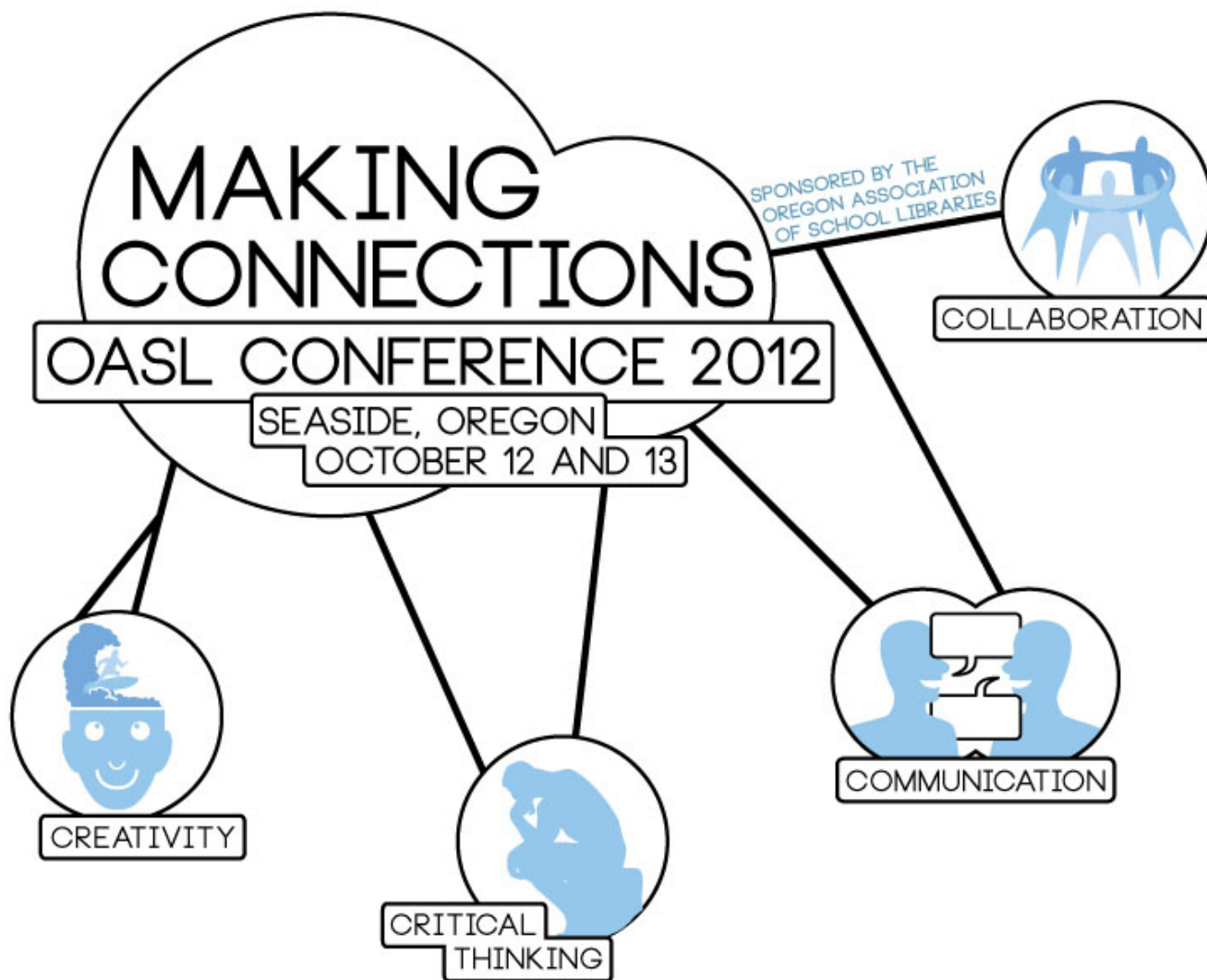


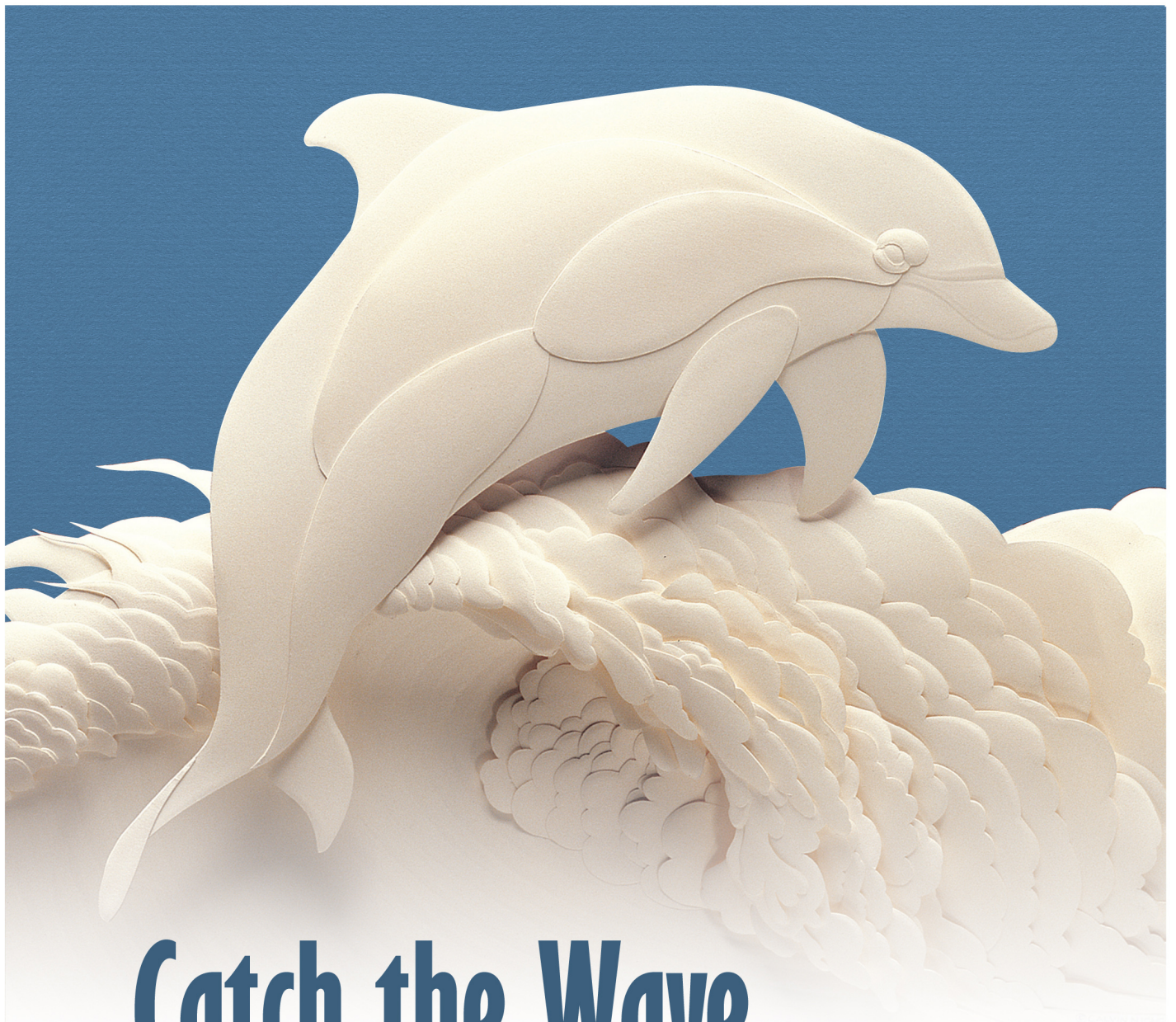
# INTERCHANGE

Journal of the Oregon Association of School Libraries

Fall 2012

## OASL Fall Conference





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# INTERCHANGE

Volume 41 Issue No. 1

Fall 2012

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**Fall 2012**

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dba Oregon Educational Media Association**

