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Experience Education Evolution

Terri Grief, 2014–2015 AASL President | terri.grief@mccracken.kyschools.us

One of the most exciting things about being a school librarian is the fact that we get to experience education evolution on a daily basis. In elementary schools we see students evolve from beginner readers to readers of chapter books. Middle school kids move from needy little ones to awesome teenagers. High school students evolve from lost freshmen to confident seniors in such a short time. Getting students ready to face the world as adults is an evolution that gives special meaning to what we do. Most of us do this all alone in the school. Keeping up with the day-to-day duties—teaching classes, ordering books, cataloging new materials, meeting with teachers—can be overwhelming. We work incredibly hard just providing our students and teachers with a quality school library program.

Our position as school librarians has changed dramatically over the past few years. I began my career twenty-six years ago, and the changes I’ve seen are almost hard to believe. Students ask me if I learned about computers in college, and I laughingly tell them that the computers that I had in college would fill the room and were run using punch cards. Most of them get a blank look on their faces and have no idea what I am talking about. Many of you are probably scratching your heads at this comment! We’ve seen wired computers in the library change to wireless laptops and now handheld devices that are more powerful than those old computers that served the university library when I was in college.

We’ve been on the forefront of using technology in meaningful and powerful ways. We teach students to think critically, evaluate all the information that bombards them every day, and guide them as they create new knowledge. We do all of this and then work to develop the love of reading and learning in every child. No wonder we are exhausted! We know that we need to read and study just to keep up with all the changes that are coming from all directions. When in the world are we supposed to find the time? How are we evolving to keep up with all that we are facing?

Luckily for us, we have AASL to help. Our professional association, the only one in the United States that is dedicated to school librarians throughout the country, provides us with many opportunities to stay informed about all the educational changes and challenges that face us each day. Not only do we have this journal, but the AASL website is also packed with information. We have eCOLLAB, which provides free professional development for our members. Webinars can be accessed when we need them. However, the most exciting opportunity is coming up at AASL’s 17th National Conference and Exhibition in Columbus, Ohio, November 5–8.

Why should you attend a national conference? Concurrent sessions are presented by people just like you who are doing amazing and wonderful things for their students and who will inspire you to try new ideas back in your school. Featured speakers will absolutely astound you as they share their expertise and make you think in new ways. You’ll be able to network, pick brains, see new resources, and try new tools. Attending the AASL...
national conference is one of the best things that you will ever experience in your professional life.

Getting together with your professional colleagues—whether locally, statewide, or nationally—is vitally important to you as a school librarian. Being alone in a school building can be daunting and sometimes frustrating. Talking to other school librarians helps you stay sane! We are the best support group you will ever find. Just imagine talking to school librarians across the United States—people who have the same goals and issues that you have. It is very empowering to make friends who can be there for you as you deal with issues in your school. I have made lifelong friends through this association, and I am so thankful for them. These people have enriched my life, and I want each and every one of you to have that same feeling.

You will hear this more than once as you read the conference publicity, but I want to stress that a really cool deal about this conference is that you can bring your administrator as a free complimentary registration. There will be sessions that will target administrators’ concerns and help them understand some of the issues that face school libraries today. The more administrators we have in our corner, the better opportunities our students will have for quality school library services.

We teach lifelong learning skills, skills that students need to become successful citizens. This emphasis on lifelong learning is a core value of school librarianship, and skills and dispositions that enable students to be lifelong learners are among the most important they develop in school. Attending a national conference is our chance to keep learning and to model the behavior we want from our kids—curiosity, inquisitiveness, openness, and willingness to learn new things.

I hope all of you can attend the AASL National Conference in Columbus. You can experience your own education evolution surrounded by your friends, new and old. Bring your administrator and introduce him or her to the wonderful world of school librarians. See you in Columbus!

Terri Grief is president of the American Association of School Librarians. She is one of the school librarians at McCracken County High School in Paducah, Kentucky. In 2013 she received the Barby Hardy Lifetime Achievement Award from the Kentucky Association of School Librarians. She also authored the chapter “Big Games at Reidland High School” in Teen Games Rule! A Librarian’s Guide to Platforms and Programs (Libraries Unlimited 2014).
According to the AASL website, the first AASL National Conference & Exhibition was in 1980 in Louisville, Kentucky. The theme of ‘80s and Beyond was obviously quite insightful as we are now twenty-five years past that first conference, and AASL continues to provide professional development for school librarians. This year, we will Experience Education Evolution in Columbus, Ohio, for AASL’s 17th National Conference & Exhibition. We’ve taken the conference theme to heart for this issue of Knowledge Quest. Much has happened in the twenty-five years since AASL’s first national conference and the almost sixty-five years since AASL was formed as a division of ALA. The articles in this issue take readers on a stroll down memory lane, while looking toward the future.

As I pondered this issue’s editorial, I thought about the conference themes over the years. From personal experience, I know the conference committee spends a lot of time trying to come up with just the right theme that is relevant, engaging, and draws people to want to attend. Sometimes the theme is connected to the location or to current events in education; sometimes the theme is tied to a new program or initiative from AASL. However, one thing I noticed as I reviewed the seventeen themes used for the AASL national conferences: each one is as relevant today as it was during the conference year.

A New Emphasis (1982) comes along every few years. It seems that there are always new ideas and new initiatives to be implemented, such as the Common Core State Standards (or now maybe the Uncommon Core?). There is always something down the road and the Challenge: Mission Possible (1984) is for school librarians to be at the forefront of determining how these new initiatives are going to impact the school library program.

Our Focus: The Curriculum and You (1986) has always been about how we help prepare students for their future. While the tools and resources are changing all the time, the Access to Excellence (1989) that we strive for in building quality school library programs has never wavered. School libraries are more critical than ever, and we have to help create those programs where administrators, parents, and decision-makers can clearly see the value. We constantly see Challenges, Choices, Connections, and Change (1992), but use each to our advantage as we Shape the Vision (1994) for the role school libraries play in the part of educating students. If we don’t help determine that vision, someone else will do it for us. We have to take the lead in painting the picture of what the school libraries of today and the future will look like.

One of the benefits of professional development, such as the AASL national conference, is that as professionals we have to keep Learning: Continue the Adventures (1997). We cannot keep the status quo, but rather must constantly expand our knowledge so we can Unleash the Power! Knowledge, Technology, and Diversity (1999). When you come back from a conference, it is important to share what you learned with your faculty, your administrators, and your students. Show them you are constantly working to improve your school library program.

Conferences are great opportunities to build networks of school librarians from all over the country that you can contact for ideas and help when needed.
My personal journey in conferences and being involved with AASL began as we were Coming Together as a Community of Learners (2001). One of the things I value so much about being a part of AASL is the friends and colleagues I’ve met over the years. The Information Matters (2003) that I have learned from them has truly been something that I could take back to my school library and help Every Student Succeed @ your library (2005). Conferences are great opportunities to build networks of school librarians from all over the country that you can contact for ideas and help when needed.

I’ve always thought The Future Begins @ your library (2007). We have so much to offer students, faculty, parents, administrators, and our community as we Rev Up Learning @ your library (2009) to prepare students for the future. Whether we are Turning the Page (2011) or clicking through the online world, our school libraries are constantly at the forefront of bringing quality resources and instruction to our students and teachers.

Rising to the Challenge (2013) has never been more important to school libraries. Over the last several years we’ve seen budget cuts, lost positions, and stories about students who aren’t getting the services they deserve. At the same time, the opportunities for what school librarians can do and the new tools and resources we have at our fingertips make what we do even more relevant than before.

In This Issue

Just as our conference committees spend time figuring out just the right theme, we always spend time carefully finding just the right authors to help get you in the right frame of mine for AASL 2015. Donald Adcock and Susan Ballard look at how AASL as a professional organization has evolved. Marge Cox focuses on the evolution of professional development. Cassandra Barnett helps us see how our standards have evolved over the years. Ann Martin and Suzanna Panter help us see that while much has changed, there are still core values to our profession. Jody Howard shares one of the ways educating future school libraries is evolving. Annette Lamb shows us how library resources have changed over the last one hundred years, and Gail Dickinson shares how as education evolves, so do libraries. And because we are always looking ahead, Helen Adams has a little article to whet your appetite for the September/October 2015 KQ issue on intellectual freedom.

So whether AASL 2015 will be your first or your seventeenth AASL conference, or like me somewhere in between, I’m sure you can see that we all Experience Education Evolution. I don’t know about you, but I can’t wait to see what is in store for us in Columbus and the many years of AASL conferences to come.

Carl A. Harvey II is the school librarian at North Elementary School in Noblesville, Indiana, and is a past president of AASL.

We have to take the lead in painting the picture of what the school libraries of today and the future will look like.
STILL THE ONE
Reflections on Sixty-Five Years of Resilience and Relevance
2016 marks an important milestone for AASL. Despite the ever-changing and always-challenging economic, political, and societal landscape, for nearly sixty-five years our association has grown and prospered within the structure of the American Library Association (ALA) and remains “the only national professional membership organization focused on school librarians and the school library community” (AASL 2014c). AASL is the standard bearer for our profession, and our star continues to rise.

**Humble Beginnings**

When the American Association of School Librarians (AASL) achieved division status in 1951, its primary source of income was membership dues and subscriptions to its journal. Its staff consisted of an executive secretary (now executive director) and one person in a clerical position. With these limited resources, the association was able to offer programming only at the ALA Annual Conference and had minimal resources to recruit new members. These comments from a survey of prospective members conducted by AASL confirm how these constraints inhibited the growth of AASL:

“I don’t know anything about you.”

“I never had any kind of membership information sent to me.” (Lawrence-Leiter and Co. 1984. 31)

With time and additional resources, AASL has made much progress, and educators—especially school librarians—are aware of who we are and what we do.

**Continuing Education: National Conference, Fall Forum**

When ALA divisions were given the opportunity to hold national conferences, AASL began to have the resources to provide programming other than at ALA Annual Conference and to begin a publishing program. AASL’s first conference was held in Louisville, Kentucky, in 1980. Since AASL had no additional staff or new resources, much of the planning and organization of the conference was done by members. Registration was done on a desktop computer by the registration chairperson. Exhibitors were approached by the exhibits chairperson. The Jefferson County School System provided the audiovisual equipment needed for presentations. The number of attendees and exhibitors was small at this first conference, but it was considered a success because of the opportunities attendees had to share knowledge. The second conference was held in Houston, Texas, in 1982 and duplicated the 1980 major sessions with members again handling most of the tasks required to hold the conference. Not until the 1989 conference in Salt Lake City was AASL able to hire a professional company to handle registration and exhibits. The number of attendees and exhibitors has grown with each subsequent conference, providing AASL with the resources to eventually bring about the recognition of AASL as the national voice of school librarians. National conference has become the primary continuing education activity of the division. AASL will hold its 17th National Conference and Exhibition November 5–8, 2015, in Columbus, Ohio.

In 2004 AASL launched Fall Forum, a multi-day national institute held during years between AASL National Conferences. The first AASL Fall Forum was held in Dallas, Texas. Each Fall Forum focuses on a single timely topic such as assessment or transliteracy.

AASL has also ventured into anytime, anywhere learning through the inception of eCOLLAB. This repository of AASL professional development and resources is intended for AASL members and subscribers to eCOLLAB. Many times, in the interest of the profession, free webinars are made available to the greater learning community.

**Standards and Guidelines**

standards jointly developed by AASL and the National Education Association Department of Audiovisual Instruction (DAVI), now the Association for Educational Communications and Technology (AECT). The 1979 standards, Media Programs: District and School, were jointly developed by AASL and AECT and published by ALA. In 1988 AASL and AECT jointly prepared Information Power: Guidelines for School Library Media Programs. In 1998 AASL and AECT again collaborated to develop Information Power: Building Partnerships for Learning, a new edition of the guidelines, published by ALA. In 2007 AASL prepared and published Standards for the 21st-Century Learner; these standards for learners were followed in 2009 by Empowering Learners: Guidelines for School Library Programs and Standards for the 21st-Century Learner in Action.

Publications
AASL publishes one print journal, Knowledge Quest (KQ); one electronic journal, School Library Research; and an electronic newsletter AASL Hotlinks. The Knowledge Quest editor works with a guest editor on developing the content of the magazine. The guest editor is selected by an advisory board consisting of members of the association. On the other hand, School Library Research has an editor appointed by the president and an advisory board consisting of members of the association. Knowledge Quest, published bimonthly September through June, is devoted to articles that address the integration of theory and practice in school librarianship and new developments in education. School Library Research <www.ala.org/aasl/slr> is AASL’s peer-reviewed research journal published online and available free to educators world-wide. School Library Research promotes and emphasizes research on instructional theory, teaching methods, and critical issues relevant to school libraries. AASL Hotlinks is the monthly e-mail newsletter composed primarily of brief summaries with links to in-depth content and highlights of new products and services. AASL Hotlinks is sent to AASL members with valid e-mail addresses on file in the ALA member database. AASL also publishes pamphlets, brochures, small monographs, and resource guides designed to assist school librarians in establishing and operating school library programs.

Other “publications” include AASL’s website <www.ala.org/aasl>, which is maintained by AASL staff; the Knowledge Quest website <http://knowledgequest.aasl.org>, updated
under the auspices of an advisory board of AASL members; and the annual—and eagerly anticipated—selection and publication by member committees of AASL's Best Websites for Teaching and Learning (www.al.org/aasl/standards-guidelines/best-websites) and Best Apps for Teaching and Learning (www.al.org/aasl/standards-guidelines/best-apps), which are aligned to AASL's learning standards. The Essential Links wiki (http://aasl.al.org/essentiallinks/index.php?title=Main_Page) is a working bibliography of resources for school librarians. (Member contributions to the wiki are welcome!)

Awards

AASL’s oldest award, the National School Library Program of the Year, began in 1962. The purpose of the award was to recognize the progress being made by an elementary school library program toward meeting the 1960 Standards for School Library Programs. The award was funded by Encyclopaedia Britannica. An AASL advisory committee selected ten finalists from the eighty-four applications and sent information about the finalists to Britannica to select the award recipient, Anne Arundel County. The school district was awarded $2,500 and a commemorative plaque. Britannica was so pleased with the response that the company wished to continue to sponsor a grant for 1964 (Gaver 1963, 2). Over the years, when new national guidelines were adopted, the applications changed to align with the contemporary description of an exemplary school library program, and all school buildings and systems were eligible to apply for the award. The partnership between AASL and Britannica continued until 1996. In 1996 Follett Library Resources became the sponsor of the award. Winners of the award now receive a crystal obelisk and $10,000.

Over the years the AASL awards program has added ten more awards and grants that recognize excellence in school librarianship; currently, more than $50,000 in awards and grants are given each year.

Certification of School Librarians

Certification standards for school librarians rest with certification boards in each state. However, one organization influences the content of these standards: the National Council for the Accreditation of Teacher Education (NCATE), which, with the Teacher Education Accreditation Council (TEAC), has evolved into the Council for the Accreditation of Educator Preparation (CAEP).

Many school librarians are prepared in colleges and universities in programs that are not eligible to be accredited by ALA. In 1988 ALA joined NCATE and gave AASL responsibility for the development of guidelines. Joining NCATE gave ALA/AASL the opportunity to identify entry-level competencies for school librarians and to evaluate the programs preparing school librarians. An AASL committee developed a framework of competencies for school librarians based on the 1988 and 1998 AASL national guidelines for school library programs. A task force used the framework to develop the NCATE program standards for preparation of school librarians. These standards were reviewed by the AASL Board, Affiliate Assembly, and AASL membership before they were submitted to the NCATE Specialty Area Board for approval. Only institutions offering a Master’s degree are recognized by ALA/AASL (AASL 2003, 4).

