Top 10 Topics and Trends
Kentucky Association of School Librarians
September 2013

1. Apps

  a. *Kathy Schrock's guide to everything: Bloomin' apps*. 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. *Appitic apps for education: Mulitple intelligences*. Retrieved from
    http://www.appitic.com/index.php/mi/apps-for-multiple-intelligences
    Presents from six to twelve free or relatively inexpensive apps for eight of Gardner's multiple
    intelligences.

  c. AASL's *Best apps for teaching and learning*. Retrieved from
    http://www.ala.org/aasl/standards-guidelines/best-apps/2013
    The inaugural list of best apps from AASL, free or relatively inexpensive, organized in the categories of
    Books, STEM, Organization & Management, Social Sciences, and Content Creation.

  d. Troutner, J. (2013). Apps and maps, images and professional development. *Teacher
    Librarian, 40*(5), 47-49.
    Troutner highlights not only apps (and information about Web Apps Review) but also ideas for both
    curating and integrating these various tools and technologies into our teaching.

  e. 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 <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. Assessment of Student Learning

  a. Sarles, P. (2013). The Common Core ELA assessments: What we know so far about
    the performance tasks. *Library Media Connection, 32*(1), 10-13.
    Sarles addresses the key role that librarians will play in helping students develop critical research and
    inquiry skills needed for successful test performance.

  b. 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."

  c. Louis, P., & Harada, V. H. (2012). Did students get it? Self-assessment as key to
    learning. *School Library Monthly, 29*(3), 13-16.
    Elementary librarian Patty Louis has "made the shift from assessment as an 'end of project' activity to
    modeling assessment as an ongoing measurement of the learning in progress" (p. 13). The article focuses
    on helping the students to self-assess not only product but also quality of performance.

  d. Harada, V. H., & Yoshina, J. M. (2010). *Assessing for learning: Librarians and
    teachers as partners.* (2nd ed., rev. and exp.). Westport, CT: Libraries Unlimited.

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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.

    e. *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 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."

    f. 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 <u>assessment of student learning</u> to ensure the program is meeting its goals" *Empowering Learners* guideline, II.V, p. 27.**

3. BYOD

    a. Myers, K. *4 big concerns about BYOD in schools*. Retrieved from http://www.edudemic.com/2013/04/4-big-concerns-about-byod-in-schools/

Ken Myers identifies the big four as security, safety, affordability, and networking and compatibility.

    b. Lepi, K. *How to get started with a BYOD classroom*. Retrieved from http://www.edudemic.com/2013/09/how-to-byod-classroom/

Practical advice from Lepi: set realistic expectations, plan thoroughly, and universality is best.

    c. *Bring your own technology/device*. Retrieved from http://www.digitallearningday.org/learn-and-explore/digital-learning-tools/bring-your-own

A BYOT toolkit of resources covering everything from potentials and challenges to acceptable use to models to follow.

    d. 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."

    e. Ray, M. (2013). BYO what? *Library Media Connection, 31*(4), 8-10.

Ray shares questions and answers based on implementation of BYOD at Skyview High School in Vancouver, WA, from "how is this different from 1:1?" to "what will you do differently based on what you've learned thus far?"

    f. Johnson, D. (2012). Head for the edge: BYOD to the library. *Library Media Connection, 31*(1), 98.

Johnson addresses BYOD in his regular column, presenting five questions "all librarians should be asking themselves if their schools are figuring out ways of giving all students continuous access to online resources, whether through student or school owned devices" (p. 98).

✓ **"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.**

4. E-books

    a. Steingreaber, K. (2012). E-books draw a crowd! *Library Media Connection, 31*(1), 30-33.