**MISSION STATEMENT** OASL provides progressive leadership to pursue excellence in school library media programs by:

- advocating information literacy for all students;
- supporting the highest levels of library media services in schools;
- supporting reading instruction and enjoyment of literature;
- strengthening member professionalism through communication and educational opportunities;
- promoting visibility in education, government and the community

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## From the Guest Editor

by Marianne Greenley



Whew! It's been a busy year and, frankly, a difficult one for many of us. As school budgets continue to decline, more and more schools are eliminating teacher-librarian positions. Personally, I was honored to be asked to chair this year's conference last October. Unfortunately, in April, Beaverton School District announced it would be eliminating all librarians. This devastating news hit me and my fellow Beaverton librarians hard. We fought the good fight, but to no avail. Stressful! My initial response to the news was, "how will I chair this conference as a classroom teacher?" What quickly became obvious is: once a librarian, always a librarian. My heart remains in the library world—that will never change.

At each conference committee planning meeting, I couldn't help but feel the excitement of what we were planning. As we talked, it became clear that one of the ways we can show how our positions are essential to school success is by assuming a leadership role in the embracing and application of new technology. This year's conference is all about making connections through technology. Don't worry! We haven't left out the books. We still have the great authors and book connections we all love. But the technology piece is clearly a key to our future as teacher-librarians.

The other dilemma facing our committee was the reality of the reduced number of teacher-librarians in Oregon. Could we attract enough attendees to make it worthwhile? We decided to follow our theme of "Making Connections" and expand our conference by inviting all educators. We have always known that our conference was one of the best, with fabulous authors and informative sessions. We need to share the secret! If you are a librarian reading this, invite a classroom teacher, technology specialist, or reading specialist (or your administrator!) to come along. If you are a classroom teacher or school administrator, WELCOME! I am very proud of what we've put together this year and pleased to share it with all of you.

On to the show! Author Chris Crutcher agreed to come (WOW!). Can't wait to meet him! Our focus on technology stirred my techy-nerdy self in no small way. The amazing speaker and technology expert, Wes Fryer, wanted to present. I was excited to learn of Lynn Lary's work. Lynn comes from Springfield School District, and I think you'll be as jazzed as I am when you read the descriptions of her sessions.

Big thank-yous to the committee members who powered through the details of organizing this conference despite many upheavals in their professional lives. It is so impressive to see the creativity and work ethic of the teacher-librarians on this planning committee. Any words of appreciation seem inadequate, but please join me in a rousing round of applause for Grace Butler, Colette Cassinelli, Linda Campillo, Erin Fitzpatrick-Bjorn, Susan Stone, Ruth Murray, Robin Rolfe, Nancy Sullivan, Molly Sloan, Elin Kordahl, Andrea Burke, Amy Calkins, Deb Melnychenko, and Adrienne Gillepsie. It's going to be a great conference, and I look forward to seeing you in Seaside this October.

*Marianne Greenley has been educator in Oregon for thirty-three years, working for the last twelve years as a teacher-librarian at Kinnaman Elementary in Beaverton School District. You can contact her at [marianne\\_greenley@beaverton.k12.or.us](mailto:marianne_greenley@beaverton.k12.or.us).*

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**Thank you to Nathaniel Dodge Greenley** who graciously designed our conference logo. He earned a studio art degree from Grinnell College in Iowa in 2011 and is currently living his dream working for Nickelodeon as a production assistant in Los Angeles.



From the...

## President's Computer Laptop Device

by Susan Stone, OASL 2012-13 President

Last year about this time, I wrote my introductory fall *Interchange* issue column on the last day of the ALA 2011 Conference in New Orleans. This year, that day was a couple weeks ago, and there I was there again (in the 4<sup>TH</sup> row center seats this time, thanks again to Gregory Lum) listening to several outstanding authors share their works and how they came to be authors of young adult literature.

It's inspiring to hear their stories—that is, their stories of the road to the Printz—as I have not yet read all their books. To have the dream of writing a book, then to actualize it over time (some taking as long as 10 years), and then to realize they indeed had something to say that has now been honored by a Printz committee. What an amazing feeling that must be. I am always moved by these authors' stories, feel motivated to get their books into students' hands, and am stirred to seek ways to bring such stories first-hand to our Oregon students.

I'm not an author with a story to tell. I don't have dreams of winning the Printz Award or any other literary prize. But the uplifting sensation I feel listening to their stories nudges me to reflect on the progress of my dream for our profession—bringing back the spotlight to our profession that it deserves. We know what we teach and offer is valuable for our students. We know the resources we curate can lead students toward life-long learning and create a thirst for reading, reading, reading. We continue the projects and activities that highlight what we do. But we need to do more than highlight activities, we need a wider light to shine on the impact of our integrated teaching; we need a floodlight.

And I believe we are very close to having one. Thanks to the new Oregon Library Standards (see article in this issue), developed by a group of dedicated OASL members working under an LSTA grant, we will be able to clearly identify where our teaching overlaps with the Common Core State Standards (CCSS). The research, investigative and critical thinking skills foundational to information literacy can be found throughout the CCSS. The emphasis on improving the skills students need for reading informational text is right up our reading engagement alley. We have introduced good non-fiction titles tied both to the curriculum and to personal interests for teachers and students alike. Our knowledge of a collection and our reading advisory skills have moved students from one genre to another, from a shelf of hi-lo's to more challenging books, and between fiction and non-fiction for years. If I didn't know otherwise, I might have thought the CCSS had been written precisely to show the value of our profession. Alas, I do know better. They were not written for us, yet so much of what we do with and for our students is embedded within the CCSS, and our connection is obvious.

It's no coincidence that our upcoming Fall Conference (Seaside, October 12–13, 2012—*be there and bring a teacher colleague!*) theme is Making Connections—that's what we do: we connect students to resources, we connect teachers' use of resources to their assignments, we seek connections between resources and the curricula in order to guide the teaching and learning in our buildings, and to engage students' interests and curiosities.

As I said, I'm not a prize-winning author, but I know that to reach an audience effectively I need to listen and speak their language. If the current language is the Common Core State Standards, we're perfectly poised to not only tell, but to demonstrate, how what we do supports student achievement and life-learning and is inextricably connected to and articulated in the CCSS. We've always known that what we do supports and serves all content areas—what we teach is foundational.