AASL held training sessions for school librarians interested in reviewing portfolios submitted to NCATE as part of the accreditation
process. AASL also conducted orientation sessions for faculties preparing portfolios as a part of the accreditation process. Recently, NCATE and its counterpart, TEAC, merged to form CAEP, the new, sole specialized accreditor for educator preparation. AASL, through the ALA Office of Accreditation, will continue to provide opportunities for training related to program application and review and will also continue to develop frameworks and competencies for accreditation.

National Board for Professional Teaching Standards
The National Board for Professional Teaching Standards (NBPTS) was established in 1987 as an independent nonprofit, nonpartisan, nongovernmental organization. The organization is governed by a board that is composed of working classroom teachers. The board receives its funding through grants from private foundations and federal funds. In 1997 the NBPTS asked AASL to submit the names of school librarians, school library educators, and library supervisors for consideration as part of a group to be selected to write the certification standards for school librarians. The majority of those selected were working school librarians from urban, suburban, and rural communities in all parts of the country. The first draft of the standards was available for public comment at AASL’s National Conference in Birmingham, Alabama, in 1999 (Coatney 1999).

Partners
AASL benefits from a variety of organizations and vendors who have funded awards and grants that recognize school librarians’ contributions to the profession. There have also been organizations that have made contributions to fund projects that do not recognize individual achievements but are designed to benefit school library programs and the profession. Two examples are the Dewitt Wallace—Reader’s Digest Foundation and the Dollar General School Library Relief Fund.

DeWitt Wallace—Reader’s Digest Library Power Program
From 1988 through 1998 the DeWitt Wallace—Reader’s Digest Fund provided major funding, through a grant to ALA for AASL to coordinate the National Library Power Program. Ann Carlson Weeks served as the national coordinator of the project from its beginning until she left AASL in 1996. Donald Adcock was named to fill that position until the conclusion of the project. This $41 million initiative provided nineteen communities with three-year grants to improve school library programs. Funding to the local communities was made to local education funds rather than directly to the schools. AASL coordinated the national program, providing administrative and technical assistance to the Library Power sites and collaborated with the Public Education Network (PEN), which provided technical assistance to the local education funds. The initiative was based on Information Power: Guidelines for School Library Programs. The initiative’s purpose was to “create a national vision and new expectations for public elementary and middle school library programs and to encourage new and innovative uses of the library’s physical and human resources” (National Library Power Program 1994). Library Power provided funds for professional development for teachers, administrators, and school librarians; to renovate school libraries; to match local funds for library books and other library resources; and to hire project staff. To participate in the program, the local school agreed to provide a full-time certified school librarian, keep the library open throughout the school day with schedules that provided for open access to the library, support release time for staff to attend Library Power professional development activities, and cover labor costs for renovation and remodeling of school libraries. In 2001 AASL and PEN collaborated with ALA to publish The Information-Powered School. Each chapter of the publication deals with a specific aspect of Library Power and was written by a member of one of the Library Power sites (Adcock 2009, 6–7).

Dollar General School Library Relief Fund
Dollar General in collaboration with ALA, AASL, and the National Education Association (NEA) sponsors Beyond Words, a school library disaster fund for public schools in the states where Dollar General has stores. The disaster fund provides money to public school libraries that have had substantial damage due to a natural disaster such as a tornado, flood, hurricane, or fire. The grant provides funding to replace books, media, and equipment in the school library. In addition to an initial grant of $10,000 to $20,000, an additional grant of up to $50,000 is available as a catastrophic grant if the school library has a 90 percent or greater loss. It is expected that a certified school librarian at the school, district, or regional level will be involved in the selection of the material or equipment to be purchased (AASL 2014a).
Affiliate Assembly

The Affiliate Assembly is a more formalized version of the old State Assembly, which had its roots in the AASL Council. The council originated with a practice Ruth Ersted began during her presidency in 1947, a practice that was continued by Frances Henne in 1948–1949. To establish a forum to communicate with state school library leaders and get feedback from them, Ersted and Henne invited state leaders to attend AASL Executive Board meetings (Koch 1976). In 1977 at the ALA Annual Conference in Detroit, the AASL Board of Directors in collaboration with representatives of the state associations formalized a structure and the role for the Affiliate Assembly. The assembly is composed of two representatives from state or regional school library associations affiliated with AASL. The Affiliate Assembly was established to provide a mechanism for the affiliates to communicate the concerns of their members to the AASL Board of Directors and to report the actions of AASL to their members. To be eligible for affiliation, the president of an organization must be a member of AASL, and twenty-five members or 10 percent of the association members, whichever is smaller, must also be members of AASL (AASL 2014b).

The assembly meets at ALA Annual Conference to conduct business and at the ALA Midwinter Meeting to hold a caucus for the leaders of the affiliates to discuss mutual problems or attend training sessions to improve the leadership skills of the affiliate representatives. Originally, the assembly had an executive committee that met at the ALA Midwinter Meeting and Annual Conference and consisted of its officers and the regional directors-elect (Adcock 2009, 20). However, a recent restructuring of AASL eliminated the positions of directors-elect; the Affiliate Assembly also required restructuring, and the former executive committee is now embodied in the Affiliate Assembly Coordinating Team, which consists of elected officers and a representative elected by each of the nine regions of AASL.

Community and Communications

The AASL community is diverse and connected through a variety of means. In addition to the representative Affiliate Assembly, a governance aspect exists; members elect four officers (president, president-elect, past-president, and treasurer) and a board of directors, which includes nine regional directors, two at-large directors, and three directors who represent the three sections of AASL: the Independent Schools Section, the Educators of School Librarians Section, and the Supervisors Section. In recent years, AASL has added two special interest groups representing students and retirees.

AASL welcomes the active participation of all its members, including vendor and publisher members, through a variety of committees, task forces, editorial boards, and working groups, and provides opportunities for all of these groups to connect and work both face-to-face at the ALA Midwinter Meeting and the ALA Annual Conference, as well as virtually through ALA Connect. Connect is an online virtual collaborative workspace. AASL also provides access to all members who choose to subscribe to AASL Forum, the association’s electronic discussion list. Sections also have active discussion lists for their members. Information on association activity, events, and areas of interest is also communicated via AASL’s Facebook page, Twitter feed, and LinkedIn presence.

Research

Throughout the years AASL has recognized the need to provide evidence of the value of school librarians and school library programs, and has endeavored to provide resources in this area. In addition to maintaining an active Research and Statistics Committee, the association has curated a number of items of interest at <www.ala.org/aasl/research>. A recent undertaking is AASL’s involvement in causal research through the Institute of Museum and Library Services grant for Causality: School Libraries and Student Success (CLASS) National Research Forum. As a result of this endeavor a white paper has been published and follow-up activities are under way.

Advocacy, Legislation, and Influence

AASL is definitely “still the one” when it comes to advocacy, legislation, and influence. While others may stand on the sidelines and offer advice, it is AASL—with the assistance of the ALA Office for Library Advocacy, ALA Washington Office, and the support of various sponsors—that ensures that the positive effects of school library programs on student achievement are known beyond the school library profession. These advocacy efforts have the fortunate secondary effect of elevating the status of the school library profession. Through the efforts of the Advocacy and Legislation Committees, a variety of resources provide assistance to practitioners—resources such as brochures, infographics, and
petition requested that the administration “Ensure that every child in America has access to an effective school library program.” AASL was able to demonstrate the power of working together with other ALA divisions to bring attention to this important issue.

ALA has stepped up to focus more energy on delivering this message—first through the establishment by Molly Raphael (ALA President 2011–2012) of a special Presidential Task Force on School Libraries, work that continued during Maureen Sullivan’s presidency (2012–2013) to craft a campaign that would later align with ALA 2013–2014 President Barbara K. Stripling’s “Declaration for the Right to Libraries” initiative.

Onward

Though AASL has accomplished much in the past sixty-five years, important work remains, and here’s hoping that all of us will have a part to play in reaching the next milestone. Stay connected, stay involved, and stay tuned—there’s definitely more to come!

### Additional Efforts to Expand Influence

Additional efforts to expand influence include annual participation by AASL—in coordination with the other ALA Youth Divisions—in Library Legislative Day. Facilitated by the ALA Washington Office, AASL member leaders and staffers visit congressional and senate leaders, as well as Department of Education officials, and work to strengthen partnerships with other organizations such as NEA and the National Parent Teacher Association.

Among a number of other inroads made by AASL were involvement in the Laura Bush White House Conference on School Libraries and a meeting of the AASL Board with Secretary of Education Arne Duncan, and not to be forgotten was the successful effort to bring attention to a White House petition submitted by then AASL President, Carl Harvey (2011–2012). The petition requested that the administration "Ensure that every child in America has access to an effective school library program." AASL was able to demonstrate the power of working together with other ALA divisions to bring attention to this important issue.

### Onward

Though AASL has accomplished much in the past sixty-five years, important work remains, and here’s hoping that all of us will have a part to play in reaching the next milestone. Stay connected, stay involved, and stay tuned—there’s definitely more to come!

### Works Cited:


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Donald Adcock
is a retired director of library services for Glen Ellyn (Illinois) Public Schools. He is a member of AASL and is serving on the ALA Peter Lyman Memorial Sage Scholarship Committee and a member of the Beyond Words Dollar General School Library Relief Fund selection jury. He also served as the coordinator program support and interim executive director of AASL and director of the Dewitt Wallace Library Power Program. Don was an instructor and director of the School Library Program, GSLIS, at Dominican University.

Susan D. Ballard
is a school library, media, and technology consultant and educator. She is currently developing a school library preparation program at Granite State College of the University System of New Hampshire. A member of AASL, Susan is a past president of the organization and is currently serving as the chair of the AASL Policy Review Working Group and a member of AASL’s 65th Celebration Task Force. She is also a member of the ALA Nominating Committee for the 2016 election.
The Evolution of NxtWave

LEADERS FOR 21ST-CENTURY LIBRARIES

Jody K. Howard

jhoward@odu.edu
In January 2012 a group of four school library professors attending the ALA Midwinter Meeting were having lunch and discussing various issues related to the school library field. These school library professors agreed that one challenge facing the profession is preparing future leaders. As current school library leaders retire, it is difficult to identify people who will step into these leadership roles. These four colleagues shared what they had tried to implement in the past to alleviate this situation, including applying for funds to subsidize the tuition for school library doctoral candidates or to create a self-sustaining doctoral program for school librarians to prepare them to become school library professors or high-level district leaders. None of these possible solutions had become reality. From this one ordinary lunch—a common occurrence at various conferences—came a commitment from these professors to explore further possibilities for cultivating the next generation of leaders for the school library profession.

The Challenge
School librarians have backgrounds in two pedagogical worlds. They are teachers and must understand the educational arena of instruction and curriculum delivery. They are also librarians responsible for establishing a library, both virtual and physical, that will provide access to the information that students and other members of the learning community need. School librarians require courses and training in how to teach (education field) and courses in providing resources, managing a library, using technology, and working with students as they develop information skills (LIS field). AASL’s mission statement is: “The American Association of School Librarians empowers leaders to transform teaching and learning” (2015). To fulfill this mission, school librarians need expertise in teaching and in library and information science content. Applicants wishing to become school librarians have two major avenues available to achieve this goal: a Master’s degree in education with exposure to basic
have a research component, a series of core classes, and then a cognate of classes that address the doctoral student’s interest. This cognate of classes presenting school library content is the missing element in doctoral programs available to future school library leaders.

The Evolution of NxtWave—Invited Scholars’ Retreat (ISR)

The four colleagues (see boxed text) realized that if they were to hold true to their commitment made at lunch that day, they needed to identify a time and place where they could devise a plan that would address this challenge. They participated in an Invited Scholars’ Retreat (ISR) where initial planning took place. This retreat allowed the sponsors to remove themselves from their daily responsibilities and flesh out their initial ideas. The challenge was further defined. School librarians who enter into doctoral studies do not have advanced courses in the school library area. The general education curriculum or a Master’s in Library and Information Science (MLIS) degree from a program that presents curricula aimed at all information professionals. If a school librarian strives to complete doctoral studies, these same two choices are available: a doctorate in education or LIS.

This limitation creates the challenge facing the school library doctoral students today. The number of school librarians who work toward a doctoral degree is small; therefore, no doctoral programs present only school library content. Advanced course work at the doctoral level in the school library field is rare. Doctoral degrees usually
not address the research needs or interests of school librarians. Nor do these programs present information and training in the competing standards inherent in the school library field (Church et al. 2012). In addition, a second challenge was identified: school librarians in doctoral programs may not have the opportunity to be mentored and guided by professors who have a school library background. In 2004 Donna Shannon surveyed both ALA-accredited and NCATE nationally recognized programs and found that adjuncts teach many school library courses, and some programs do not have tenure-track faculty in the school library area.

The project conceived at the ISR was named NxtWave, Leaders for 21st Century School Libraries. The purpose of the project was to provide training and mentoring for the “next wave” of school library leaders. The NxtWave sponsors developed four guiding principles that drive the NxtWave project.

NxtWave Scholars will:

- Develop a depth of knowledge about their school library profession;
- Be visible and engaged leaders in their professional community;
- Articulate an informed vision for the profession;
- Create and contribute to the knowledge base of the profession.

The ISR provided an opportunity for the four colleagues to begin the initial planning of the project, develop a timeline, identify the requirements for applicants, and begin planning the curriculum for the advanced courses. ISR-I was followed by ISR-II with numerous conference calls in between. At the end of ISR-I and ISR-II, the NxtWave project was a reality.

Implementation

During fall 2013 the NxtWave sponsors accepted sixteen members into the first cohort. These members are all certified school librarians and are doctoral students at the sponsoring universities. The four advanced courses are offered online and, through cooperation from the universities where the sponsors teach, the students attend classes together. Each of the sponsors teaches one of the courses.

Doctoral degrees usually have a research component, a series of core classes, and then a cognate of classes that address the doctoral student’s interest. This cognate of classes presenting school library content is the missing element in doctoral programs available to future school library leaders.

NxtWave Scholars will:
The four advanced courses are described below.

1. **Concepts and Context of School Libraries** (Spring 2014)

   Concepts and Context for School Libraries introduces candidates to the broad landscape of school librarianship and its relationship to the greater library and information profession. A critical examination of benchmarks and key concepts tied to literacies, information science, and technical innovation will provide a body of foundational knowledge in support of the development of the candidates’ personal and professional frameworks. Candidates will use frameworks to optimize their ability to conduct inquiry and provide leadership for 21st-century initiatives in school librarianship.

2. **Frameworks for Best Practice in School Libraries** (Fall 2014)

   Frameworks for Best Practice in School Libraries explores best practices in school libraries using the framework of current national standards for school librarianship preparation programs. (For information about the standards, go to [www.al.org/aasl/education/ncate](http://www.al.org/aasl/education/ncate).) Major areas for exploration include but are not limited to teaching for learning, literacy and reading, information and access, advocacy and leadership, and program management and administration. Emphasis is placed on extensive reading in each area. In preparation for a future article submission, students conduct a thorough literature review in a specific area of interest.