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Steingreaber shares her experiences with e-book implementation in Great Prairie (Iowa) Area Education Agency, serving 36,800 students in forty school districts.

b. Young, T. E., Jr. (2012). Always open, never visible: Challenges and opportunities in marketing and promoting your informational e-books. *Library Media Connection, 31*(3), 48-49, 52-53.
Young discusses e-books in the context of wise use of limited funds, marketing informational texts, including e-book MARC records in your catalog, and features to look for in e-book platforms.

c. Gustafson, C. (2012). Are you ready for e-readers in your library? *Library Media Connection, 30*(4), 40-41.
Gustafson offers things to consider and questions to ask prior to purchasing e-readers for your library.

d. Moorefield-Lang, H. (2013). An exploration of e-textbooks. *Library Media Connection, 31*(6), 18-19.
Moorefield-Lang shares a list of open access e-textbook sites and discusses the various benefits of e-texts.

e. 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 e-books and e-readers, e-book adoption in school libraries, iPad loaner programs and Kindle pilot projects, and using e-books with reluctant readers.

f. Roncevic, M. (2013). *E-book platforms for libraries*. *Library Technology Reports*, *49*(3), 33-42.
Allows the librarian to "comparison shop" … "based on surveys of e-book vendors with an established presence in academic, public, and/or K-12 library markets," this report offers multiple items including "bulleted checklists of factors to consider and questions to ask vendors."

g. *The online books page*. Retrieved from http://onlinebooks.library.upenn.edu/.
This simple site links you to over 1 million free books on the Web.

h. *International children's digital library*. Retrieved from http://en.childrenslibrary.org/.
A library for the world's children, "a collection of books that represents outstanding historical and contemporary books from throughout the world. Ultimately, the Foundation aspires to have every culture and language represented so that every child can know and appreciate the riches of children's literature from the world community."

✓ **"The school librarian acquires and promotes current, high-quality, high-interest collections of <u>books</u> and other reading resources <u>in multiple formats</u>"** *Empowering Learners* **action II.II, p. 21.**

5. Infographics

a. *7 things you should know about infographic creation tools.* 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. *Infographics for librarians, educators, and other cool geeks: Introduction to infographs.* 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.* 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*. Retrieved from http://blogs.slj.com/neverendingsearch/2013/03/06/school-library-infographics-research-and-advocacy/

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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 <u>communicates to stakeholders</u> through the library website, parent newsletters, e-mail, and <u>other formats</u>"** *Empowering Learners* **action III.VIII, p. 41.**

6. Leadership

    a. *Empowering learners: Guidelines for school library programs*. (2009). Chicago: AASL.
Empowering Learners lists "leader" as one of five roles for today's school librarians. "Leadership is integral to developing a successful 21st century school library program" (p. 16). Chapter IV focuses on "Empowering Learning through Leadership."

    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. Perez, L. (2013). Master librarian. *Knowledge Quest, 41*(4), 22-26.
Perez shares how librarians in Chicago take a leadership role with their teachers in technology integration.

    d. Starkey, C. J. (2012). Releasing your inner leader. *Knowledge Quest, 40*(3), 10-13.
Starkey describes how librarians can build and promote their leadership role through collaboration.

    e. Martin, A. M. (2013). *Empowering leadership: Developing behaviors for success.* Chicago: ALA.
Martin discusses leadership in the context of people, dispositions, communication, responsibilities, and self-assessment.

    f. Knapp, M. S., Copland, M. A., Ford, B., & Markholt, A. (2003). *Leading for learning: Reflective tools for school and district leaders.* Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Leading-for-Learning-Reflective-Tools-for-School-and-District-Leaders.pdf
Identifies five areas for action from "establishing a focus on learning" to "engaging external environments that matter for learning" to "creating coherence."

✓ **The school librarian is <u>a visible and active leader</u> within the school community"** *Empowering Learners* **action, IV.I, p. 45.**

7. Libraries as Learning Spaces

    a. Stathopoulos, P. (2013). Involving students in the library redesign process. *School Library Monthly, 29*(6), 39-41.
Stathopoulos describes how collaborative lessons in social studies led to student input in redesigning the school's library.

    b. Linton, J. N. (2012). TPACK as a framework for collaborative inquiry in the learning commons. *Teacher Librarian*, *39*(6), 25-29.