Immerse yourself in the language of the Common Core State Standards, use the crosswalk to illuminate how integral and integrated your library instruction is with other standards across the disciplines. Take the connections with you to our Making Connections conference in Seaside in October.

My dream may not win me the Printz Award, but with all our collective action we may just win our profession back!

See you in Seaside: October 12–13, 2012. —Susan

*Susan Stone is the current president of OASL. She has been a school librarian in Portland Public Schools for 10 years, and currently serves as the district's TOSA for Library Services.*

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## 2012 OASL Fall Conference October 12–13, 2012

### Friday, October 12<sup>TH</sup>

10:00	Registration Open
12:00–1:00	Friday Lunch with Dr. Lynn Lary “Libraries without Boundaries” (Ticketed Event)
1:00–4:00	3 hour Session (Ticketed Event)
1:00–2:30	1½ Hour Sessions (Ticketed Event)
2:40–4:10	1½ Hour Sessions (Ticketed Event)
4:00–7:00	Exhibits Opening with hors d’oeuvres sponsored by Vendors
7:00–8:30	Dessert with Elizabeth Rusch (Ticketed Event)
8:30–11:00	Dance Party!

### Saturday, October 13<sup>TH</sup>

8:00–12:00	Exhibit Hall Open
8:00–9:00	Session 1
9:15–10:15	Keynote Speaker Wes Fryer
10:15–11:00	Author Signings
11:00–12:00	Session 2
12:00–1:30	Saturday Lunch with Paulann Petersen, Poet Laureate of Oregon (Ticketed Event)
1:30–2:30	Session 3
2:30–3:00	Author Signings
3:00–4:00	Session 4
5:00–6:00	No Host Bar and Author Signings
6:00	Saturday Night Banquet with Chris Crutcher (Ticketed Event)
	OASL Awards

## Make Connections: Bring a Friend!

by Molly Sloan

Since this year’s conference in Seaside will be all about making connections, we invite you to foster connections with people in your professional sphere. Reach out to teachers, technology specialists, administrators, paraprofessionals, and public librarians in your world. It is our hope that this conference will turn those casual contacts into collaborative relationships.

This year we roll out the welcome mat to all professional educators including members of ISTE (International Society of Technology in Education), the OETC (Oregon Education Technology Consortium), COSA (Confederation of Oregon School Administrators) and of course, OLA (our partner organization, the Oregon Library Association). Make meaning from this alphabet soup; bring a friend from one (or more!) of these organizations to our fall conference. And don’t forget the teachers and administrators in your building/district. To entice others to come we are offering a “First-Timer” discount: attend both days for the incredible price of \$120.

Forge professional connections that will lead to meaningful collaboration in your school library while enjoying the sand and surf of delightful Seaside, Oregon. See you (and a friend) there!

*Molly Sloan is a member of the hospitality committee for this year’s conference. She will be starting a new adventure this year as the teacher-librarian at the Portland Jewish Academy. Previously, she was a teacher-librarian for Beaverton School District.*





## 2012 OASL Conference Registration— Special Discount for 1<sup>ST</sup> Timers!

by Robin Rolfe

Are you ready to start to “Make Connections” at the 2012 Conference? Registration is online at the following website:  
<https://sites.google.com/site/2012oasl/home/registration>

We are offering a great deal for “first timers.” Any first timer can attend BOTH Friday and Saturday for the amazing price of \$120.

Friday sessions are all ticketed events. You can select two 1.5 hour sessions or one 3 hour session. You will find descriptions of these sessions in this issue of Interchange or on the website. Friday sessions all occur after lunch starting at 1:00.

Other Ticketed Events include:

Friday lunch with Lynn Lary

Friday Night Dessert with author Elizabeth Rusch

Saturday Lunch with Paulann Petersen

Saturday Night Banquet with author Chris Crutcher (OASL awards will also be presented)

On Saturday we will offer more than 25 different hour long sessions on a variety of topics. You can see descriptions of these sessions on our website. We are very excited by the depth and variety of these sessions. You will be able to talk to authors, learn some new technology, and explore your creativity! Join us in Seaside for “Making Connections”!

*Robin Rolfe is the OASL registration guru. She is a teacher librarian in the Portland Public Schools. You can reach her at [rrolfe@pps.net](mailto:rrolfe@pps.net).*

### Friday Kickoff Speaker Lynn Lary by Colette Cassinelli



Oregon Association of School Libraries is thrilled to have Lynn Lary as the Friday luncheon kickoff speaker for the 2012 “Making Connections” conference. Lynn is the Instructional Technology Specialist for the Springfield Public Schools in Springfield, Oregon, where she works, according to her website, “with the coolest teachers around!” Dr. Lary holds a Ph.D. in Educational Policy and Management; her dissertation focused on student and environmental factors and their relationship to student success in online high school courses.

Dr. Lary will inspire both classroom teachers and librarians during her “Libraries without Boundaries” presentation. She will focus on the concept of integrating the library into the classroom and collaborating with classroom teachers. She wants to inspire us to prepare students to be transliterate in an increasingly digital world accessing materials anytime, anywhere from a variety of devices.

Several Springfield district librarians will be sharing the stage with Dr. Lary during the OASL conference, presenting a sampling of district projects. We’ll hear about BookTubes, a collaborative cross-school project led by media specialist Karen Babcock, which uses student-created book trailers to encourage reading. Dr. Lary will discuss Ready, Set, (W)eRead, which is an ebook project led by media specialist Amy Page. Linda Erickson, a media specialist at Briggs Middle School, will also present about supporting student publications of high quality, thoughtful, book reviews in an increasingly social media-like format.

Like many schools and districts, the library programs in Springfield have undergone cuts across all areas. With a focus on literacy, the district is very fortunate to have certified teachers/media specialists either full or part time in half of their schools, with the other half of schools supported by an excellent group of classified staff. Dr. Lary will share how using collaboratively developed materials eases the planning process and how creating a “one stop shop” makes it easy to access library resources from a single point of entry.

A special focus during the luncheon will be for attendees to “make connections” of their own. Dr. Lary will direct table discussions after her keynote to facilitate these connections. You are encouraged to bring devices and participate in the backchannel during the keynote and subsequent discussions.

In addition to the Friday kickoff presentation, Dr. Lary will also be conducting a Google Sites workshop on Friday afternoon and sessions with the Springfield District librarians all day on Saturday. Check the conference program for details.

Please join us at lunch on Friday, October 12<sup>TH</sup>, break down those boundaries, and be inspired!

Visit the website of Dr. Lynn Lary for more information: <http://www.lynnlary.com/>.

*Colette Cassinelli is teacher librarian at La Salle Catholic College Preparatory in Milwaukie, Oregon and OASL Promotions Chair. She is a lover of YA literature and a technology evangelist! She blogs occasionally at <http://www.edtechvision.org>. Follow her on Twitter: @ccassinelli or email: [ccassinelli@lsprep.org](mailto:ccassinelli@lsprep.org)*

## Friday Sessions



### **Feast Your Eyes and Ears on New Literature for Teens** (3 hr) *Jerene Battisti and Angelina Benedetti*

Join these two book experts and learn about what is new in literature for teens. Geared for middle school, junior high, and high school. Take away an annotated list of about 100 titles.