3. **Strategic Leadership for School Libraries** (Spring 2015)

   Strategic Leadership for School Libraries focuses on the social, economic, and political issues and trends facing school libraries. The broad area of the social realities includes the increasing diversities in society, overcoming the digital divide, and preparing all students to be active and engaged 21st-century citizens. Schools are facing harsh economic realities in funding as well as positive signs that resources in different formats may become less expensive and may greatly increase access. Common Core as well as other state and federal standards initiatives create opportunities on the political front as well.
Inquiry and Research in School Librarianship will examine current research in the school library field and provide the students with the skills they need to use existing research data for evidence-based practice. The process of conducting action research and traditional research will be reviewed in the context of the school library field. Students will practice interpreting data and applying these interpretations to solving problems for library program improvement. A research proposal for an action research project will be prepared; the proposed project will include the process for identifying and meeting Institutional Review Board (IRB) requirements.

For an online cohort with students from the eastern, southern, and western parts of the United States to be really effective, face-to-face events are desirable. The sponsors realized that seeking grant funds to assist in implementing their idea was an avenue that should be explored. In September 2012 the NxtWave sponsors applied for an Institute of Museum and Library Services Laura Bush Grant and were provided with funds to pay tuition for the four classes and to provide for conference travel opportunities for the NxtWave Scholars. This monetary support has enriched the NxtWave experience. At these conferences, the NxtWave sponsors and their students have an opportunity to build on this NxtWave community.

In addition, the NxtWave Scholars have assignments that support the second guiding principle, “be visible and engaged leaders in their professional community.”

**Conclusion**

At the time of this writing, NxtWave Scholars are completing their second class in the cognate and are ready to begin their third one. The students are becoming friends and colleagues through the experiences in the project. Also, the NxtWave sponsors have become these students’ mentors and continue with their commitment to shepherd these scholars through their doctoral studies.

NxtWave continues to evolve, and during their monthly phone conferences the sponsors have started discussing NxtWave 2. Lessons have been learned while working with the first cohort, and this knowledge will guide the planning for the next cohort.

The initial lunch with friends and colleagues at the 2012 ALA Midwinter Meeting was a catalyst that will initially provide sixteen doctoral graduates ready to take their places as leaders in the school library profession either at the university level or through high-level leadership roles in school districts. They will be the NxtWave of school library professors and leaders in the school library profession.

**Works Cited:**


CHANGE AND THE SCHOOL LIBRARIAN

AN EXPERIENCE IN EVOLUTION

Gail K. Dickinson
gdickins@odu.edu
“Change—rapid and pervasive—may be the single most important characteristic of life in the twentieth century” (AASL and AECT 1988, 3). That sentence from AASL’s Information Power: Standards for School Library Programs set the context for school library programs at the end of the twentieth century. Information Power placed the school librarian at the center of the school reform movement, and it changed the conversation about what makes a good school library. It moved school libraries away from quantitative standards mandating collection size and facility seating to qualitative standards describing how school libraries support instruction.

Looking back now, almost forty years later, we have to sagely agree that this statement was prescient. Rapid and pervasive change, along with occasional instances of cataclysmic change, has indeed been a hallmark of the past several decades. As a result, the trivia-based conversations regarding overdues and inventory are shrinking under the weight of the far more important conversations regarding SMART goals and assessments. Great school library programs are evaluated on what the librarian does, not what the library owns. And, most importantly, the attributes of a strong school librarian are more likely to be described using terms related to leadership traits rather than skills.

Information Power was published at the height of the school reform movement. Site-based management was in vogue as a touted organizational improvement strategy. Principals were encouraged to form management teams of faculty to make decisions about large goals such as the school’s mission, vision, and budget dissemination. School librarians were encouraged to come out of the library and get involved in those teams (Barron 1994). Many did just that, and for the first time school librarians were discussing school-wide change with their administrators. Although the evaluations of school reform note that most of the decisions relegated to the site-based teams were minor topics such as budget dissemination, even this limited authority still instigated decisions that gave school librarians a platform on which to discuss ways their purchases supported school-wide learning (Lashway 1997).

The literature in both education and library science since the 1980s has encouraged school librarians to support education change through service to school-wide initiatives. The difference in the literature from the last century to this one is the transition from a reactive stance to a proactive one. The former encouraged librarians to gain strength by supporting school reform initiatives initiated by the administration. Now, just the reverse is happening. School librarians are encouraged to present initiatives that would garner the support of the administration. School librarians are expected to propose instructional reform, train others in new concepts and principles, lead in the implementation, and assess the impact of those changes. School librarians have the power to create whole school change, rather than stand in line to be granted it. It is the evolution of leadership in the school library field.

The Importance of Leadership

This change in leadership role to some extent parallels the change in how leadership in institutions was viewed over this same time period. The seminal work in this area is
James MacGregor Burns’s *Leadership* (1978), which is still required reading for most educational administration coursework. This work discusses leadership as a teachable set of skills rather than an attribute based on fate and happenstance. It also analyzes traits of known leaders in specific situations and introduces leadership as something that could be practiced by anyone in an organization. Burns notes:

“Traditional conceptions of leadership tend to be so dominated by images of presidents and prime ministers speaking to the masses from on high that we may forget that the vast preponderance of personal influence is exerted quietly and subtly in everyday relationships.” (442)

More importantly, leadership is portrayed as something that could be taught, encouraged, and evaluated. The school administrator’s ability to lead a school is considered to be an important attribute in hiring and evaluation.

Leadership in schools has evolved from an institutional approach defined as school librarians seizing administrator-centered leadership opportunities to one that makes leadership a personal mission. In 2013 Sheryl Sandberg exhorted women to ignore the childhood teases of being bossy girls and to lean in to leadership. She noted “We hold ourselves back in ways both big and small, by lacking self-confidence, by not raising our hands, and by pulling back when we should be leaning in” (2013, p. 8). Ann Martin does much the same in her work encouraging school librarians to perform as data-driven leaders in schools (2013).
This evolution in how personal leadership is viewed in organizations is mirrored by how organizations themselves are studied. The concept of leadership as a personal attribute, as well as an organizational characteristic, has also evolved over the past several decades.

**Achieving Organizational Excellence**

The time period of the 1980s to the 2000s is bracketed by two books that look at organizational improvement strategies. In 1982 Thomas Peters and Robert H. Waterman published *In Search of Excellence*, and in 2001, Jim Collins followed with *Good to Great*. Both books were the result of intensive study of large companies to discover their secrets to success. For Peters and Waterman, the answer is eight basic practices; and for Collins, five findings. A conclusion that both share is the importance of hiring the right people and then trusting them to do their jobs.

One of the basic practices from Peters and Waterman involves showing trust in employees and seeking both employee and customer input in all phases of the organization. Collins maintains this same focus on employees, but instead he emphasizes hiring as a key strategy to ensure organizational success.

The evolution of both of these viewpoints has impacted school librarians. The role of the school librarian has evolved, as with leadership, to look more at what a strong school librarian does, rather than the passive strength of the position itself as a building block in the school’s infrastructure.

**School Reform**

The school reform efforts of the past century focused on structure, and school librarians were encouraged to serve on and chair school reform committees. Today’s reforms focus on instruction, and school librarians are expected to engage in these efforts (Kimmel 2012).
The education field has only limited research to evaluate the impact of the reform efforts. However, the role of the school librarian and others in these reform efforts has been assessed. After a decade of encouraging whole school reform, a research study based in Kentucky found that principals regarded school librarians as only “somewhat important” to the success of the school reform effort (Alexander, Smith, and Carey 2003). There are encouraging signs, though, that individual school administrators value the school librarian as a central figure in change efforts in the school (Edwards, 2012).

What Does the Future Hold?
The past thirty years have seen tremendous changes in education and in school librarianship. For the most part, the AASL standards have kept up with these changes (AASL and AECT 1988, 1996; AASL 2009). The curriculum for school library preparation has also reflected the changes necessary to teach these roles (Kwan and Turner 2014). The early part of this time period provided the impetus for organizational change on a grand scale. Change became an accepted part of the organizational landscape, and over time it became the norm rather than the exception. Indeed, stability in an organization, although it may be praised on the surface, may also be perceived as a negative. As society embraces trends that are rapidly introduced and just as rapidly discarded, so too do organizations. Schools embrace the latest technology trends, sometimes of their own volition, and sometimes forced by well-meaning legislators who see themselves as educational experts.

School librarians who embraced the educational evolution of the past decades are thriving today. They are discovering sound educational uses for technology innovations and collecting data to document success. More and more, school administrators are relying on the school library as more than just a great place to hold teacher workshops. They are using school librarians as innovation laboratories where educators and students can experiment with new educational ideas.

Whether or not the school library profession can capitalize on the continuing education evolution ahead of us depends on the same three components that got us here. The changing definition of leadership, of organizational excellence, and of school reform brought us to this point in the education landscape. For the future, the dispositions of the school librarian, the definition of excellence in school librarianship, and the changing structure of the school library will be of paramount importance.

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Gail Dickinson is the Associate Dean for Graduate Studies and Research in the Darden College of Education at Old Dominion University in Norfolk, Virginia. She serves on the AASL Board of Directors as immediate past president of AASL.
Build Your Winning Team—Attend AASL’s 17th National Conference & Exhibition

John E. Miller
The formidable tasks of improving student achievement and preparing students for success in life after school require a team approach at the district and building levels. As a veteran superintendent and former library/media specialist I am convinced that the school librarian is one of the most valuable players on my district’s school improvement team and that the library does and should play a crucial role in the school transformation process.

Teamwork, like all relationships, requires real work to be successful. An excellent venue for building teamwork between school librarians and building or district administrators is AASL’s 17th National Conference & Exhibition, which will be held November 5–8, 2015, at the Columbus Convention Center in Columbus, Ohio.

During the conference, administrators and school librarians will discover:

- How to link school libraries to 21st-century student learning
- The best solutions to questions about technology, digital content, and effective teaching and learning
- How other administrators and school librarians are working together to improve student achievement
- Words of wisdom from Dr. Mark Edwards, the 2013 North Carolina Superintendent of the Year and the AASA National Superintendent of the Year, who will discuss his book *Every Child, Every Day: A Digital Conversion Model for Student Achievement*
- Other superintendents’ plans for the school library’s future, including its integration with the classroom and the role the school librarian plays in curriculum development, content selection, and the digital transition

Attending the conference and the associated travel time will provide administrators and school librarians with the opportunity to discuss and plan how to make the most of the school library and its impact on their districts. This time can also be used to review conference sessions and to discuss future district-related initiatives.

As an added bonus, administrators can attend the conference with their school librarians for FREE!

I hope to see you—and your administrator—in Columbus!

John E. Miller
is Superintendent of the Loudonville-Perrysville Exempted Village School District in Ohio. He is the recipient of the Ohio Educational Library/Media Association’s 2013 Administrator’s Award.

For more information on AASL’s 17th National Conference & Exhibition, check out the conference ad on pages 39–44. You can also learn more by visiting <http://national.aasl.org>
FEATURE

The More Things Change, the More They Stay the Same

Cassandra Barnett
cassandra.barnett@arkansas.gov
We are closing in on one hundred years of standards for school libraries! In that time, school library standards have gone through a number of iterations, and expectations for student learning have evolved. While the school library of today looks and functions differently from the school library of the early 1900s, the vision surprisingly is still very similar. The goal of today’s school library is to provide access to a wide range of information in a variety of formats and to offer opportunities for students to become effective library users and to discover the love of reading. All of this should happen under the guidance of a professional school librarian working with and for teachers. What has changed over the years is how this vision is accomplished.

To get a true picture of how far we have come in our expectations of school libraries and student learners, it is helpful to look back at how the standards have evolved over the last one hundred years. In the beginning, what students needed to know about using the library was a small part of the school library standards. With each revision, the focus on student learning increased in scope and became more complex. However, only in the last twenty years have we as school library professionals clearly defined what students need to know in order to be successful users and creators of information.

The First School Library Standards

In 1915, the Committee on Library Organization and Equipment of the National Education Association and of the North Central Association of Colleges and Secondary Schools was created. The committee was charged with investigating the conditions of high school libraries and in obtaining the aid of school administrators to improve those conditions. Led by C.C. Certain, the committee released the report *Standard Library Organization and Equipment for Secondary Schools of Different Sizes*. The report, which became known as the *Certain Standards*, was adopted by ALA and published in 1920. It made six recommendations concerning school libraries for high schools:

- High schools should include space for a school library with storage for equipment.
- High school libraries should be staffed by professionally trained librarians.
- High school libraries should use scientific selection, proper cataloging, and care of books and other materials.
- High schools should provide instruction in the use of books and libraries as a course in the high school curricula.
- High school libraries should be provided adequate budgets for salaries, maintenance, and purchase of materials and supplies.
- A trained librarian should be employed as a state supervisor of every state education department.

(Committee on Library Organization and Equipment of the National Education Association and of the North Central Association of Colleges and Secondary Schools 1920)

Sound familiar? We are still working on convincing school administrators that every school needs a qualified school librarian, an adequate budget, and opportunities for students to learn how to access, use, and share information. Some states...
Even in the early 1900s, school librarians thought it was important to instruct students in how to use the library. However, the focus was on working with teachers to enrich the curriculum, which took the form of suggesting resources and encouraging teachers to provide opportunities for students to use the library.

Even in the early 1900s, school librarians thought it was important to instruct students in how to use the library. However, the focus was on working with teachers to enrich the curriculum, which took the form of suggesting resources and encouraging teachers to provide opportunities for students to use the library.

Mary E. Hall, one of the first trained school librarians in the United States, was an influential member of the committee that wrote the Certain Standards report. The school library that she established at Girls’ High School in Brooklyn served as a model for excellence in the early 1900s and formed the basis for this first set of standards for school libraries. The Girls’ High School Library included a reading room, library classroom, browsing area, storage for equipment, moveable tables, glass cases for displays, and bulletin boards. Mary Hall’s responsibilities as a professional librarian included providing access to materials for leisure reading and curriculum support and working with teachers in developing a scope and sequence of instruction. She viewed the school library as a means of self-education, leisure time, and for participation in a democracy. She believed it was important to teach students how to secure information from books and other printed material and to develop a love of reading (Alto 2012, 12).

The guidelines set forth in the Certain Standards influenced the development of school libraries into the 1940s. In 1945, the ALA Committees on Post-War Planning, chaired by Mary Peacock Douglas, published School Libraries for Today and Tomorrow: Functions and Standards. Among the purposes of the school library, several focused on services to students:

- provide students library materials and services appropriate and meaningful to their growth as individuals
- increase enjoyment of reading
- provide opportunities to develop helpful interests and desirable social attitudes
- help students become skillful users of libraries
- introduce students to community libraries for lifelong library use (ALA Committees on Post-War Planning 1945)

The 1945 standards gave more guidance on the school librarian’s role within the school program. School librarians were expected to help students learn to read and improve their reading skills by assisting in the development of personal reading interests through recommended bibliographies, displays, exhibits, and access to a wide selection of materials. They worked with guidance counselors on students’ social and occupational development by encouraging personal investigations, cultivating good work habits, and providing opportunities for students to become library assistants. Reference services to students included a systematic and thorough training in the use of books and libraries. Students were expected to acquire the ability to use books as tools for locating specific information and finding answers for themselves. This required planned periods for class instruction and teacher-led research in the library, as well as selecting materials for special projects. School librarians were encouraged to work with teachers to select and use library materials and to participate in professional growth activities.

Even though there was more emphasis on interactions between the school librarian and students, the image of the library was still one of a great repository of resources. “Teachers and children go there [the school library] to read what the best minds have written. They seek in the library contact with the treasures.
produced by the artists of all time. They like to find in the library the calm and quiet associated with study and research” (ALA Committee on Post-War Planning 1945).

