quiz to assess your connection to parents and suggestions for how to pump it up!
- d. Deskins, L. (2011). Parents, reading partners, library advocates. *Library Media Connection*, 30(3), 34-35.  
Deskins states, “One of my most important goals as a school librarian is to inspire my students to become lifelong lovers of reading. I recognize that I cannot do this alone, and one of my most powerful partners

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is a parent (feel free to insert grandparent, guardian, or other caring adult)” (p. 34). She gives practical hints for sponsoring family literacy nights and family book clubs.

- ✓ **The school librarian encourages parents and community members to support learners by volunteering in the library, participates in PTA/PTO or other school-based parent groups, encourages visits to and use of the library by parents...** *Empowering Learners* actions, III.VII, p. 41.

## 8. QR Codes

- a. Evans, W. (2009). *Building library 3.0: Issues in creating a culture of participation*. Oxford: Chandos.  
In this book “for information professionals and librarians who want to reach out to their users with the tools of Web 2.0 wisely,” chapter 5 addresses Mobile life and QR Code. “QR Code barcodes are square, with blocks of black and white pixels arranged in such a way that a mobile phone’s camera can recognize them, align them, and pull data from them...which then loads as a web page, or a text message, or an image.”
  - b. Dobbs, C. (2011). QR codes in the library: “It’s not your mother’s barcode.” *Library Media Connection*, 30(1), 14-16.  
Quick response codes allow marketers to provide interactive content in an otherwise static environment. For example, want to know more about the book you just picked up? Use your smartphone to scan the QR code to watch a book trailer from the publisher. Dobbs describes how easy it is to make a QR code and shares numerous ideas for using them in our libraries.
  - c. *7 things you should know about QR codes*. (2009). Retrieved from <http://net.educause.edu/ir/library/pdf/ELI7046.pdf>  
From the Educause “7 things you should know about” series, learn what QR codes are, who is using them, how they work, why they are significant, what are the downsides, where are they going, and what are the implications for teaching and learning.
- ✓ **“The school library program includes flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners”** *Empowering Learners* guideline III.III, p. 33.

## 9. STEM

- a. Toomey, D. (2010). The National Science Digital Library: STEM resources for the 21<sup>st</sup> century learner. *School Library Monthly*, 27(2), 54-56.  
In this article, Toomey highlights the extensive free resources available from the NSDL to support STEM. He describes NSDL as “an all-encompassing, reliable, and trusted online library of information that can certainly help any educator save time and effort when looking for teaching resources” (p. 56).
  - b. Kimmel, S. (2011). The school library: A space for mathematical thinking, learning, and sharing. *Library Media Connection*, 30(3), 26-28.  
Kimmel shares numerous ideas for ways to use math and to reinforce math concepts in library lessons.
  - c. Kimmel, S. (2012). The school library: A space for critical thinking about data and mathematical questions. *Library Media Connection*, 30(4), 38-39.  
Kimmel discusses using literature to build mathematical thinking and shares sample lessons.
- ✓ **The school librarian supports educational and program standards as defined by the local, state, and national associations and stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity** *Empowering Learners* actions, II.IV, p. 25.

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## 10. Transliteracy

- a. *Beginner's guide to transliteracy*. (n.d.). Retrieved from <http://librariesandtransliteracy.wordpress.com/beginner%E2%80%99s-guide-to-transliteracy/>  
“Transliteracy is the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks. The definition of transliteracy continues to be expanded and refined, but... Basically, transliteracy is concerned with what it means to be literate in the 21st century.”
  - b. Jaeger, P. (2011). Transliteracy—New library lingo and what it means for instruction. *Library Media Connection*, 30(2), 44-47.  
Jaeger defines transliteracy, relates it to the Common Core standards, and asserts that it crosses the curriculum. She addresses reading print vs. reading online and suggests that transliteracy can revitalize our library programs.
  - c. Valenza, J. (2011). *What do TLs teach?* Retrieved from [http://farm4.static.flickr.com/3439/5761280491\\_355c41a56c\\_b.jpg](http://farm4.static.flickr.com/3439/5761280491_355c41a56c_b.jpg)  
Valenza has created a poster depicting the skills needed “for success in new and emerging information and communication landscapes.”
  - d. *AASL 2012 Fall Forum: Transliteracy and the school library program*. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/conferencesandevents/fallforum/fallforum.cfm>  
“Transliteracy and the School Library Program is designed to help school librarians develop strategies for integrating transliteracy skills into subject areas across the curriculum. Transliteracy is the ability to read, write and interact across a range of traditional and modern platforms, tools and media.” The fall forum will be held October 12-13, 2012, in Greenville, SC.
- ✓ **“The school library program provides instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy”**  
***Empowering Learners* guideline 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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