### **Big 6 by the Month** (1½ hr)

*Michael Eisenberg*

Big6 by the Month is an information skills instruction and curriculum approach that is defined, predictable, measured and reported. The Big6 Skills promote critical thinking in the selection, evaluation,

assembly and synthesis of information from a variety of sources. This webinar will demonstrate collaboration at a distance, ideally in conjunction with a simultaneous session at Washington Library Media Association.



### **OSLIS & Gale: A Deeper Understanding** (1½ hr) *Jen Maurer*

Get the most up to date information about OSLIS and Gale and learn all the ins and outs of the Gale databases including how to save, email, and bookmark articles and searches.



### **Best New Books for Grades K–3** (1.5 hr) and **Grades 4–8** (1½ hr) *Barb Swanson*

Back by popular demand, Catalyst Book Consultant Barb Swanson will share new titles for grades K–3 in the 1 to 2:30PM session and titles for grades 4–8 in the 2:45 to 4:15PM session.



### **Using Library of Congress Primary Resources** (1½ hr) *Deb Duffe and Becky Firth*

*Duffe and Becky Firth*

Bring your laptop or tablet for a hands-on session about using the Library of Congress primary sources. Deb will demonstrate how she has used these resources as a teacher-librarian. Becky Firth will add information from the Library of Congress.

### **Collaborating in the Classroom** (1½ hr)

*Linda Campillo & Stephanie Pringle*

See how a high school teacher-librarian and a science teacher collaborated to give students some hands-on learning experiences involving critical thinking. Participants will try out some activities that they can take away and use when they return to their respective schools. The activities can be used in different content areas.



### **Poetry Perspectives for the Classroom** (1½ hr) *Paulann Petersen*

Oregon's current Poet Laureate will provide a session about writing and using poetry in the classroom.



### **iPad Intelligentsia** (2 x 1½ hr) *Jacquie Fitch and other technology specialists*

iPad tips and tricks. Bring your iPads and learn everything you ever wanted to know about using these handy

Internet tools. If you don't have an iPad, come with a friend and look over his or her shoulder.



### **Google Gold: Exploring Sites & Docs** (2 x 1½ hr) *Lynn Lary*

Springfield Instructional Technologist Lynn Lary will offer a session on Google Sites from 1 to 2:30PM, and another session on Google Docs from

2:45 to 4:15PM. Please bring a laptop, iPad or tablet if you want to do some hands-on learning.

### **Making Your Own Altered Book** (1½ hr) *Edith Fuller*

An altered book project is such a good fit for school libraries as a vehicle for presenting student work, falling somewhere between shoebox dioramas and electronic formats. And consider, too, the possibilities of collaboration with classroom teachers. We will talk about tools, techniques, themes, resources, etc., and you will start making your own altered book.

Please bring a hardcover book to work on. Pagination can be anywhere from 50 to 200 pages. Older books with pages of thicker paper are better. No textbooks, please, as their glossy pages are hard to work on. Limit 25 attendees.

### **Beginning Book Repair** (1½ hr) *Edith Fuller*

A basic introduction to materials and techniques of book repairs in school libraries. Please bring one hardcover book with damage to corners on the cover and one paperback book that has not been reinforced—in both cases, these are books to be experimented on, i.e. do not expect to return these books to your library collection. There will be some books available for use in the workshop if you can't find any damaged books ready to be discarded in your library.

Workshop limit 25 attendees

## Paulann Petersen: Oregon's Poet Laureate to present at OASL Conference

by Ruth Murray



I first heard of Paulann Petersen when my best friend's daughter, Rachel, came home from high school and told me about the fantastic writing class she was taking. Rachel had always been a wonderful writer, but Paulann's encouragement and expertise gave Rachel the courage to work in directions she had not thought of exploring before. West Linn High School was so lucky to have Paulann as a faculty member of their English department, and I heard many such stories as I worked in the same district. Some of these stories came from the district's annual teacher workshop. Teachers from various schools would present their expertise to fellow teachers. The highlight was always Paulann's group of high school students who read and talked about their writing. It was the session I looked forward to every year, and I heard some amazing work from former students.

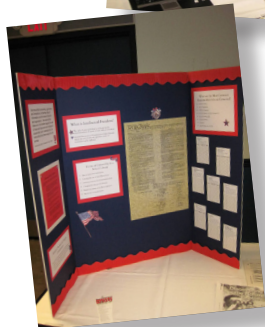
In 2010, Governor Kulongoski appointed Paulann Petersen as Oregon's sixth Poet Laureate; she was reappointed by Governor Kitzhaber in 2012. Oregon's 90 year poet laureate program is a collaboration of five Oregon partners: the Oregon Arts Commission, Oregon Heritage Commission, Oregon Historical Society, Oregon Humanities, and the State Historic Preservation Office. In her role as ambassador of poetry, Paulann travels around the state giving readings, leading events, and generating enthusiasm about poetry. She travels thousands of miles within Oregon to continue to promote creativity with words. She has written five full-length books of poetry, most recently *The Voluptuary*, and been published in diverse journals and publications. Her accolades include being named a Stegner Fellow at Stanford University, and receiving the 2006 Holbrook Award from Oregon Literary Arts. In addition, she serves on the board of the Friends of William Stafford, honoring another Oregon poet. Perhaps you have heard her speak at your local library, or seen her poetry on the Portland streetcar as part of Tri-Met's POETRY IN MOTION. Regardless, her belief in poetry as an important tool of self-discovery and creativity shines through.

I was thrilled when Governor Kulongoski appointed Paulann as the Poet Laureate of Oregon. To have someone so talented and approachable representing poetry and education is such a treat. I am very excited that she has agreed to present at our 2012 OASL conference. I am sure her writing workshop will be remarkable. She has also agreed to a poetry reading at the Saturday luncheon. I encourage you to attend and to share this conference with a teacher friend. English/Language Arts teachers everywhere could benefit from her presentation, and so will you.

*Ruth Murray is the immediate Past President of OASL and an instructor at Portland State University*



## Make Connections through Poster Sessions *by Colette Cassinelli*



The OASL 2012 “Making Connections” conference will host poster sessions during the Friday Vendor Reception and hors d’oeuvres. A poster session is an opportunity for presenters to discuss a topic with their fellow teachers in an informal setting somewhat like an information fair. The OASL poster sessions may include any of the following (and more):

- A description of an innovative library program, like a Poetry Day celebration!
- An analysis of a practical problem-solving effort, such as using eBooks in your Library or classroom.
- Creative resources for engaging students with books or author studies.
- A presentation from an OASL grant award winner—come be inspired!

The posters will be set up for the entire conference, but make sure you visit during the Vendor Reception on Friday and hear firsthand what the presenter is doing in his or her classroom or library. Come away with ideas and resources that you can use right away and “make connections” with a new friend.