Standards Shift Focus to Students

In 1958, AASL responded to the increasing number of requests to revise the national standards for school libraries by creating a committee, which was co-chaired by Frances Henne and Ruth Ersted. Based on data collected by the committee and input from more than twenty organizations and numerous individuals, the committee submitted Standards for School Library Programs for publication by the ALA in 1960. At 130 pages, it provided more details on the purposes of the school library program and the role of the school librarian. Yet, it still followed a familiar theme. The school librarian provided access to a rich collection of materials with input from classroom teachers. Students should be offered library experiences that developed helpful interests and built skillful library users. School librarians were encouraged to participate in the professional development offered to teachers.

However, what separated this set of national standards from the previous versions was the growing emphasis on what students should be taught. The school library was seen as a laboratory for research and study. There was a need for library skills to start in kindergarten and expand in breadth and depth each year thereafter. “The librarian teaches the library orientation lessons, and introduces appropriate materials and suggests avenues of approach to classes starting work on special projects or assignments” (AASL 1960).

THE SKILLS A LIBRARIAN MIGHT TEACH IN A STUDENT-CENTERED ENVIRONMENT:

- locating specific information
- analyzing, evaluating, and interpreting information
- using information accurately, efficiently, and in bibliographic form
- using specific reference tools
- listening, viewing, and study skills
- understanding library organization
- transitioning to public and academic library use
DESPITE THIS SHIFT IN FOCUS FOR THE SCHOOL LIBRARY, THE ACTIVITIES ONE MIGHT OBSERVE IN THE MEDIA CENTER WOULDN'T APPEAR THAT DIFFERENT FROM THE SCHOOL LIBRARY OF THE EARLY 1900S. STUDENTS WOULD STILL BE QUIETLY READING OR STUDYING.
The skills a librarian might teach in these situations included:

• locating specific information
• analyzing, evaluating, and interpreting information
• using information accurately, efficiently, and in bibliographic form
• using specific reference tools
• listening, viewing, and study skills
• understanding library organization
• transitioning to public and academic library use

While the school librarian had a growing responsibility for instruction, the expectation was that the classroom teacher would receive in-service training in the development of effective techniques for using resources and teaching library skills. Because a class’s use of the library was an extension of classroom work, the teacher was expected to work with the librarian in assisting students. The key to this partnership was the extent to which teachers motivated their students to use the library for their assignments. If classroom teachers did not design instruction that required the use of the library, then the student had little need to use its resources.

Advances in Technology and a Shift in Terminology

The 1960s saw significant changes in society, education, and technology, which prompted AASL and the Department of Audiovisual Instruction, a division of the National Education Association, to jointly develop a single set of standards that addressed both school library and audiovisual programs. The title of the standards indicated a paradigm shift, Standards for School Media Programs (1969). These standards recognized that the expansion of types of resources required a change in the terminology used to describe the school library and the school librarian. Thus the school library became the media center, and the school librarian the media specialist.

Standards for School Media Programs emphasized the effect of increasing access to a variety of formats on the ability of students and teachers to select the media best suited to their needs. The media specialist was expected to build a collection that included a wider range of media and to become an expert in the use of these resources. In addition, the media specialist was expected to be active in shaping the learning environment and work with teachers to design instructional experiences that helped students develop competencies in listening, viewing, reading, inquiry, and critical evaluation.

At this time educational programs stressed more individualization and self-directed learning. This new emphasis focused on ideas and concepts rather than isolated facts, which required a shift away from locating resources to becoming effective in using those resources. The standards did not give a lot of guidance on what or how this should be accomplished, only that the media specialist take on the responsibility of providing instruction in the use of the media center and its resources. It was assumed that most of the instruction would happen with individual students in the media center. The media specialist was encouraged to provide teachers information about student progress based on observations.

Despite this shift in focus for the school library, the activities one might observe in the media center would not appear that different from the school library of the early 1900s. Students would still be quietly reading or studying. The media specialist would still be helping individual students locate resources and occasionally helping a student use those resources.

The Importance of Planning and Instruction

In 1971, AASL and the Association for Educational Communications and Technology (once the Department of Audiovisual Instruction of the National Educational Association) continued their collaboration. The 1975 Media Programs District and School, adopted by both organizations, advocated the importance of a systematic process for planning the media program. It also stressed the importance of a district media program in supporting the building-level media program. Previous standards always promoted the idea of the school librarian/media specialist working closely with teachers. However, in this document, the media specialist was encouraged to become fully involved in the process of instructional design. This approach moved the media program from a support service to an essential part of the total instructional program.

In this new capacity, the media specialist was seen as the expert in matching a variety of information sources and teaching/learning styles to the needs of the individual user. The term “user” expanded to include all learners: students, teachers, uncertified staff, administrators, parents, and community members. In addition to providing a collection consisting of a wide variety of materials, the media specialist assisted users in the actual production of learning resources. The media specialist continued to provide instruction in finding, evaluating, and using...
information. This might mean instructing a small group, a class, or providing in-service. However, these activities were still dependent on the teacher’s willingness to bring students to the library.

Once again, AASL and AECT came together to begin the revision process in 1983, and in 1988 published *Information Power: Guidelines for School Library Media Programs*. This publication greatly expanded the concept of the library media specialist’s role in instructional design and as an information specialist. *Information Power* differed significantly from the previous sets of standards in its identification of specific objectives within the mission of the library media program. These objectives were to provide:

- intellectual access to information
- physical access to information
- learning experiences that encourage users to become discriminating consumers and skilled creators of information
- leadership, instruction, and consulting assistance in the use of instructional and information technology
- resources and activities that contribute to lifelong learning
- a facility that functions as the information center of the school
- resources and learning that represent a diversity of experiences, opinions, social and cultural perspectives

In addition to more specifically defining the mission of the library media program, the responsibilities of the library media specialist were more clearly defined. *Information Power* identified three roles for the library media specialist: information specialist, teacher, and instructional consultant. The information specialist’s focus was on providing easy access to the library media center and its resources through collection development, an effective retrieval system, and flexible policies for the use of those resources.

As a teacher, the library media specialist was “responsible for ensuring that skills, knowledge, and attitudes concerning information access, use, and communication were an integral part of the school curriculum” (AASL and Association for Educational Communications and Technology 1988). The idea of students coming to the library as a class was becoming more prevalent, but skills were taught in isolation. The instruction was not always tied to what was happening in the classroom. Instruction in the access and use of information was not limited to students; instruction should also be available to educators and parents.

The library media specialist acted as instructional consultant through active participation in curriculum development and the instructional design and use of technology. The library media specialist was expected to participate on committees and collaborate with teachers to design instruction. At this time, computers were appearing in schools, and library media specialists were encouraged to take leadership roles in determining how teachers and students would use them.

### Defining Student Outcomes of School Library Instruction

Although the importance of the role of the library media specialist as a teacher was stressed in *Information Power: Guidelines for School Library Media Programs*, what students needed to know was still not clearly defined. It was not until AASL and AECT published *Information Power: Building Partnerships for Learning* in 1998 that standards for student learning were addressed. The information explosion, growing advances in information technology, and the shift from teacher-centered instruction to student-centered learning prompted the need to define the concepts, skills, and processes students must master to become information literate and lifelong learners. The authors of *Information Power II* identified nine information literacy standards for student learning:

- access information efficiently and effectively
- evaluate information critically and competently
- use information accurately and creatively
- pursue information related to personal interests
- appreciate literature and other creative expressions of information
- strive for excellence in information seeking and knowledge generation
- recognize the importance of information to a democratic society
- practice ethical behavior in regard to information and information technology
- participate effectively in groups to pursue and generate information (AASL and AECT 1998)

Each of these information literacy standards was further developed by providing supporting material that included indicators, levels of proficiency, standards in action, and examples of subject content connections. The indicators for each of the broad standards described what the student
needed to be able to do to meet that standard. The levels of proficiency aided in determining the level of a student’s mastery. Standards in action were examples of situations in which information was used to solve a problem specific to a particular standard.

The document also provided examples of content-area standards to illustrate the connection between an information literacy standard indicator and a curricular area. This tool was provided to help library media specialists and teachers collaboratively design learning activities that integrated information literacy into the subject-area content. Library media specialists were encouraged to initiate collaboration throughout the school. They could no longer wait for the teacher to come to them.

In 2006 AASL held a summit to identify the challenges and opportunities facing a 21st-century school library media program. Out of that summit came a commitment to provide standards and guidelines that defined and supported the future course of school library media programs. As a result, three documents were created: Standards for the 21st-Century Learner, Standards for the 21st-Century Learner in Action, and Empowering Learners: Guidelines for School Library Programs.

Standards for the 21st-Century Learner shifted instruction from the narrow focus of information literacy to include multiple literacies (digital, visual, textual, technological). The four standards were very broad and emphasized the learning process:
Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.

Learners use skills, resources, and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.

Learners use skills, resources, and tools to pursue personal and aesthetic growth. (AASL 2007)

These four standards were extended through the four strands (skills, dispositions, responsibilities, self-assessment strategies) with indicators under each strand. These indicators describe what the learner could do to demonstrate competency. Standards for the 21st-Century Learner in Action added grade-level benchmarks and action examples to help school librarians working with teachers to design learning experiences appropriate for the age and skill level of the learners.

Empowering Learners: Guidelines for School Library Programs addressed the total school library program in meeting its mission to ensure that all learners are effective users of information and ideas. These guidelines focused on the role of the school librarian as a leader, instructional partner, information specialist, teacher, and program administrator. Central to each of these roles was its impact on learning.

Conclusion

Interestingly enough, although our expectations for student learning have evolved to meet the needs of a rapidly changing world, the vision for school libraries remains essentially the same. “Implicit within every standard and indicator is the necessity of a strong school library program that offers a highly-qualified school library media specialist, equitable access to up-to-date resources, dynamic instruction, and a culture that nurtures reading and learning throughout the school” (AASL 2009b).

The difference lies in how the best school library programs have achieved this vision. The 1945 School Libraries for Today and Tomorrow recognized the importance of moving steadily forward so that the library may truly become a community center of the world’s best thinking to which citizens and children may have access” (ALA Committee on Post-War Planning 1945). Today, we see school libraries that have flipped the idea of a community center. The school library is no longer a place where students consume “the world’s best thinking”; it has become the place where the best thinking happens.

Cassandra Barnett
is Program Advisor for School Libraries at the Arkansas Department of Education. An active member of AASL, she has been a member of numerous committees and served as 2009-2010 AASL President. She co-chaired the 2009 National Conference in Kansas City, and co-chaired the task force that wrote the Standards for the 21st-Century Learner.

Works Cited:
Evolution in PD Options

"Back to the Future," the 1985 movie, showed what life could look like with the possibility of time travel. As an educator for thirty-four years, I feel like I've seen great changes in our field since I started in the 1970s. I can only imagine what life will look like in future decades for educators just beginning their careers now.

"Lifelong learning"—type those words into a search engine, and you will get back more than nineteen thousand hits. As school librarians, my guess is we all believe in it, but how does it look in the twenty-first century? Do we learn differently now than we did fifteen or twenty years ago? According to the "Schools and Staffing Survey," the 2011–2012 data showed the average age of a United States public educator as 42.4 (U.S. Dept. of Education 2012). That finding indicates that most of us have been in the education business for a few years. If you are close to that average age, the ways you received professional development (PD) when you started teaching and how you get it now probably look different. If you're newer to the profession, let me give you a quick trip back through time.

"Sit and Get" Conferences

I'm a second-generation educator, and I can remember going to educational conferences as a child with my parents in the 1950s. We got dressed up and went to the state capital for an annual event held over two days of all-day meetings. Occasionally, we visited a school but generally we were in "sit and get" gatherings. A renowned lecturer might be brought in to add excitement. (I did see Eleanor Roosevelt at one of those meetings.) My parents attended the conferences faithfully every year because they felt like it was their professional duty to be there. I'm not sure how much the experience actually affected their day-to-day teaching.

As a beginning educator in the 1970s, I found a big change from what my parents experienced; the meetings were held regionally throughout the state. I didn't travel as far, but the format was very much the same: listening to a speaker. School staff meetings were mostly used for communication of policies and procedures, and didn't offer much in terms of instructional support. Did I learn something from those experiences? Yes. I believe it is my responsibility to learn from every experience I have. When I went to the state regional conferences, I met other people in the field and heard about what life was like in their schools. It was good to see how other educators handled the same concerns I had. Networking, even in the most basic form, provides the opportunity to learn from other professionals. Were the staff meetings inspirational? Not exactly.
However, I did learn to listen and better understand the teachers with whom I worked. We developed an informal group that some days met for breakfast, happy hours after work, and, eventually, in our homes.

The small group that I got to know best was bound by a commitment to students and a desire to do our best, even though we were new to the profession. While my first school did have a formal mentor program, an older teacher with whom I carpooled most affected my teaching. She listened to me, laughed with me, and encouraged me. The relationships from that first teaching job have lasted more than forty years. If you’re a fairly new educator, look for positive like-minded staff members. Don’t waste your time on the people sending out negative vibes. You won’t change them, and they will drain your energy. If you’re an experienced educator, who can you help become a better educator? Your years of experience can not only benefit your students, but also the newer teachers on your staff. As school library professionals, we have the wonderful opportunity to work with the entire staff. This circumstance provides us with the chance to get to know them better than most of the other staff members do. We can help set the tone for the school.

Since that first teaching job, I’ve enjoyed a variety of PD opportunities. Each has provided a worthwhile experience. Consider the possibilities available to you today.

**Variety of Associations and Perspectives**

Get involved in state and national associations that support library professionals, reading, and technology. Each organization offers a unique perspective about a portion of our job. This involvement is a little like looking through a kaleidoscope. Each time it is turned, we see a slightly different view. This variety of perspectives is important because our school library positions require us to be experts in a broad range of areas. Start with the group that specifically supports school library professionals. If you’re new to your state, find the group by entering “school librarians,” “association,” and the state name in a search engine. Go to the organization’s website. If they have an online discussion list, sign up for it. See what types of programs are offered. Find out when the state conference is held. Does the organization have regional meetings? A periodical? You’ll learn something from each opportunity offered. Of course, the national association will give an even broader view of the field. Belonging to AASL, our national organization, provides a great connection to school library professionals across the country. The AASL National Conference and Exhibition is held every two years. I believe the cost of attending is money well spent—and I’m really financially conservative. The networking and concurrent sessions provide a broad view of our field. The exhibits give a look at materials to consider for your facility and the opportunity to test them hands-on.

The International Literacy Association (ILA) (formerly the International Reading Association) focuses on exciting children about reading. ILA makes a great connecting association for us. When I attended my state’s ILA affiliate, I heard wonderful authors. That experience helped me to build a bridge from my students to the written word. I saw sessions that helped me better understand a classroom teacher’s point of view. The state and national publications give in-depth information that helps us do our job of exciting youngsters about books. Editor’s note: URLs for resources mentioned in this article are in the Recommended Resources list following this article.

For more information about technology, get in touch with the International Society for Technology in Education (ISTE) and the affiliate in your state. ISTE conferences and publications give in-depth perspectives about the wide range of technology opportunities. While AASL definitely supports reading and technology, I meet different people at the ILA and ISTE conferences, and see distinctive authors in their publications. I’m a better school librarian because I also hear the voices in those organizations. My participation in organizations for other types of educators also gives me an opportunity to share the school librarian’s point of view.