Linton asserts that today's school library as a learning commons should be flexible, open, wireless, comfortable, inspiring, and practical in order to help teachers integrate technology and digital content.

    c. Sullivan, M. (2013). *Library spaces for 21st-century learners: A planning guide for creating new school library concepts*. Chicago: ALA
Sullivan leads you through planning "a learning space that fits your school, your students and your community" (p. ix) beginning with a needs assessment, moving to focus groups, encouraging innovation, and sharing library scenarios and concepts.

    d. Sullivan, M. (2011). Divine design: How to create the 21st –century school library of your dreams. Retrieved from http://www.slj.com/2011/03/buildings-design/divine-design-how-to-create-the-21st-century-school-library-of-your-dreams/#_
Sullivan shares "five design considerations that you shouldn't overlook when planning your dream school library."

✓ **The school librarian <u>designs learning spaces</u> that accommodate a range of teaching methods, learning tasks, and learning outcomes"** *Empowering Learners* **action, III.III, p. 33.**

8. Librarians as Professional Development Providers

    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.
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*. Retrieved from 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 <u>teach new skills to the faculty and</u> staff, whether in a classroom setting or one-on-one instruction"** *Empowering Learners* **action, III.VIII, p. 43.**

9. Nonfiction/Informational Text

    a. 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.

    b. Delvecchio, S. (2012). Text complexity: School librarians have a role. *School Library Monthly, 29*(2), 9-10.
Delvecchio explains the three-part model for measuring text complexity in Common Core Standards.

    c. Moreillon, J. (2012). Reading comprehension at the core of the library program. *School Library Monthly, 29*(2), 2, 5-8.
The chart and article provide essential connections to academic standards that place school libraries at the core of the academic program with reading as the foundation of learning. Moreillon provides an alignment matrix for reading comprehension strategies and the AASL *Standards for the 21st Century Learner* and asserts "in a collaborative climate focused on literacy improvement, school librarians can serve as teacher leaders…Carpe diem!"

    d. 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.

    e. 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.

    f. *School librarian's role in reading toolkit*. Retrieved http://www.ala.org/aasl/advocacy/tools/toolkits/role-reading
"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 <u>reading strategies</u> into lessons and units of instruction"** *Empowering Learners* **action, II.II, p. 21.**

10. Performance-Based Assessment—School Librarians

    a. Kentucky Department of Education. *Effective teachers*. Retrieved from http://education.ky.gov/teachers/HiEffTeach/Pages/default.aspx
"Kentucky is creating a new Professional Growth and Effectiveness System (PGES). The goal of this system is to increase student learning by ensuring that each student is taught by an effective teacher. The system uses multiple measures including: student growth, artifacts, evidences, student voice surveys, peer observations, teacher self-reflection and classroom observations to evaluate each teacher's effectiveness and serve as a roadmap for the teacher's professional growth."

    b. Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement.* New York: Teachers College Press.
Darling-Hammond argues that quality teacher evaluation systems include five key elements: common statewide standards; performance assessments based on these standards; local evaluation systems aligned to these standards; professional learning opportunities; and support structures.

    c. Church, A. (2012). Making performance-based evaluation work for you: A recipe for personal learning. *Knowledge Quest, 41*(2), 38-41.
Performance-based evaluation is being implemented across the country. This article suggests that librarians can use performance data collected to drive personal and professional growth.

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d. *A 21ˢᵗ –century approach to school librarian evaluation.* (2012). Chicago: AASL.
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.

e. AASL's *L4L (Learning for Life) sample school librarian performance and evaluation system* (based on the work of Charlotte Danielson). 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."

✓ **"The school librarian takes responsibility for <u>professional growth</u> through <u>continuous program improvement</u>"** *Empowering Learners* **action, IV.I, p. 45.**

"The mission of the school library program is to ensure that students and staff are <u>effective users of ideas and information</u>. The school librarian empowers students to be <u>critical thinkers</u>, <u>enthusiastic readers</u>, <u>skillful researchers</u>, and <u>ethical users of information…"</u> Empowering Learners, p. 8.

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