*Colette Cassinelli is teacher librarian at La Salle Catholic College Preparatory in Milwaukie, Oregon and OASL Promotions Chair. She loves meeting new people and is inspired by the creativity and innovation during conference poster sessions. She blogs occasionally at <http://www.edtechvision.org>. Follow her on Twitter: @ccassinelli or email: [ccassinelli@lsprep.org](mailto:ccassinelli@lsprep.org).*

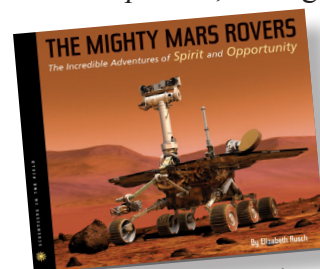
## Friday Dessert Features Author Elizabeth Rusch



Elizabeth Rusch is an award-winning magazine writer and children’s book author. She writes both fiction and nonfiction in the areas of science, art, sports, waves, jokes, crayons, and mud — anything that catches her fancy.

Liz began her professional writing career as an editor and writer for *Teacher Magazine*, a national award-winning magazine for elementary and secondary school teachers. That inside view of how magazine publishing worked gave Liz what she needed to know to become a successful full-time freelance writer. She has published more than 100 articles in numerous national magazines for children and adults. Her publishing credits include *Muse*, *Read*, *American Girl*, *Harper’s*, *Smithsonian*, *Mother Jones*, *Parenting*, and *Backpacker*, among many others.

After spending nearly a decade writing about children, Liz was itching to write for children. Her first children’s book, *Generation Fix*, was a *Smithsonian* magazine Notable Children’s Book and a finalist for the International Reading Association’s Children’s Book Award and the Oregon Book Award. It is in its second printing and has been published in Korean.



*continued...*

*Author Elizabeth Rusch continued...*

The nonfiction chapter book *Will It Blow? Become a Volcano Detective at Mount St. Helens* was a *Natural History* magazine Best Book for Young Readers, a Washington Reads pick, and a finalist for the Oregon Book Award. The hardcover edition is in its second printing. Liz's nonfiction picture book *The Planet Hunter: The Story Behind What Happened to Pluto* which the L.A. Times called "a fascinating tale, charmingly told" was also an Oregon Book Award finalist. Her picture book, *A Day With No Crayons*, won the Eloise Jarvis McGraw Award for Children's Literature and is a finalist for the Illinois Children's Choice award. It has been translated into both Korean and Chinese and is in its second printing. Liz is also the author of the nonfiction library title *Conquering The Court*, a Girls Got Game title on tennis. *For the Love of Music: The Remarkable Story of Maria Anna Mozart* was published in 2011 by Tricycle/Random House to great reviews. *Publishers Weekly's* starred review describes it as "a moving portrait of an unsung musician." In its starred review, *Kirkus* calls the book "an elegantly constructed work."

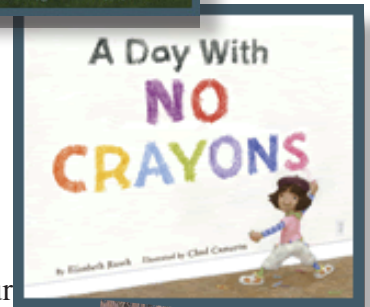
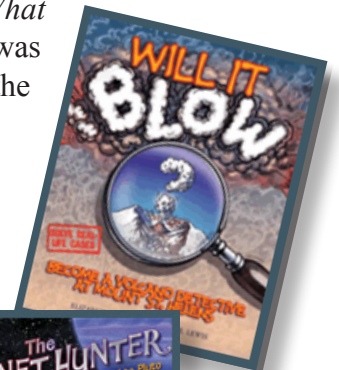
Her most recent book *Mission More Than Accomplished: The Incredible Adventures off Spirit and Opportunity* about the mighty Mars rovers and the scientist who created them is from Houghton Mifflin's award-winning Scientists in the Field series. The book has gotten starred reviews from *Booklist* and *Kirkus*, which called it "stellar" and "edge-of-your-seat reading."

She also has a picture book called *Volcano Rising* forthcoming from Charlesbridge. Liz is at work on books on electrical wizard Nikola Tesla, glass artist Dale Chihuly, and planet-saving chemist Mario Molina as well as a middle grade novel called *April Fool* and a graphic novel called *Muddy Boy*.

Liz loves the Carl Sagan quote: "Somewhere, something incredible is waiting to be known." Many of her books and articles are about discovery: a girl's discovery of color in the world all around her, an astronomer's revolutionary discoveries about our solar system, a young boy's discoveries about himself when he gains superpowers by plastering himself with mud.

To Liz, researching, writing, revising and even selling writing is a process of discovery that she loves to share with other budding writers. Liz has led workshops and given lectures and presentations for children and adults at schools such as Childpeace Montessori, the Merlo School, and Maimonides in Portland; colleges such as Portland State University, Duke University, and University of California at Berkeley; and conferences such as the Willamette Writers Conference, Wordstock, Chalk It Up for Literacy, the Society of Children's Book Writers and Illustrators in Portland, Seattle and Denver, and the National Service Learning Conference in Minneapolis. She is an instructor in children's literature and magazine writing at The Attic Institute in Portland, Oregon.

We are thrilled to have Liz speaking at our Friday night dessert to hear about connections we can make through nonfiction writing! Hope to see you there and at our celebration party afterward.



# **OASL Dance Party**

**Please join us in**

**“Making Connections”**

**Friday evening**

**after our dessert speaker**

**for fun and relaxation!**

**No-Host Bar -- Snacks provided**



## Saturday Keynote Speaker by Colette Cassinelli

### Playing with Media: Simple Ideas for Powerful Sharing



Oregon Association of School Libraries welcomes Wesley Fryer as the Saturday keynote speaker for the 2012 “Making Connections” conference. Fryer is a digital learning consultant, author, digital storyteller, educator, and change agent. With respect to school change, he describes himself as a “catalyst for creative engagement and collaborative learning.” Fryer is the executive director of the nonprofit Story Chasers Inc., the lead partner in the Celebrate Oklahoma Voices, Celebrate Kansas Voices, and Celebrate Texas Voices digital storytelling projects. His blog, “Moving at the Speed of Creativity” ([www.speedofcreativity.org](http://www.speedofcreativity.org)) was selected as the 2006 “Best Learning Theory Blog” by eSchoolnews and Discovery Education, and is utilized regularly by thousands of educators worldwide.

Fryer is the author of the 2011 eBook *Playing with Media: Simple Ideas for Powerful Sharing*, and during his keynote address he will inspire us with real examples that teachers and librarians can create with their students. OASL conference attendees will also have the opportunity to attend two breakout sessions given by Fryer and can purchase his *Playing with Media* eBook at a 50% discounted rate.

When he isn’t inspiring educators during his iPad Media Camps or facilitating digital storytelling sessions, Fryer teaches technology integration courses for pre-service teachers as an adjunct instructor at the University of Central Oklahoma, and has served as a co-convener for the annual K–12 Online Conference since it began in 2006.

Wesley became a Google Certified Teacher in 2009, was named an Apple Distinguished Educator in 2005, is a 1992 graduate of the US Air Force Academy, and has been a Fulbright Scholar. He is an active member of the education committee of the Oklahoma Creativity Project. His educational background includes service as an elementary classroom teacher, campus technology integration specialist, college director of distance learning, state director for education advocacy for AT&T, and director of technology for a state historical association.

OASL is thrilled to have Wes Fryer at our annual conference. Come learn, play, and be inspired.