Too often, classroom teachers and technology specialists don’t have a clear view of us and how we can collaborate with them. Networking is always a priority for me. Telling our library story is a responsibility we all have, and I learn so much from others while I spread the word about ways school librarians can support and collaborate with other educators. Be sure to look at the books these organizations publish. They are worth your professional time to read and reflect on.

If you were a classroom teacher before you were a school librarian you may have participated in content-area organizations. They are still good ways to get ideas for teaching specific curriculum. If you work with young children investigate the National Association for the Education of Young Children. It provides information about development of our youngest students. The National Council
of Teachers of Mathematics offers lesson plans that can be adapted for use in the school library. A plethora of great mathematics books are available for elementary children, and sharing these books with our students gives them a new appreciation for reading-aloud time. The National Science Teachers Association creates a list of outstanding science books each year; this list can help us with collection development. The same can be said for the National Council for the Social Studies, which puts together a list of Notable [Social Studies] Tradebooks for Young People. The National Council of Teachers of English offers an online community that gives the opportunity to interact with other professionals that care deeply about literature. We need to be sure administrators have the opportunity to know and understand what we do, and one way to provide those opportunities is to write for their organizations and present at their conferences. Be a voice for school librarians by getting involved in the Association for Supervision and Curriculum Development.

Listening to the needs of educators outside the library field helped me be better at my job. Hearing all of these perspectives allowed me to "walk a mile in the shoes" of the content-area specialists and administrators, and helped them to have more respect for me because I could talk their language. It was a win-win situation.

LIS Journals
Another way to polish my professional skills is by reading professional journals in the LIS field. Just as our profession has changed over time, so have the magazines that support it. Print versions still exist, but online choices give a 21st-century look to

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OTHER EDUCATORS.
some old favorites. Our professional organization provides a good range of materials to help us in our jobs. American Library Association publishes Booklist, Book Links, Journal of Research on Libraries and Young Adults, School Library Research, and Knowledge Quest. Each of them has a special focus but can be helpful as we meet multiple needs.

Of course, several corporate-owned magazines are published, too. Horn Book includes articles, reviews, and blogs. Internet@Schools contains many articles focused on how the Internet and Web can be used for educational purposes. Library Journal and School Library Journal are both published by the same company. While I’ve read both, I like SLJ’s focus on schools. In the interest of full disclosure, I’ve previously written for the next two titles: Library Media Connection and School Library Monthly. I read them because I find their articles and reviews helpful in my professional work. Get more good information from Teacher Librarian.

As a profession, we are blessed with a variety of good support materials. Try them out and see which ones best serve you and your clientele. As you plan your budget, be sure to plan for a professional journal for yourself. Reading reviews is critical in collection development, and the articles keep you current about the hot topics in our field.

Workshops and Courses at Colleges and Other Institutions

Last summer, I found a picture of my mother as an attendee at a college workshop in the 1950s. Obviously, the opportunity has been around for a while. However, when is the last time you’ve checked out what an institution of higher learning offers? Often workshops are available, and taking a class because you are interested in the topic.
feels a lot different (better!) than taking it because it is required for a specific major. Some of my most pleasant professional development came when I attended children’s literature conferences on different college campuses. I’ve picked up technology tips from summer university workshops. Check the websites of colleges and universities close to you to see what they plan to offer. These workshops and courses also provide a good way to network. I usually meet some new people at these events.

Some organizations provide professional development as their primary mission. Depending upon the part of the country you live in, you will have the opportunity to go to the seminars they offer. The Bureau of Education and Research (BER) provides PD opportunities on a variety of topics, and some of them can be helpful to you. I’ve been to several BER sessions and found the print materials worthwhile and the day entertaining and educational. Staff Development for Educators also offers a variety of resources, including face-to-face sessions, online courses, and printed materials.

You will also find companies and institutions that offer PD as part of their mission. The Library of Congress provides summer workshops targeted at educators. I’ve attended some of their workshops and found they really stretched me as an educator. Networking with educators from across our country was one of the high points of the experience. The Smithsonian also offers opportunities for teachers. I’ve never attended one of their training events, but I hope to do so in the future. I love the museums, and I can see potential for connecting my students, curriculum, and the museum. I have used Heinemann print materials for years. Now this publisher offers PD services. I’ve not yet attended one of their workshops, but the quality of their print material leads me to believe that they will offer useful PD. More than likely in your state, the state library provides some type of PD opportunities, too. I’ve been to events in two different states and found them worthwhile. Look at state libraries’ calendars and see which topics will be most helpful to you in your role.

So far, most of the opportunities mentioned could have been available to previous educators, though certainly not in the numbers available to us today. Now we have electronic choices that couldn’t have been possible without the Internet. We have webinars, online discussion lists, blogs, and wikis. These really define the 21st-century learner. When my parents were teachers, they went to a PD conference. When I started teaching, some print materials were available, and I also went to conferences. Now, I can sit in my home and continue to polish my skills.

Electronic Options

One of the choices that I use every day is LM_NET. This listserv was started to give a voice to school librarians. The expertise that people share and the sense of collegiality make it one of the first resources I suggest to new school librarians. They can learn so much just by reading it. I’ve been on it for years, but post only occasionally. I’ve found the answers to be thoughtful and professional. The AASL Forum is sponsored by ALA and offers the opportunity for AASL members to discuss pertinent topics. Another great use of your ALA membership dollars is AASL eCOLLAB. This members-only site provides so many opportunities to grow professionally. Choose a webcast, a podcast, or get some ideas for lesson plans. You have numerous options to get new ideas about our amazing profession.

The webinars available now would be mind boggling to previous generations of educators. Some webinars are created by companies to help train users of their products. Britannica offers numerous webinars as does PBS. If you use their materials, it is worth your time to take a look. You will probably find that online support is offered for whatever Britannica or PBS resources your school uses. My school uses Mimio products, and the Mimio site offers numerous ways to learn more about using the products effectively. EdWeb is an online social and learning network; webinars, research reports, and access to online forums are available through the website. You can also sign up for an e-newsletter.

If you’re interested in trying a free online course, check out Coursera. I’ve taken one of their courses and found it worthwhile. SimpleK12 also offers online training. I’ve taken several of their classes. They are quick and offer good hands-on tips. Of course, you couldn’t have this discussion without mentioning YouTube. This site includes videos on almost any topic; I find the Teaching Channel videos especially useful.

With electronics being available in the majority of American homes and schools, blogs and wikis have become very prevalent. They are a quick way to provide and get information. Knowing the expertise of the poster and the posting dates is essential. The TL Virtual Café lets you join free events focused on media needs. Check the website to see what the topics will be on Twitter and visit through Blackboard Collaborate. These sites will also get you started on some great places to learn...
more electronically. OnlineCollege.org recently updated its list of best blogs for school librarians; I encourage you to look to see which would be the best additions to your personal learning environment. The “ALA Blogs, RSS Feeds, and Wikis” page offers a list of choices that are specific to our profession. Kathy Schrock’s Guide to Everything thing includes her Kaffeeklatsch blog and Kathy’s list of favorite ed tech blogs. She is one of the people in our field who continues to share her expertise after many years and keeps it fresh. Another person who provides great information year after year is Joyce Valenza. Her webpage starts a trip through numerous electronic resources. For a list of additional choices, explore the School Library Bloggers list on Wikispaces. You will surely find something that fits your needs.

Additional electronic choices, though not targeted specifically to school librarians, can certainly be useful. My guess is you are familiar with Skype, Facebook, Pinterest, and Twitter. They can be fun sites for personal interests, but they can be great professional sources, too. My students and I Skyped with an author in England. The author and illustrator Facebook pages that let me learn even more about my favorite creators make it one of my favorite sources. Pinterest lets me search for topics that interest me and see how others have addressed them. One of my district science directors says when he goes on Twitter, he learns things that make him smarter. What more could I want from any source?

Twenty-first century professional development lets me use some of the strategies that I used in the twentieth century. I can go to a conference, read a print book or journal, or talk to fellow teachers in my school. Face-to-face experiences provide wonderful opportunities to interact and learn. However, the new options enabled by technology offer me possibilities that previous educators couldn’t have imagined. I can learn from people literally around the world and in real time. I’m grateful for the choices I have, but now I have to think about the time involved. We really could spend twenty-four hours a day doing PD—but that approach isn’t practical. So now, this generation of educators gets to choose where to spend a lot of their PD time. On a recent Saturday, at the request of my principal, I attended a workshop for one of the products that my school uses. The good news was I didn’t have to pay for registration, but, of course, the day spent at the workshop was my gift to the school. The room was filled with other educators who were there under the same conditions. As the day ended, I said to the person representing the company, “Generally, today’s young teachers want easily accessible PD at their beck and call, not an all-day workshop. If you want the business to grow, you are going to need to change how you do business.” He looked at me and grinned. “I know,” he said. “We began online training just a few months ago. I’ll let your principal know about it.”

Buffet of Choices

If I, a seasoned professional, want more online training, imagine how members of the younger generation of teachers feels. When I started teaching in the 1970s, I would never have dreamed of the possibilities that I have at my fingertips today. It does indeed sometimes feel like time travel that would make the characters of Back to the Future jealous. Enjoy the buffet of choices and then choose those things that make you smarter and help you to provide better services to your staff and students.

TWENTY-FIRST CENTURY PROFESSIONAL DEVELOPMENT LETS ME USE SOME OF THE STRATEGIES THAT I USED IN THE TWENTIETH CENTURY. I CAN GO TO A CONFERENCE, READ A PRINT BOOK OR JOURNAL, OR TALK TO FELLOW TEACHERS IN MY SCHOOL.

Marge Cox previously served on the AASL Library Program of the Year Award committee. She is co-author of The Library Media Specialist in the Writing Process (Linworth 2007).
Work Cited:

Recommended Resources:
ALA Blogs, RSS Feeds, and Wikis: <www.ala.org/Template.cfm?Section=News&template=/cfapps/xml/pr_inst.html>
AASL eCOLLAB: <www.ala.org/aasl/ecollab>
AASLForum: <www.ala.org/aasl/about/community/lists/forum>
Association for Supervision and Curriculum Development: <www.ascd.org/Default.aspx>
Book Links: <www.booklistonline.com/booklinks>
BooklistOnline: <www.booklistonline.com>
Britannica Digital Learning: <http://info.eb.com/professional-development>
Bureau of Education and Research: <www.ber.org>
Coursera: <www.coursera.org>
edWeb: <http://home.edweb.net>
Heinemann: <www.heinemann.com/ PD/default.aspx>
Horn Book: <www.hbook.com>
International Literacy Association: <www.reading.org>
International Society for Technology in Education: <www.iste.org>
Internet @ Schools: <www.mmischools.com>
Journal of Research on Libraries and Young Adults: <www.yalsa.ala.org/jrlya>
Joyce Valenza’s Homepage: <www.learnnc.org/lp/external/3298?ref=search>
Kathy Schrock’s Guide to Everything: <www.schrockguide.net>
Knowledge Quest: <http://knowledgequest.aasl.org>
Library Journal: <http://lj.libraryjournal.com/#>
Library Media Connection: <www.librarymediaconnection.com>
Library of Congress: <www.loc.gov/education>
LM_NET: <http://lmnet.wordpress.com/subscribe>
MimioConnect: <www.mimioconnect.com>
National Association for the Education of Young Children: <www.naeyc.org>
National Council for the Social Studies: <www.socialstudies.org>
National Council of Teachers of English: <www.ncte.org>
National Council of Teachers of Mathematics: <www.nctm.org>
National Science Teachers Association: <www.nsta.org>
OnlineCollege.org: <www.onlinecollege.org/2012/07/10/100-best-blogs-school-librarians>
PBS Learning Media: <www.pbslearningmedia.org>
School Library Bloggers: <schoollibrarywebsites.wikispaces.com/SchoolLibraryBloggers>
School Library Research: <www.ala.org/aasl/slr>
SimpleK12: <www.simplek12.com>
Smithsonian: <www.si.edu/Educators>
Staff Development for Educators: <www.sde.com>
Teacher Librarian: <www.teacherlibrarian.com>
TL Virtual Cafe: <http://tlvirtualcafe.wikispaces.com>
YouTube: <www.youtube.com/user/TeachingChannel>
Times Change, But Core Principles Endure

Our profession has gone through an evolution since its inception in the early 1900s. Fortunately, as school librarians, we hold strong to unwavering core principles that remain true throughout time. Our students today are tech-savvy consumers of information. With smartphones and tablets galore at their fingertips, they have access to all the knowledge of the world. Arguments at the dinner table are quickly settled by a few seconds of Google searching. To showcase everything they know about a topic, students can put together movies and presentations in just a few minutes. Now that students have all of this access to technology, why are school librarians still important?

We questioned middle and high school students and asked them to reflect upon their experience in our school libraries. Some of their reflections are scattered throughout this article. Unexpectedly, students did not comment on the glitter of the 21st-century school library. No one talked about makerspaces or emerging technologies. They instead spoke to our core professional values, the golden threads that keep our foundational fabric strong and make our profession essential. Librarian core values are integral to teaching the whole child. They complement content-area standards by providing students with guidelines to address ethical and service issues. In this article, we explore the core values that continue to sustain us through the education evolution.
Unexpectedly, students did not comment on the glitter of the 21st-century maker spaces or emerging technologies. They instead spoke to our core threads that keep our foundational fabric strong and make our

Value 1: School librarians create sanctuaries for our students.

It is a chaotic world for our students today. They are consumed with the pressures of school, friends, bullies, and technology distractions. There is, however, a place where wary students can take refuge: the school library! Libraries offer these stressed-out students a place to be calm and to be themselves. School librarians create a caring and warm environment where students have a place to explore their passions and have their point of view honored. We create a place different than any other in the school. School libraries give students the freedom to be people—not just students.

School librarians build spaces where students feel like they belong even if they do not fit into the stereotypical social groups at school.

Being able to take a few moments away from the nonsensical lesson plans and rambling crowds of teenagers. It is not that I don’t love learning or value my friends, but recently I have found myself stretched thin and high strung. A few days ago, I started spending my lunch period in the library, which was one of the best decisions I have made in a while. After settling down away from other people and taking my time to recharge, I have found that my attitude has completely taken a turn for the better. The staff are kind and comforting. The library has changed my life because it lets me be by myself for a few moments and indulge in a book.

Through bright displays in our school libraries, we introduce students to new books and genres they may not otherwise have discovered. Students are encouraged to read banned books when learning about censorship or go on blind dates with books for Valentine’s Day. We challenge our students to expand their scope of the world. School libraries open hearts and minds.

In elementary school, I went to the library to relax, and I loved being able to take books home. It allowed me to read far more than I would have on my own.

— Amanda

School libraries also celebrate the accomplishments of the school, often showcasing student art, athletic trophies, and academic awards. Students can come into the library and feel pride in their school. We have areas for students to create and share with others. Our book and gaming clubs bring together people from many social groups, help build relationships, and create opportunities for students to learn from each other.

Dating back to 1899, Melvil Dewey understood the importance of librarian–patron relationships. In a Library Journal article he wrote about what characteristics an ideal librarian should have: “To my thinking, a great librarian must have a clear head, a strong hand, and, above all, a great heart” (Dewey 1899, 14). School librarians are invaluable adults in our students’ lives. We develop
SCHOOL LIBRARY. NO ONE TALKED ABOUT PROFESSIONAL VALUES, THE GOLDEN PROFESSION ESSENTIAL.

strong relationships with our students, often becoming their confidants, counselors, and friends. Students do not feel judged in this environment. School librarians capitalize on this feeling of goodwill by taking time to know students on a personal level. The wide breadth of knowledge school librarians have provides endless topics for discussion with students. School librarians help to guide students through school and life experiences, aiding in their success. Our openness to diversity and fight for equality show students the value of our core professional values, the golden value 2: The school librarian is a collaborator and instructional partner.

Since the early 1900s when school library standards and guidelines emerged, the need for qualified librarians who work as instructional partners has remained the same. In 1918 the National Education Association (NEA) published a report on the condition of school libraries. In this report the school librarian was seen as a professional and “under no circumstance should be expected to do clerical work” and “should have the ability to work for and with teachers” (NEA 1918, 12). This report is evidence that school librarians have a rich history collaborating with teachers to up the instructional game in the school. Instructional partnerships transform learning by integrating literacy skills and core dispositions into curriculum content. In an elementary school collaborative library activity, students studying about the weather were asked to determine when a tree fell on the librarian’s house. To determine the approximate time, students explored general information about the weather from digital and print resources. They researched how hard the wind blew each hour and whether it was raining. Next, at the whiteboard they created a graph by plotting the wind, temperature, and rain. Most—though not all—the students decided that the time of day when the wind was the strongest and the rain the hardest was when the tree fell on the house. Students then summarized their findings in a written paragraph. The lesson covered curriculum material about the weather, literacy skills involving print and digital resources, and the disposition of employing “a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion” (AASL 2007, 5). We know students are inspired by engaging learning opportunities like the lesson just described.

The library taught me that knowledge can be obtained in many ways. We are not limited to just worksheets or lectures. Instead, we have the opportunity to use databases, books, and the kind librarians who work to answer our questions. The library is a valuable asset to the school, and I think more people need to realize how much of an impact it has on students and teachers.

— Gina

Collaborating with teachers and partnering for lesson delivery are possible because instructional design is embedded into the school librarians’ professional training. Since the first reports by the NEA in 1918, through publication of Information Power: Guidelines for School Library Media Programs in 1988 and Information Power: Building Partnerships for Learning in 1998, to our current professional standards, Empowering Learners: Guidelines for School Library Programs, the school librarian consistently is defined as an instructional consultant and instructional partner. Our latest set of professional standards calls for increased collaboration and indicates the importance of our anticipating teachers’ needs and driving information to them (AASL 2009, 16). Connecting library outcomes to curriculum learning measurements by means of instructional partnerships is a continuous thread in school library standards since the early 1900s. The medium for instructional delivery may change, but the principle that the school librarian is a curriculum partner has not.
Value 3: School librarians prepare students for lifelong learning.

Reading is still fundamental. By bringing reading alive, school librarians still teach students to love books and celebrate stories and authors. Students love stories and enjoy reading in spite of the fact that so many are over-scheduled with extracurricular activities and school work. We truly believe students who read succeed. School librarians know there is a book for every reader and a reader for every book. We never limit readers’ curiosity; we do invite them to explore everything the library collection offers. Reading opens students’ minds to different ideas and helps them walk a mile in another’s shoes. By bringing students and books together, we create students with a social conscience who are empathic as they progress on life’s journey. When we open books, we open eyes.

The school library has allowed my knowledge of reading to expand beyond the normal classroom. My school library is a gateway for my imagination to explore the stories I want to know. It has changed my way of thinking for the better.

— Mitchell

Today’s students are curious. They will spend hours trying to find their way through a video game, happily failing over and over again until they get it right. Through their work in school libraries, students learn to transfer this disposition of emotional resiliency to the information-seeking world. We show them how to embrace and grow from feedback to get better at a task rather than feel criticized.

Through implementation of AASL’s Standards for the 21st-Century Learner, students learn the skills they need to inform their life choices. School librarians encourage students to consider diverse and global perspectives, connect with their communities, build leadership skills, and become confident global citizens. We inspire them to participate in the public conversation and engage in vigorous debate over today’s issues, thus preparing them for the future.

We know learning is not just memorization. School librarians demonstrate how to research deeply and show students mastery is within their grasp. Students learn how to adapt and follow where the research leads them. Many are overwhelmed with a ton of information but lack the skills to evaluate it and toss out the fiction. We give them the tools to assess resources and find truth in the haze of information. It is important that students identify their own misconceptions and bias. By teaching students how to distinguish between credible and non-credible sources school librarians encourage students to not only know what they believe to be true, but also why they believe it. School librarians create opportunities for students to develop their personal core beliefs and passions, and then share them positively with the world.

The library has helped to change me in many ways. It has encouraged the use of paper sources and research. It also has taught me many valuable lessons in the art of writing correctly and for success. Our school family should be able to learn valuable lessons in the library that can apply to anything from writing a resume [to] writing a report for a company. The skills that someone learns in the library can carry them through whatever job field they go into.

— Caleb

Value 4: School librarians protect students’ right to information.

Over the years, the format and delivery of materials and resources have evolved. As each new format and delivery system comes into existence, librarians look toward established values, policies, and concepts to provide insight on how to manage emerging information resources. The ALA Code of Ethics was developed in 1939 as a roadmap for selecting and organizing information. Amended most recently in 2008, it describes the type of service we provide to ensure equitable access to library users. Through the library core values of democracy, public good, intellectual freedom, confidentiality, and privacy, students are introduced to good citizenship (ALA 2004a). School librarians understand a democracy is dependent on citizens who are well informed on all viewpoints about a
Value 5: School librarians know advocacy is essential to library program growth.

Advocacy is not new to school librarians. Advocacy is personal. To promote the greater good for users, we have always advocated for our programs. Advocacy is defined on AASL’s website as the “on-going process of building partnerships so others will act for and with you, turning passive support into educated action for the library program. It begins with a vision and a plan for the library program that is then matched to the agenda and priorities of stakeholders” (2014). Librarians use this definition to form an advocacy plan to address critical issues like fighting for access, budget, and relevant materials.

Since school library programs impact the entire community of learners, we must understand when and how to generate advocates. Daily library activities and instructional experiences provide school librarians with opportunities to identify advocates. We must share with our stakeholders how free reading, reading for information, and school library programs provide students with opportunities to think, create, share, and grow.

The school library has changed me in many ways. The biggest way I can think of is how it has given me an infinite amount of knowledge at my fingertips. Libraries are beautiful.

— Zachary
The school library has changed me by allowing me to research with actual books, not just the computer. I love being able to look at books at the school library because there are so many varieties of genres. I can find anything I want there and if something is not there, I can request it from another school. The school library has made me a more avid reader, for which I am grateful. Also, the librarians here are awesome! They are willing to drop everything to help with whatever I need. Overall, school libraries really help me develop as a student, both academically and just in general.

— Rachel

These advocates need information, and the school librarian must educate them. The AASL website contains numerous links to toolkits and information about how to create and maintain stakeholder support. Fortunately, the AASL website also provides links to research and statistics, reports, position papers, and white papers to assist librarians with advocacy education. These documents provide librarians with concrete tools to show how the school library is critical to evolving educational mandates. Though there are global requirements for school libraries, each library program has specific needs to enhance and assist students.

Conclusion

It is paradoxical to write an article about what has stayed the same in an issue devoted to education evolution. After all, school librarians are relentless when demonstrating how the school library program and librarian are evolving with the times to remain relevant. Ironically, our foundational values that shape the heart of the school library profession and underpin the building blocks of change anchor us through education evolution.

Ann M. Martin is the former educational specialist for library services at Virginia’s Henrico County Public Schools and a past president of AASL. She is author of Empowering Leadership: Developing Behaviors for Success (AASL 2013) and Seven Steps to an Award-Winning School Library Program (Libraries Unlimited 2012).

Suzanna L. Panter is the current educational specialist for library services at Virginia’s Henrico County Public Schools, a National Board Certified Teacher, and a Lilead Fellow. In 2009 she was named an ALA Emerging Leader and received the Virginia Association of School Librarians’ School Library Program of the Year Award in 2012.

Works Cited:


Annotated Bibliography:


This article explores the issue of privacy for minors: what the law says about privacy for minors and what it does not say, when it is okay to overstep student rights and when it is not. The article includes insights into how the digital environment impacts student privacy. The article ends with thirteen ways for school librarians to protect students' privacy rights.


"Empowering Learners" advances school library programs to meet the needs of the changing school library environment and is guided by the Standards for the 21st-Century Learner and Standards for the 21st-Century Learner in Action. This book provides national guiding principles for school library programs; it focuses 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.


AASL's Standards for the 21st-Century Learner offer vision for teaching and learning to both guide and beckon school librarians as education leaders. The standards are designed to shape the school library program and serve as a tool school librarians can use to shape the learning of students in the school.


Advocacy is defined on this webpage, which differentiates between advocacy, public relations, and marketing.


The document is based on the Library Bill of Rights and focuses on the school library environment. Six specific rights are documented.


At its June 2012 meeting the Council of the American Library Association passed a resolution in support of school libraries and librarians. The resolution was initiated by ALA Councilor Sara Kelly Johns, school librarian at Lake Placid (NY) Middle/High School and a past president of AASL.


First adopted in 1939, the Code of Ethics of the American Library Association states the values to which we are committed and embodies the ethical responsibilities of the profession in an ever-changing information environment. The eight principles of this code are expressed in broad statements to guide ethical decision making.


The foundation of modern librarianship rests on an essential set of core values that define, inform, and guide our professional practice. These values reflect the history and ongoing development of the profession and have been advanced, expanded, and refined by numerous ALA policy statements. Among the topics to which these core values relate are: access, confidentiality/privacy, democracy, diversity, education and lifelong learning, intellectual freedom, preservation, the public good, professionalism, service, and social responsibility.


ALA (and many other organizations) take the position that freedom to read is guaranteed by the U.S. Constitution. This article is a summary of seven propositions to protect the constitutional guarantees of essential rights and the responsibilities that accompany these rights. The pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. The statement issues the challenge that every American community, to preserve its own freedom to read, must jealously guard the freedom to publish and to circulate. The statement indicates that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.


This article states core characteristics that Melvil Dewey thought all librarians should possess. He explained that when teaching library school courses he gave five lectures on the technical qualifications of a librarian, but they are all overshadowed by the core values a librarian must inherently have. He believed librarians must have a clear head, a strong hand, a great heart, be diplomatic, and be the type of people who would lay down their lives to save others. He then went on to say he believed most of these great men would be women.


In 1918 this report stated that for the first time administrators saw that the library is the very heart of the high school. This report was created to discuss the importance of the school library and to talk in definite terms to boards of education when planning junior and senior high schools; it was also an attempt to provide school library standards. A 1920 version of the report was published by ALA and is available at <https://archive.org/details/standardlibraryo00nati>.
A Century of Change

Complete with lantern slides and Victrola records, the Library of the Girls’ High School in Brooklyn was featured in the September 1915 issue of Library Journal. Called “the best-equipped and most up-to-date high school library to be found anywhere in the country,” this library represented the growing interest in providing students access to both books and other types of instructional materials beyond the textbook. Mary E. Hall, the school’s librarian, stressed the importance of their “national campaign for better high school libraries” (Hall 1915, 627). The goal of advocates was to have a library in every city high school in the country.

The past century has seen tremendous changes in school library resources. However, the mission of school libraries has remained the same. Professional school librarians have sought to meet the informational and instructional needs of students along with helping them develop a lifelong passion for inquiry, reading, and learning. Over the past century, in what ways have school library resources evolved to meet the needs of teachers and students?

**Instructional Resources**

A century ago school libraries weren’t new, but they were just becoming widespread. One reason for this growth was a shift in teaching practices. Increasingly, teachers were moving away from lectures and the use of textbooks. Instead, schools were becoming viewed as laboratories where students used books and visual resources for information exploration, small-group discussions, and project-based learning. Over the past century, the resources available in the school library have expanded and evolved.

**Books**

A century ago, youth read the works of Shakespeare in books much like they had done since the plays were first published. Over the past century, the plays became available as illustrated editions, comic books, audio recordings, and even feature-length films. Today, Shakespeare in Bits by MindConnex is a software app that provides hours of high-quality animation, professional audio, and easy-to-follow unabridged play text. Tools built into the text provide line-by-line translations to help with difficult words and antiquated phrases.

The evolution of the book from text on paper to multimedia digital formats occurred gradually as each new technology added a new dimension to the classic form. Already in the 1910s, students listened to works of poetry on phonograph records. However, the short length of records made listening to books impractical. Although talking books for the visually impaired were introduced in the 1930s, it wasn’t until the 1950s that records could handle forty-five minutes of content, making audiobooks a reality. Books on cassette tape became widespread in libraries during the 1970s. Many publishers created book sets containing a tape along with a picture book. Books on CD were introduced in the 1980s and were replaced by digital downloads in the 2000s.

While unabridged audiobooks are identical in content to their print counterparts, book adaptation for film is quite different. In the 1950s, many picture books, such as *The Little House* by Virginia Lee Burton, became Disney film shorts. Most children are familiar with the Disney adaptation of books like *Old Yeller*.

In 1992 the Living Books series featuring interactive, animated, multimedia children’s books became popular on CD-ROM. Featuring well-known characters such as Little
Critters and Berenstain Bears, they contained options for read-aloud and interactive play. Like many other CD-based software packages, these interactive books became mobile apps and are now distributed by Oceanhouse Media.

Over the past decade, electronic books have risen in popularity. E-books feature linear content equivalent to a print book. However, many of the e-book devices contain tools such as highlighters, dictionaries, and note-taking options. Enhanced e-books may contain links to images, websites, and embedded media. Specialized e-book readers, computers, tablets, and handheld devices can all be used to read e-books.

Recently, graphic novels designed specifically for children and young adults have gained popularity. Some are even available in interactive forms for free such as The Big No-No! by Geoffrey Hayes <www.professorgarfield.org/toon_book_reader>.

Transmedia storytelling involves a multimodal, multimedia story with nonlinear, participatory elements. Resources connect the story to print materials, documents, maps, web-based clues, social networks, games, and media. The main line of the story may or may not be in one location as in a traditional book. Authors like Patrick Carman have become known for their transmedia works.

It’s likely that the interactive features of books will continue to be enhanced as new digital formats are developed.

Information Collections

For much of the century, librarians spent hours locating and organizing materials for vertical files. Bulletins, circulars, and pamphlets for timely information were carefully sorted by subjects. Government publications were an important source of print materials. Today, libraries continue to make use of these publications. However, many agencies have extended their resources to include games and interactives specifically designed for youth. These are easily accessed through websites like usa.gov.

In the 1920s and 1930s libraries began converting books, manuscripts, and eventually newspapers to microfilm. By the mid-1960s a microform reader could be found in most libraries. Like many other information sources, microforms have been converted to a digital format in recent years.

Mass digitization of books and other documents through projects like HathiTrust, American Memory, The Internet Archive, Project Gutenberg, and Google Books has made access to huge amounts of information a reality. Many of these titles are open-access and in the public domain.

Increasingly, reference materials are available through online subscriptions. In addition, many are being redesigned as single-subject apps. These resources provide nonlinear access to records of information previously found only in print materials. Medical databases and field guides are particularly popular in this format.

As the cost of physical media continues to increase, digital alternatives are likely to increase in popularity.

Visuals

Applied to the use of everything from historical photos to reproductions of artwork, the term “visual instruction” has been used for over a century to describe the use of graphic representations of information in teaching and learning (Ward 1913).