*Colette Cassinelli is teacher librarian at La Salle Catholic College Preparatory in Milwaukie, Oregon, the Technology Sessions conference chair, and the OASL Promotions Chair. She loves meeting new people and is inspired by the creativity and innovation during conference poster sessions. She blogs occasionally at <http://www.edtechvision.org>. Follow her on Twitter: @ccassinelli or email: [ccassinelli@lsprep.org](mailto:ccassinelli@lsprep.org)*

**Fryer is the author of the 2011 eBook *Playing with Media: Simple Ideas for Powerful Sharing*, and during his keynote address he will inspire us with real examples that teachers and librarians can create with their students.**



### Call for Stories!!

Do you have an inspirational school library story you’d like to share? The winter issue of *Interchange* will focus on inspirational school library stories and we’d like to include yours! Please send your story idea to Nancy Sullivan **today** at [nsullivan.pdx@gmail.com](mailto:nsullivan.pdx@gmail.com). Completed articles will be due October 15<sup>TH</sup>.



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## Saturday Sessions

Our Saturday lineup is meant to have something for everyone who is interested in technology, literacy, and collaboration. Hear authors speak, take a Google Lit Trip, make an altered book, design a magical independent project for your students...see what's new and exciting in the world of technology resources and integrated and collaborative teaching!

### Some Saturday Highlights:

Be glad you got up early and had that first cup of coffee. At 8:00, you can make altered books with Edith Fuller, learn about what's new with the ORCA and Beverly Cleary awards, and what's hot in the world of graphic novels from OYAN. As you continue through the day, you could take a Google Lit Trip with Pam Leland from the Beaverton School District. If you missed them on Friday, you can find out more about Library of Congress resources with Deb Duffe and Becky Firth. For some inspiration and a look into motivating at-risk students, you can hear Nehalem librarian Kathryn Harmon share her recent experiences with the Freedom Writers project.



*Amber Keyser*

Saturday afternoon, you can take advantage of the sessions offered by innovative educators from around Oregon. Portland author Amber Keyser will be sharing ways to teach students how to write about science and adventure. Find out more about Amber on her website:

<http://www.amberjkeyser.com>; her blog: <http://www.ivaScriva.com>; or on Twitter: @amberjkeyser. You can also hear from author and speech

pathology assistant Linda Mitchell Maddox who has written a book targeted at low readers in speech language programs, a perfect example of making connections. Her book, *Resonating the Sound*, meets the criteria for decoding practice and also is a book to challenge students on multilevels. Find out more about her work at <https://sites.google.com/site/resonatingthesound/>



*Linda Mitchell Maddox*

Shelly Buchanan, Peter Hays, and Maureen Milton will present sessions about collaborative independent projects for grades K-12 and how to use the Oregon Encyclopedia for inquiry and writing. If you were intrigued by Lynn Lary's keynote on Friday, you can catch her and her team on Saturday. They will show us great ways to use eBooks, Social Media, Apps, and Book Tubes in the classroom and library.



One of the great things about this conference is the diversity of offerings, all in one place! The Dill Pickle Club, a nonprofit organization that designs interactive ways to learn about the city of Portland, will be sharing what they have to offer teachers. Visit their website at <http://www.dillpickleclub.org>. National digital expert Wes Fryer will be back for a second day of thought-provoking ways to use technology in the classroom. Finally, authors Chris Crutcher,

and Elizabeth Rusch will be sharing their books and their own stories.

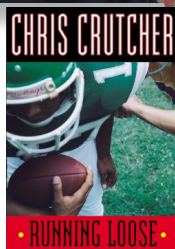
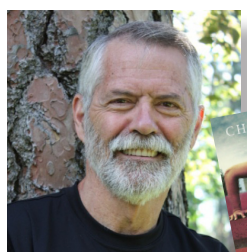
All of these sessions and more will make Saturday a fabulous conference day for anyone who wants some great ideas to inspire their school year. I've always been glad I spent one October weekend at our professional conference, and so will you. See you there!

*Grace Butler is the Saturday Sessions Chair and former elementary library teacher for the Beaverton School District. You can reach her at [gbutlerconference@gmail.com](mailto:gbutlerconference@gmail.com)*



*Chris Crutcher*

## Saturday Evening Banquet with Chris Crutcher



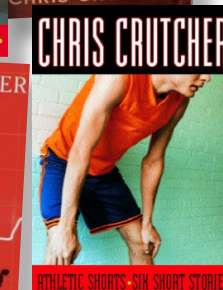
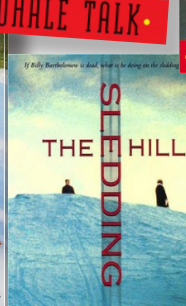
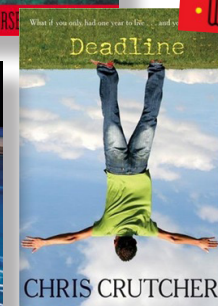
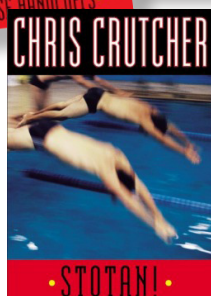
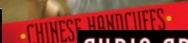
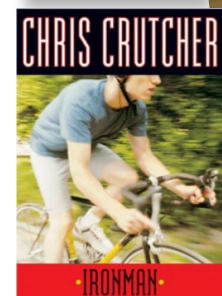
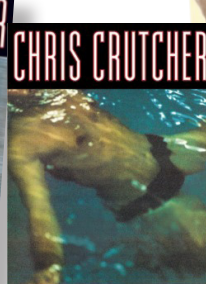
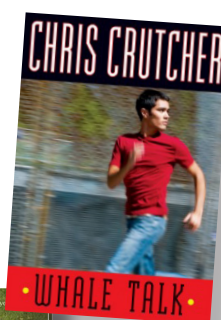
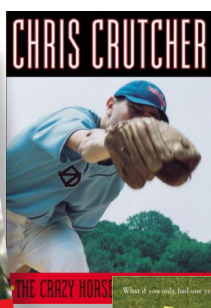
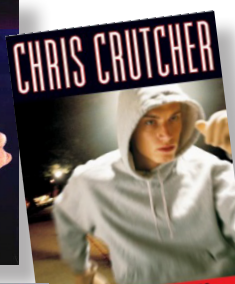
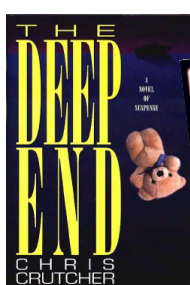
Chris Crutcher is the author of fourteen books: eleven novels, including the upcoming *Period 8* (March 2013), two short story collections, and an autobiography.

Chris Crutcher graduated from Eastern Washington State College—now Eastern Washington University—with a BA in psychology and sociology. He later earned his teaching credential and taught primary and secondary school in Washington State and later in California as the director of a “last chance” alternative school in Oakland. There he served at-risk K–12 students for almost a decade and came face to face with his professional destiny and the vibrant, often courageous community that would provide years of inspiration for his fictional work. In 1981, with *Running Loose* already written, Chris returned to Spokane and began working with the Spokane Community Health Center and Child Protection team.

Crutcher’s fast-paced fiction is heavily influenced by his vast experience as a child and family therapist and child protection advocate. It is known for its expert balance of comedy and tragedy as well as its unflinching honesty and authentic voice. His writing has made him a favorite with teen and adult readers as well as with book banners. He is one of the most frequently banned authors in North America, a fact he considers an accomplishment rather than a drawback. Chris takes great pride in landing on the ALA Freedom to Read Foundation’s top ten banned books and authors list whenever it happens.

A popular *Voices from the Middle* columnist and recent contributor at the *Huffington Post*, Crutcher has won dozens of awards, including the NCTE’s National Intellectual Freedom Award, the ALAN Award, the ALA’s Margaret A. Edwards Lifetime Achievement Award, the CLA’s St. Katharine Drexel Award, and *Writer Magazine*’s Writers Who Make a Difference Award. The ALA has named eight of his young adult books to date “Best Books for Young Adults,” and four of his books appeared on *Booklist*’s Best Books of the 20<sup>TH</sup> Century, compiled in 2000—more than any single author on the list.

We are thrilled to bring Chris Crutcher to our conference this year and look forward to seeing both Chris and you at our Saturday evening banquet.



## Lum's Auto Challenges us to Fill the Trunk!



OASL and Lum's Auto Center in Warrenton, OR, near Seaside, will continue the tradition of collaborating on a service project for the 2012 Fall Conference. This year's beneficiary is the Clatsop County Early Intervention / Early Childhood Special Education, a NW Regional ESD program, which offers special services and support to families with children diagnosed with developmental disabilities or experiencing developmental delays. There is no cost to families for these services. Read more about what is offered at <http://www.nwresd.k12.or.us>.



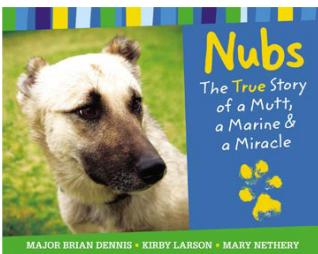
Lum's Auto will again drive a beautiful new car onto the Seaside Conference Center exhibit hall floor and has challenged attendees to fill the trunk with new board books and art supplies for toddlers through pre-school aged children. Art supplies may include construction paper, markers, non-toxic finger paints, markers, glue, etc.

For every item donated at the conference, Lum's Auto will donate one dollar, up to \$500.00, to OASL.

Join us in thanking Lum's Auto Center for their participation and generosity at the luncheon on Saturday at the 2012 Fall Conference.

*NW Regional ESD is a leader in providing special education, instructional services and technology support to twenty Oregon school districts in Clatsop, Columbia, Tillamook and Washington counties*

## **Nubs: the True Story of a Mutt, a Marine and a Miracle** **wins the 2012 Beverly Cleary Children's Choice Award!** *by Jann Tankersly*



Just as we adults are touched by heartwarming and tender stories of love and caring, so are children. So it is not surprising that the elementary school children of Oregon responded positively by the thousands to the true story of an Iraqi war dog who bonded with an American Marine Major, Brian Dennis. The two became so close that after Major Dennis returned to his home in San Diego, money was raised to bring Nubs over to live with him. Their story is told in the book, *Nubs: the True Story of a Mutt, a Marine and a Miracle*, which was voted the winner of the 2012 Beverly Cleary Children's Choice Award. It was written by Kirby Larsen and Mary Nethery,

both accomplished children's authors. Kirby wrote the 2007 Newbery Honor book *Hattie Big Sky*, and Mary has written several picture books, including *Orange Cat Goes to Market*. They have also collaborated on a recent nonfiction book, *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival*.

*Jann Tankersley is the library teacher at Dayton Grade School and past Chair of the BCCCA committee. You can reach her at [janntom@onlinenw.com](mailto:janntom@onlinenw.com).*

## Spring Editor Needed

Are you looking for an opportunity to contribute to OASL? Here's your chance! *Interchange* needs a spring guest editor. This job is short-term and allows you to do everything on your end from home/school—no meetings required. Skills needed include the ability to find and recruit contributing authors, the ability to organize, and the ability to proofread and edit. You will have lots of support during the process. Sound interesting? Contact Erin Fitzpatrick-Bjorn: [fitzpatrick@gresham.k12.or.us](mailto:fitzpatrick@gresham.k12.or.us) to find out more.



## Welcome Back to Our Bookseller, Beach Books!

Beach Books has been a part of the downtown Seaside community since November 2005. We are located in the heart of downtown, one half block off Broadway and one half block from the Seaside Convention Center.

We pride ourselves on maintaining a handpicked selection of books to please both locals and tourists. We carry a large selection of regional titles as well as current bestsellers, lots of good fiction, kids books from picture books to teen favorites, and an abundance of nonfiction. What we don't have in stock we can typically order in for readers within just a day or two. We also work closely with many teachers and librarians to meet their book buying needs. Whenever possible (which is the vast majority of time) we provide these books at a 20% discount. This goes for orders of one book or 200 books. We have started a Christmas wishing tree to provide books for all of the five schools in the Seaside district. It has been successful beyond our expectations. We also work closely with the Seaside Public Library in providing books for their monthly author events.

We hope to meet many of you at the bookstore as well as at the Convention Center.



## BYOD: Bring Your Own Device!



Enjoy making connections at this fall's conference by remembering to bring your laptop, iPad, or tablet fully charged as well as your device's power cords. Conference rooms have a limited number of outlets but we will have multi plug power cords available. Being able to immediately interact with the resources and information you gather will enhance your conference experience. We look forward to connecting with you at the conference. If you have specific needs concerning technology, please let me know and I will try to accommodate your request.

*Amy Calkins is a rookie conference volunteer. She was recently one of the librarian/technology instructors at Aloha Huber Park K-8 in Beaverton. You can reach her at [amy\\_calkins@beaverton.k12.or.us](mailto:amy_calkins@beaverton.k12.or.us)*

## Congratulations to This Year's OASL Award Winners!



### District Librarian of the Year

Jenny Takeda, Beaverton School District

### Secondary School Librarian of the Year

Jessica Lorentz-Smith, Bend Senior High School, Bend-LaPine School District

### Distinguished Library Service Award for School Administrators

John Gladstone, President of Jesuit High School

### Library Paraprofessional of the Year

Rebekah Alverette, Athey Creek Middle School, West Linn-Wilsonville School District



Join us as we acknowledge these award winners at our Saturday evening banquet during the OASL conference!

## Confederation of Oregon School Administrators

### OASL Promoted Oregon School Library Standards at COSA

by Peggy Christensen

The 32<sup>ND</sup> Annual Confederation of Oregon School Administrators (COSA) Conference was held in Seaside on June 21–22, 2012. Four board members from the Oregon Association of School Libraries (OASL) hosted a booth at the conference in order to present the newly written Oregon School Library Standards, thus satisfying one of the provisions of the Library Services and Technology Act (LSTA) grant which funded the standards committee. The members were: Jen Maurer, Archivist & State Library Rep; Colette Cassinelli, Promotions; Linda Fukasawa, Region 4 Rep; and Peggy Christensen, Region 3 Rep. Fukasawa and Christensen are also on the Standards grant committee.