In 1923 school librarian Anne Eaton described the visual materials she shared with her students:

The out-door books on the list for summer reading and for use in making summer collections were placed on tables in the library class room. Plates illustrating insect, plant, and animal life, and United States geological survey topographic maps were displayed on the bulletin board, and the children were given the opportunity to look over the books and discuss them with teachers and librarian. (Eaton 1923, 12)

Today, many of these same resources would be used with two key differences. A quick search of the Web would provide students with access to millions of visuals including easy-to-access digital collections. In addition to print maps, interactive, web-based maps and satellite imagery like Google Maps would allow youth to easily navigate to locations around the world.

In the 1920s photographs, slides, and filmstrips commonly were used in classrooms. Visuals might include line drawings and basic diagrams. However, by the 1940s charts, graphs, posters, maps, and cartoons began to play more important roles in learning materials. Recently, this list has expanded to include high-quality infographics and data visualizations. Today’s digital images often include interactive components that allow students to click for additional information or easily reuse data to build their own
Professional school librarians have sought to meet the informational and instructional needs of students along with helping them develop a lifelong passion for inquiry, reading, and learning.
The rise of individualized instruction during the twentieth century provided the foundations for many of the learning apps produced today.

graphic representations. Online tools allow students to create professional-quality visual products.

Currently, search engines have only a limited ability to search by image. In the future, it’s likely that more sophisticated tools will be able to assist school librarians in locating relevant images for learning.

Audio

From listening to famous speeches on the Victrola to downloading science podcasts, throughout the past century audio has been an important channel of communication for learning.

In the 1920s and 1930s instructional radio made a brief appearance with some schools hosting their own radio shows, often coordinated with music programs. Unfortunately, battles between commercial broadcasters and educators over allocation of frequencies marked the decline of the movement. In the 1960s and 1970s, audio tutorials were set up in library study carrels. These were frequently used as part of language-learning laboratories. Today, audio has been woven into instructional software tools such as Rosetta Stone and Mango Languages for language instruction.
During the middle part of the century, audio materials frequently shifted formats: vinyl records, reel-to-reel tapes, 8-track tapes, audio cassettes, CDs, and, ultimately, digital audio recordings. Today, music and spoken-word content can be found online at poetry websites and in oral history digital collections, for example.

The availability of built-in microphones on many devices has made audio production easy. Students can narrate their presentations, add audio to animations, or record their own music.

In the future, digital downloads will continue to be a popular way to access both music and spoken-word files. More sophisticated search engines will allow more effective audio searches.

**Motion: Film, Television, and Video**

Most of the early films used in schools were theatrical releases adapted to the educational environment. However, some short-subject films were produced for education. For instance, Percy Smith’s *The Birth of a Flower* (1910) used time-lapse photography to show the opening of flowers.

During the 1910s film companies began producing low-cost, portable projectors for school use, and a few companies produced films specifically for instruction. Thomas Edison proclaimed the educational value of film, stating, “books will soon be obsolete in the public schools.” Edison even planned an education division in his film company (Smith 1913).

School library standards established in 1920 identified the need for centralization and distribution of visual materials including “portable motion picture machines” and “moving picture films” to increase efficiency (Certain 1920, 21). A film such as *A Tale of Two Cities* could be integrated into both literature and history classes.

When audio was introduced to film in the 1920s, some educators rejected sound as a technical novelty without instructional merit. Yet a decade later, many school librarians became caught up in the film-appreciation movement. While censorship of the film industry was pervasive in society during this time period, educators wished to help young people critically evaluate the contents of film and hoped to turn passive viewers into critical thinkers.

In the *North Carolina School Library Handbook* published in 1942, it was noted that “only a few schools are acquiring large film libraries, but many schools own projectors and are renting films of educational nature” (Douglas 1942). After World War II a wave of new instructional research and techniques learned during the war were applied to the production of instructional films.

In 1952 the Federal Communications Commission set aside a channel exclusively for educational broadcasting. Early research showed that instructional television programs were just as effective as live lectures. Researchers found that differences in learning were due to the follow-up activities by teachers in the classroom (Saettler 1968). This research continues to be used to show why skilled teachers are needed to make effective use of technology.

From the 1960s through the 2000s, many older films were repurposed in new formats, including videotape, laserdiscs, CDs, and DVDs. Many instructional producers developed learning guides to go with these films. Each new technology added interactive features. Barcodes with laserdiscs allowed quick access to film segments. Hypermedia tools in the 1990s allowed developers to incorporate video into computer-based lessons.

Today, streaming-video services allow students to quickly locate and view single-concept videos and clips along with full programs. Nonprofit organizations such as Khan Academy provide high-quality instructional videos at no cost.

As bandwidth continues to increase, streaming video will become more accessible in schools, and better search engines will allow visual and audio searches of videos.

**Screens, Projectors, and Interaction with Data**

The ability to display and interact with information on a wall or large screen is an important instructional option for teachers. A century ago, school librarian Mary Hall noted that “a radiopticon or lantern with the projectoscope in which a teacher can use not only lantern slides but postcards, pictures in books and magazines, etc. is a most important part of the equipment” (1915, 629).

Film, slide, opaque, and overhead projectors along with television sets dominated the middle part of the last century. However, they’ve been replaced by data projectors and electronic whiteboards for large-group instruction. Small, personal screens found on laptops, tablets, and handheld devices have replaced the larger computer screens of the past. Screen-reader software and other assistive technologies have made resources more accessible to those with special needs.

In the future, viewing devices are likely to evolve to meet changing needs. Already, touch screens and voice-activation tools are commonplace. Touchless options...
Today, software producers incorporate a spectrum of educational theories and technologies to produce educational games, interactive websites, and mobile apps.

Computer-assisted instruction (CAI) emerged in the 1960s, relying primarily on drill-and-practice and tutorials-presentation modes. Although the approach was later adapted for use on microcomputers in the late 1970s and 1980s, the impact on the educational market was never significant. With the focus of educators shifting toward cognitive psychology, computer-based instruction changed, too. New programs stressed simulations and problem solving. Students also began using the computer as a tool for writing and creation.

Teaching Machines to Computer-Based Instruction

The rise of individualized instruction during the twentieth century provided the foundations for many of the learning apps produced today. Individualized instruction allowed students to work at their own pace through paper-based learning materials. New information and examples were provided in very small increments. Then, learners answered questions and received feedback on their responses. Additional instruction was provided as needed before proceeding to the next concept. Introduced a century ago, these types of self-instructional booklets are still used to teach some subjects today.

The Pressey machine was introduced in the 1920s to automate individualized instruction, but the device never caught on. Then, in 1954 B. F. Skinner introduced the idea of programmed instruction using a “teaching machine.” By the 1960s the programs were adapted for use on computers, and the teaching machines abandoned. However, the ideas were recycled by other educational producers. For instance, in the early 1960s World Book Encyclopedia introduced the Cyclo-Teacher Learning Aid, a self-paced learning and testing tool.

Today, software producers incorporate a spectrum of educational theories and technologies to produce educational games, interactive websites, and mobile apps. Social-media tools have provided new ways for learners to collaborate and share the learning environment. However, as with earlier attempts, the potential impact on education has not yet been fully realized.

Access

It’s not just the resources, but how we gain access to the information that has changed. School librarians have always been concerned with the ability to provide quick access to information. In 1921 school librarian Carrie Parks stated:

“This illustrates one of the most important features of a library in close connection with classroom work—immediateness. A need arises suddenly and is promptly and adequately met. In a class in American history when General Sheridan was discussed, several pupils showed a hazy memory or ignorance of Reed’s poem. The teacher sent to the library for it and read it to the class; thus the association was immediate and correspondingly impressive.” (Parks 1921, 277)

Kits, Games, and Realia

From museum exhibit cases containing skulls and beehives to globe displays, school libraries in the last century have contained many tangible items.

Following the launch of Sputnik in 1957, the United States established attainments in math and science as high priorities. As a result, a large influx of money became available in the 1960s through the Elementary and Secondary Education Act. The section known as Title II funded school library resources, textbooks, and other instructional materials. Instructional materials—including learning kits, models, study prints, recordings, film loops, transparencies, flash cards, games, specimens, puppets, musical instruments, and other materials—were purchased.

Hands-on experiences continue to be important to school library programs. However, these hands-on experiences are often paired with digital tools and electronic resources.
This idea of immediacy has evolved over the past century. Today, a quick Google search reveals thousands of references to Thomas Buchanan Read’s famous poem “Sheridan’s Ride,” along with a cover of *Harper’s Weekly* showing Sheridan’s famous ride. From discussions about the misspelling of the poet’s name to in-depth analysis of the impact of the poem in promoting the Northern war effort, it’s easy to see how instant access can be a benefit. However, new issues like information overload are still emerging.

In 1916 only 16.5 percent of school libraries in the South had card catalogs (Certain 1916). However by mid-century, card catalogs were seen as essential. With the introduction of microcomputers around 1980, many schools automated their catalogs, and today most are now available online. However, web-scale discovery systems are just beginning to impact school libraries. The trend is toward providing easy access to multiple data sources within a single search.

**Conclusion**

School libraries have been in existence since at least the eighth century. However, it wasn’t until...
the twentieth century that the school library was seen primarily as "a source of enrichment for the curriculum, and a means of developing reading and study habits in the pupils" (Clyde 1981, 263).

In 1923 school librarian Ann Eaton described a timeless history project:

"When a seventh grade history class was studying the medieval castle, materials were collected to aid the class in drawing a plan of a castle and then in planning its assault and defense. These materials, arranged on the display rack, consisted of books like Tappan’s When Knights Were Bold, Quennell’s Everyday Things in England, historical stories such as Pyle’s Men of Iron and Otto of the Silver Hand, Marshall’s Cedric the Forester, Longman’s historical illustrations, and other pictures illustrating castles, sieges, and attacks. Later, pictures illustrating costumes, armor, and life in the middle ages were added. The librarian was present at the class period when the plans of attack and defense were explained, and helped in deciding which side won." (Eaton 1923, 11)

In the 1950s librarians recognized the importance of separating the content from the format:

We give our readers not wax, not photographs, but the spoken word—the poem, the story, the drama told aloud. We give them not film, not projectors and beaded screens, but the vision of life recreated for their pleasure and understanding. These are the things that books are made of too, and therein lies real unity. When sight and sound are fully accepted in the world of books, when the unity of content is fully recognized, we will have better libraries, better readers, and better people. (Swank 1953, 1464)

While the formats available and tools for accessing information have changed, the school library’s focus on providing access to quality content and designing engaging learning environments remains the same. It’s likely that new formats for creating, organizing, and sharing ideas will continue to be invented, along with new ways to access this information. But as always, the excitement of hands-on, information-rich, project-based learning environments will continue to be the key to effective school library programs.

Annette Lamb
is a professor in the Department of Library and Information Science at Indiana University—Indianapolis (IUPUI). She wrote the article "An Eclectic Mix for Students and Educators" in the December 2014 issue of Teacher Librarian and "Primary Source Digital Documents: CCSS & Complexity of Text" in the January 2014 issue of School Library Monthly; she co-authored with Larry Johnson several articles, including "Alaska to Afghanistan: Maps of Real Places in Reading and Technology" in the December 2014 issue of Teacher Librarian; "Middle Earth to Panem: Maps of Imaginary Places as Invitations to Reading" in the October 2014 issue of Teacher Librarian; "Infographics Part 2: Practical Ideas for Your Library" in the June 2014 issue of Teacher Librarian; "Infographics Part 1: Invitations to Inquiry" in the April 2014 issue of Teacher Librarian; and "Books and the School Library: Obsolete or Optimized" in the February 2014 issue of Teacher Librarian. She also writes a daily review of children’s or young adult books, websites, or app resources at <http://slmsbridge.blogspot.com>. She is a member of AASL.

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Have Intellectual Freedom and Privacy Questions?

HELP IS ON THE WAY!

Helen R. Adams
hadams1@centurytel.net
School librarians are experiencing upheaval and controversy in education today. They are coping with the implementation of (and battles over) the Common Core State Standards, the uncertain future of their jobs, and the rapidly changing nature of school libraries. Despite the flux and instability in education, the importance of intellectual freedom principles remains constant. Students still need:

- equitable access to information providing differing perspectives from numerous sources,
- instruction in multiple literacies, including evaluation of sources and the ethical use of information,
- fiction books with strong characters to help students make sense of their lives,
- privacy when researching sensitive topics, and
- an advocate to overcome economic, language, and technological barriers.

By protecting intellectual freedom, school librarians can make a big difference in students’ lives and education. It is not always easy, and there is no shortage of concerns and questions.

Looking for Answers?

Where can school librarians find up-to-date guidance on intellectual freedom and privacy matters? One good source is the September/October 2015 Knowledge Quest, which will offer practical advice for KQ readers. Here’s a sample of topics that will be addressed in the intellectual freedom-themed issue:

- What if a group in your community wants to “protect” students from reading books and researching topics such as gay marriage, abortion, euthanasia, animal rights, birth control, or Islam? Do minors in public schools have legal rights to read and research these subjects freely in school libraries? A lawyer will lay out the answer in terms you and your principal can understand.

- If a parent brings concerns about a graphic novel and files a formal written request for its review, do you know who to call for help? You’ll meet the people who staff the American Library Association (ALA) Office for Intellectual Freedom and offer assistance during challenges to library and curricular resources.

- Are you wondering how to get your principal and colleagues on the same page about students’ access to diverse library materials from differing perspectives? A well-known school library advocate will share advice on leadership and creating an intellectual freedom-friendly culture.

- When a challenge occurs, do you wonder how your administrators and school board members will react? Will they follow district policy or summarily direct the book to be removed from the shelf? Read the first-hand experiences of an administrator and a school board member who have worked to resolve real-world challenges to school resources while protecting students’ access to ideas.

- Are you plagued with overly restrictive Internet filtering? When students in your school research contemporary social issues, do they encounter blocked websites? We’ll have an article about the impact of
filtering on students’ education, along with helpful strategies. • If a local police officer asks who has borrowed a specific book from your library, what should you do? Are you obliged to turn over the name of the student who checked out the item? Learn the answer and find out about ALA’s useful privacy resources including the “Privacy Tool Kit” (2014) and “Questions and Answers on Privacy and Confidentiality” (2012).

• Does the ALA Code of Ethics still have relevance for you in the areas of copyright, privacy, and censorship? Are you aware that ALA now has a professional statement on copyright, “Copyright: An Interpretation of the Code of Ethics”? Discover how the over seventy-five-year-old Code of Ethics can help guide your decision-making when facing current ethical dilemmas.

• What’s your go-to source for information on intellectual freedom? For decades, librarians have turned to the ALA Intellectual Freedom Manual for advice on topics from access to information to privacy to censorship issues. In our upcoming KQ issue, the editor of the 9th edition of the manual will preview the changes and improvements that make this classic resource even more valuable to school librarians.

KQ’s Online Content

In addition to the print copy of Knowledge Quest, exclusive content will be available to read online or download (PDF):

• Where can you find the most useful intellectual freedom and privacy resources online? Check out a clickable list of our top ten websites.

• Want to know how school librarians working in international schools protect their students’ intellectual freedom? An experienced school library professional will discuss collection development policy, resource selection, and how challenges are resolved.

• School populations are increasingly diverse, and all students deserve equitable access to the school library. How can school librarians meet the needs of homeless students, English language learners, and those who are economically disadvantaged? Get a snapshot of what it’s like for one school librarian to ensure access to school library resources and services for students with a wide range of special needs.

• Wondering how labeling and rating systems affect students’ access to school library materials? An experienced school library supervisor will enlighten readers about the difference between
viewpoint-neutral directional labeling and prejudicial labeling.

Why Intellectual Freedom Remains Important

Despite the uncertainties in education today, intellectual freedom is as essential as ever. Students need access to information and privacy if they are to become well-educated adults who can locate and evaluate information, synthesize ideas from many sources, and make wise decisions. Young people are counting on school librarians to help create a culture in which inquiry, research, and reading are celebrated and supported. Watch for the September/October 2015 issue of *Knowledge Quest*, and pick up valuable tools and strategies for doing this crucial work.

Helen R. Adams, a former school librarian and technology coordinator in Wisconsin, is an online instructor for Mansfield University (PA) and serves as a trustee of the Freedom to Read Foundation, a member of the ALA Committee on Professional Ethics and the Knowledge Quest Editorial Board. She is coauthor of *Privacy in the 21st Century: Issues for Public, School, and Academic Libraries* (Libraries Unlimited 2005), and author of *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program* (Libraries Unlimited 2008) and *Protecting Intellectual Freedom and Privacy in Your School Library* (Libraries Unlimited 2013).

HOT OFF THE PRESS!

For this generation, the use of big data has become so ingrained into society that students may have little awareness of its effect on their lives.

Plugged In or Tuned Out?
(WHAT DO OUR STUDENTS KNOW ABOUT BIG DATA?)

Jennifer Helfrich
jennifer_helfrich@gwinnett.k12.ga.us

Big data. One of the hottest buzzwords in the tech world now reaches into all aspects of our lives and the lives of our students. Are our students ready for the possibilities that big data can create? Are they ready for the pitfalls big data can bring? Are we? More importantly, how can we help prepare our students for a future where data-driven decisions are so prevalent that they become invisible?

“Big data” is a term that refers to data sets that are extremely large and complex. These amounts of data are so big that they cannot be stored or analyzed by conventional means. More than just the amount of data, big data is also characterized by the speed with which it is created (think Facebook, Twitter, YouTube) and the variety of data encompassed (Bieraugel, n.d.). No longer is big data confined to easily organized spreadsheets, but it now extends to include unstructured data such as e-mails, pictures, and postings from social media (“Running with Numbers”).

In a way, the role of the school library with regard to big data is not so different from the traditional role of libraries in the United States. Libraries have long been recognized as the great equalizer by providing access to information—access that was previously limited to small numbers of people. Before the invention of the printing press, the educated and wealthy controlled the flow of information. Even after print materials became more common, information came with a price. Libraries helped bridge the gap between those who could afford information and those who couldn’t. With the dawn of the Internet, the spread of information to the masses grew in a way previously unimagined. The role of librarians expanded from providers of information to guides in accessing and interpreting massive amounts of information. With the advent of big data, our role has expanded once more—this time to bring awareness to our students about what big data means in their lives.

For this generation, the use of big data has become so ingrained into society that students may have little awareness of its effect on their lives. Even more concerning, our students may not realize the role they play in generating big data. As rabid users of Twitter, Instagram, Reddit, and other social-media sites, students now share details of their lives that were once reserved for close friends. Companies, colleges, and future employers mine data from these sites to influence purchases, decisions, and even the careers of our students. Going beyond
social interactions, big data also tracks our personal habits. Smartphone apps can track our fitness activities, our shopping habits, as well as our food preferences. Up until now, teaching our students about their digital footprints on the Web was of utmost importance. Now we must also make sure that students are aware that their digital footprints are more than what they find online when they Google their names. Footprints are left when our students shop at Amazon, provide a review on Yelp, or “like” a website while logged in with their Facebook account. Apps that passively track location even when the app is closed (e.g., Foursquare) or pull information such as e-mail addresses and photos from smartphones are becoming more prevalent. Students need to know what information is being gleaned from these websites and apps, how that data is being used, and ways to opt out of sharing information that they might rather keep private.

Big data is often used in ways that positively affect our students’ lives, but it may also be used in ways that have unexpected and (possibly) undesired consequences. Our students need to be aware that companies that use big data—their data—have the potential to do both. Tracking technology can help us navigate through an arduous rush hour but that same technology can help governments locate protesters during civil unrest (as seen during recent events in Ukraine) (Korosec, 2014). Activity trackers such as Fitbit can help individuals personalize and achieve their fitness goals. Trackers are now being sold to employers who can monitor (with permission) their employees’ fitness activities, which, in turn, can affect insurance rates (Smith, 2014).

Education has also jumped onto the big data bandwagon by using learning analytics to track and interpret test scores and homework habits in an effort to provide personalized learning. Data gathered from learning management systems reveal how students learn and may give insight to teachers on ways to help struggling students. Beyond tracking grades, what a student reads, which videos were viewed, and even when a student pauses a video can be recorded. At-risk students may be identified not only through test scores, but also by examining students’ academic history and even demographics. While using big data to improve student performance has obvious benefits, we must keep in mind that data rarely tells the entire story when it comes to our students’ lives. Until big data can (if ever) be humanized, we must guard against judging student performance based on data alone.

Privacy and ethics will continue to be a constant conversation as the use of big data increases. Students must be aware that many of their social-networking tools rely on the “opt out” method for controlling the sharing of personal information. Personal data that was once housed on an individual computer may be hosted in “the cloud,” which in reality may be servers in another country that adheres to very different laws related to privacy and the selling of personal information.

As school librarians, we are obligated to bring awareness to our students: awareness of the types of information they are providing to outside sources, awareness about how this information may help or hurt them, and awareness of their rights to privacy and ethical issues that may arise from the use of this data. Nora Young, author of The Virtual Self: How Our Digital Lives Are Altering the World around Us (Wilson, 2014), sees libraries as places that connect people with knowledge about the use of big data. Her vision of libraries as a crucial ally in helping citizens understand how to balance privacy and security with using big data to enhance their personal lives should be embraced by school librarians as well. School libraries should provide a place and program that supports and encourages students to become more digitally aware and engaged in the reality of the world in which they live (Mayor-Schoenberger, 2013).

Jennifer Helfrich is the coordinator of media services at Gwinnett County Public Schools in Suwanee, Georgia. She received the 2011 Gwinnett County Public Schools Middle School Teacher of the Year. She is a member of AASL and currently serves on the AASL Standards and Guidelines Committee and the AASL Best Apps for Teaching and Learning Committee.

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With instaGrok students can take charge of their learning and ownership of their research, important dispositions as we guide students to become independent thinkers and learners.

instaGrok: A (Re)Search Engine for Learning

Melissa P. Johnston
mpjohnston@slis.ua.edu

Searching for information in this time of Google seems to have become as effortless as just typing a few letters of a search term and letting Google’s “intuition” search for us. But this ease has led to students who think they are savvy researchers and teachers who assume the same, resulting in students who lack the search skills needed to make them digitally literate. In the world of abundant information our students live in, search competency has emerged as a critical literacy, and students must be taught to effectively conduct a search, make connections, check the credibility of the sources, and evaluate the results of their searches to determine if these results are appropriate for their needs. As school librarians, it is up to us to work with teachers to help students develop the skills they need as they do research for projects.

How do we get students away from Googling and toward learning a better search process? Well, instaGrok—an app from the 2014 AASL Best Apps for Teaching and Learning list at <www.al.org/aasl/standards-guidelines/best-apps>—provides an innovative and engaging way for students to search while learning the research process.

An interactive search engine, instaGrok finds the best educational information on a topic and displays the search results as a visual web of important concepts and relationships. This web, a “Grok,” allows students to see connections and relationships between concepts and key facts (see figure 1). Students then can navigate the resulting web based on their research needs. Learners can begin by looking at Key Facts about the topic, which are displayed with links to the original content pages. Learners can then follow the links to explore quality educational sites, images, and

Figure 1. Grok example (Source: <www.instagrok.com/results.html?query=earthquakes&share_id=_&result_id=VU66JlKZaohlRj0diSNh&action=view>.)
videos. By breaking the information down into a web that is organized on the basis of the most important information, instaGrok helps students learn how to filter the vast amounts of information available online. An evaluation of Web resources is easy with instaGrok; it provides an online form to guide students in evaluating credibility of any Web resource. This evaluation of credibility and usefulness is key in our efforts to teach digital literacy and help students meet learning standards.

With instaGrok students can take charge of their learning and ownership of their research, important dispositions as we guide students to become independent thinkers and learners. Students decide what they want to explore and learn more about and are able to personalize their Groks by pinning additional websites, facts, and notes to them. Students can also personalize their results by setting the level of difficulty of the materials that are found. Additionally, a built-in learning journal feature allows students to pin information so they can organize their research results and keep track of what sites they have visited and what information they found there (see figure 2). Students’ notes can be saved and shared. Additionally, a bibliography is automatically created from all the items a student has pinned (including the sources of image files and excerpts). These built-in tools help build research skills, develop reflective practice, and allow teachers to track students’ progress.

The possibilities for using instaGrok are endless and span all content areas and grade levels! However, instaGrok is especially helpful in learning the research process; school librarians and teachers can use instaGrok to support teaching and learning of skills students need to find, analyze, evaluate, and synthesize information. This app also helps students meet many of the Common Core State Standards (CCSS), especially those related to research and writing. The CCSS calls for students to answer a question or to solve a problem by finding and evaluating information from multiple digital sources; learners are also expected to build knowledge through content-rich texts and construct arguments from evidence (Kireyev 2013).

Research finds that “some teachers worry about students’ overdependence on search engines; the difficulty many students have judging the quality of online information; [and] the general level of literacy of today’s students” leading to “diminished critical thinking capacity” (Purcell et al. 2012). With instaGrok school librarians and teachers can help students in all subject areas to develop search competencies and information-evaluation skills to foster critical-thinking skills.

Melissa P. Johnston is an assistant professor at the University of Alabama in the School of Library and Information Studies, where she coordinates and teaches graduate courses in the school library media certification program. She has thirteen years of experience as a school librarian in Georgia and serves on AASL’s Best Apps for Teaching and Learning Committee and the Research and Statistics Committee. Her research interests include school librarians as leaders, the school librarian’s role in technology integration, and school librarianship on a global level. She frequently publishes in a variety of journals that focus on school library issues and research.

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The hybrid classroom—and school library—may provide the best opportunity to help students become better readers, writers, and thinkers. Not only can we crumple up the SILENCE sign—we can take the clock off the wall as well.

No More Silence in the Library

J.J. Howard
jj@jjhowardbooks.com

In her autobiographical One Writer’s Beginnings, Eudora Welty described the way her town’s formidable librarian, Mrs. Calloway, kept order: “SILENCE in big black letters was on signs tacked up everywhere” (1984, 29). Just as the autocratic librarian Welty described belongs to a very different era, so, too, does the SILENCE sign. That was a time when teaching a child library etiquette was a much simpler proposition. Today, in school libraries and in classrooms, students need to learn to be digital citizens in a global community. Silence is no longer appropriate in the school library or classroom, and a list of rules will no longer work. Instead, we must arm our students with a toolbox of skills.

This daunting challenge comes at a time when we are also charged with preparing students for a host of standardized tests designed to measure their progress in content-area skills. One such necessary skill: learning to navigate the digital world. Luckily, this world also provides us a multitude of avenues to reach these digital natives and help them assemble that toolbox of skills.

The hybrid classroom—and school library—may provide the best opportunity to help students become better readers, writers, and thinkers. Not only can we crumple up the SILENCE sign—we can take the clock off the wall as well. Collaborating via the Web allows for asynchronous learning. Students can work at their own pace. Often, multiple intelligences can work and learn in the style that suits them best. And today, schools receive a wealth of information about each learner based on their performance on various standardized tests. We can use this data to help match students with the programs and platforms that can help them the most.

Teachers and school library professionals have countless platforms and sites to choose from—and more popping up each day. Here is a short list of some of the best ones I’ve used with my students.

**Blogger**

With Google Blogger my students create their own blogs, which I link together via a central course blog. I post the assignment prompts and sample responses on the main course blog. Students revise and post their own work and then respond to one another via the reply feature. Each year we review digital citizenship, and I can also model my expectations via the course blog.
As I began promoting my debut novel, I came in contact with a fellow teacher who works with her middle school students to maintain a book review blog. The students reach out to authors and request galley copies, and then write, edit, and post reviews. These students are engaged in not only creating work, but also publishing it and sharing it with the world. They are also interacting with authors—and getting excited about books in the process. I myself have enjoyed connecting with readers via social-media platforms such as Twitter and Tumblr.

Prezi
Prezi is a free program that allows students to create professional-quality presentations with embedded sound, images, and video. The best part: students can work together on separate devices, at different times, to create one final presentation. Once again, students are charged with revising and polishing their work for online publication.

Turnitin.com
The Turnitin website, which does require a school subscription, was once known only for offering checks to ensure information literacy and catch instances of plagiarism. While the site still provides this important service, the updated version allows instructors to make digital comments in several formats, including voice comments. Students can also work collaboratively on their writing via the peer-review function. The site also offers a threaded discussion feature students can use to interact in an online forum.

As a writer as well as a teacher, I’ve also discovered that today’s YA authors have been very active in sharing resources; discussion guides, alternate point-of-view chapters, and even playlists are shared online. Many writers are also available for virtual visits via Skype. Students can connect with the written word in ways that weren’t possible in the past.

Other Options
There are too many other tools to detail, but some other great resources include Pinterest, iBooks Author, and even Twitter. These resources can all be used with any size group in a school library or classroom setting. In particular English Language Arts skills such as pre-writing, editing, revising, and publication can be practiced and honed via these platforms. With the limitations of time and space essentially removed, projects can continue after the school year ends. The book review site I mentioned, for example, is an ongoing project that students are pleased to be a part of long after the assignment has ended.
Beyond the realm of encouraging the love of fiction, though, it must be acknowledged that the Common Core State Standards have shifted teachers’ focus in terms of instruction and evaluation, with an increased emphasis on nonfiction texts. As we see ELA curricula evolve in the wake of adoption of the new standards, it’s important for teachers and school librarians to work together so that new library acquisitions match the new foci in the classroom. Common Core exemplar texts are from a wide range of genres, including poetry, drama, and the aforementioned nonfiction.

Though there may not be a playlist posted for a nonfiction text, I’ve found success in selecting topical works that can be used as a springboard for discussing—and writing about—ideas that are of interest to kids today. For example, my students love M. T. Anderson’s YA novel *Feed*; I use the work as a gateway to begin a unit that includes nonfiction reading from authors such as Neil Postman and Marshall McLuhan—works that engage students in debate about how our lives are changing in this brave new digital age. Nonfiction works also offer a broad range of topics; student reading and writing can be focused on an area of strong interest for each learner.

Education is changing in this new age as well, and collaboration among teachers, librarians, and students is an important key to helping kids to gain those skills they will need in college and beyond. It’s much more complicated now than learning to be quiet and still while reading a book—but so much more exciting to be able to use so many new resources to enhance every learner’s experience.

**J.J. Howard is a YA author and teacher. Her debut novel, That Time I Joined the Circus, was published by Scholastic in April 2013. Her second book, Tracers, was released from Putnam in January 2015. J.J. attended Dickinson College in Carlisle, Pennsylvania, and earned a degree in English; she earned her Master’s degree from Tiffin University in Ohio. She has been teaching for twenty years and currently serves as the AP English teacher and department chair at Lake Mary (FL) Preparatory School. Writing instruction and using technology in the classroom are two areas of special interest and focus in her teaching.**

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