**Promotion:** Most of the COSA attendees were familiar with OASL, our conferences, and OSLIS, and it appears that these OASL services lent credibility to the promotion of the Oregon School Library standards. Motivational and keynote speaker Kevin Carroll began his address by giving a resounding endorsement of school libraries and their importance and an invitation for all administrators to stop by the standards booth.

**Marketing Tools:** The Standards were marketed in several ways. A file folder was produced by the committee, which listed the standards, the indicators to the standards, and a brief history of the committee's work. The folder served as both a handout and a take-away promotional piece. The committee launched a Google site to publish the standards and framework online, to share background of the process, and to show alignment of the standards to Common Core State Standards, American Association of School Libraries standards, and the International Society for Technology in Education standards. Additionally, a QR code was imprinted on 2"x2" stickers, giving a graphic link to the Google site for this work: <https://sites.google.com/site/oregonschoollibrarystandards/>

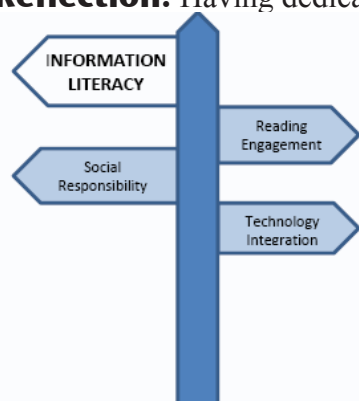


**Talking Points:** The standards were developed to provide a statewide framework for student instruction, direction for library programming, and a construct for developing life-long learning skills and dispositions. A crosswalk of the Library Standards to the Common Core State Standards was strongly emphasized.

**Soft Data:** Efforts were made to track the number of visitors to the booth (approximately fifty), ascertain how many knew about OASL (all or nearly all), determine the number of schools with a certified librarian in the library (about 207 out of 1,300), and establish how many were familiar with QR Codes (Most! And, they thought ours was "cool.")

**Reflection:** Having dedicated representatives for the School Library Standards, OSLIS and the fall OASL conference provided a nexus for the different services and opportunities provided by OASL. Their acuity provided visitors both history and purpose. The file folder marketing piece was a "unique concept" to most. Many of them took folders back for others in their school. The QR code represented 21<sup>ST</sup> century technology (as did the Prezi). Visitors walked away knowing more about the Standards and with something useful to read and consider.

*Peggy Christensen is the teacher-librarian of Marshfield High School and oversight librarian for Coos Bay Public Schools. You can reach her at [PeggyC@coos-bay.k12.or.us](mailto:PeggyC@coos-bay.k12.or.us)*



# Oregon Battle of the Books 2012-2013 Titles

For Further Information: <http://oboblsta.pbworks.com>

## 2013 OBOB 3-5 DIVISION

Castle Corona by Sharon Creech

Charlie and the Chocolate Factory  
by Roald Dahl

How to Steal a Dog  
by Barbara O'Connor

Journey to the River Sea  
by Eva Ibbotson

The Lemonade War  
by Jacqueline Davies

The Maze of Bones  
by Rick Riordan

The Mysterious Howling  
by Maryrose Wood

The Night Fairy by Laura Amy Schlitz

One Crazy Summer  
by Rita Williams-Garcia

Out of My Mind by Sharon M. Draper

Ray and Me by Dan Gutman

Rowan of Rin by Emily Rodda

Star in the Forest by Laura Resau

The Strange Case of Origami Yoda  
by Tom Angleberger

Turtle in Paradise by Jennifer L. Holm

Zapato Power: Freddie Ramos Takes Off  
by Jacqueline Jules



## 2012 OBOB 6-8 DIVISION

All Capone Does My Shirts  
by Jennifer Choldenko

Also Known as Harper  
by Ann Haywood Leal

Artemis Fowl  
by Eoin Colfer

Charlie Joe Jackson's Guide to Not Reading  
by Tommy Greenwald

Claudette Colvin, Twice Toward Justice  
by Phillip Hoose

Fever Crumb by Philip Reeve

The Girl Who Could Fly  
by Victoria Forester

Incarceron by Catherine Fisher

The Lab by Jack Heath

The Red Umbrella  
by Christina Gonzalez

Seedfolks by Paul Fleischman

A Tale Dark and Grimm  
by Adam Gidwitz

Tangerine by Edward Bloor

Three Days by Donna Jo Napoli

Under the Blood Red Sun  
by Graham Salishurv



## 2013 OBOB 9-12 DIVISION

Between Shades of Gray  
by Ruta Sepetys

The Complete Persepolis  
by Marjane Satrapi

The Hobbit by J.R.R. Tolkien

Hold Me Closer, Necromancer by Lish  
McBride

I am the Messenger  
by Markus Zusak

Marcelo in the Real World  
by Francisco X. Stork

Night Hoops by Carl Deuker

Secret Life of Bees  
by Sue Monk Kidd

Ship Breaker  
by Paolo Bacigalupi

The Six Rules of Maybe  
by Deb Caletti

Trickster's Choice  
by Tamora Pierce

Unwind by Neal Shusterman



The Oregon Battle of the Books (OBOB) is a statewide program for reading motivation and comprehension sponsored by the Oregon Association of School Libraries in conjunction with a Library Services and Technology Act grant. The goals are to encourage reading for enjoyment, broaden reading interests, increase reading comprehension, and promote cooperative learning.



## Classified Observations

For Paraprofessionals In School Libraries  
By Laura Friesen

**Making Connections:** This summer I've been reflecting on the types of connections we make with each other through our schools, families, and technology. It can be amazing to think about how we, as educators, have the ability to reach out to so many different people and in such different ways.

Recently we honored the retirement of two colleagues at our school. With their combined experience of over seventy years in teaching, they leave a huge hole to be filled. As various friends and coworkers shared stories, it became clear that these people had made connections on a variety of levels. Thinking about the students they taught, cared about, and nurtured, the relationships formed with other staff, and the impact made on the families of the community, these teachers will be remembered and missed. They plan on continuing their school connections, but in different ways. We may see them back at school events, or volunteering in their new "free" time! I've been feeling somewhat "disconnected" this summer. Living in a rural area, having Internet access is a slow dial-up process. For three weeks now, we've had no Internet access at all which is somewhat disconcerting (though my husband thinks otherwise). However, not having access to new pictures of far-away grandchildren, the inability to make travel arrangements, notifications of or information about important meetings and events that sit in an inaccessible inbox have driven me to drive...back to school and a reliable Internet connection. I didn't realize how much I depended on that connection to the larger digital world until I no longer had it!

Summer is an excellent time to reconnect with family and friends, those who may get pushed aside during the months of the school year. My grandchildren are gifts to be cherished. As my son welcomes another daughter into the family, I plan to join them to renew relationships and connect with the newest member. These interactions make me grateful for the balance of the many kinds of relationships I hold dear. The connections we make with books are often the reason we enter the profession to begin with. One of my goals this summer is to read the 40+ new books I took home from our school library. These include all of the OBOB books and others nominated for awards or recommended by a variety of sources. As a person charged with maintaining a valuable school resource, it is important for me to know what is included in that resource so that when school begins I can make good recommendations to students. Connecting a student with a book they like takes time and effort, but is well worth it.



As we prepare for a new school year with "less"—less time, less money, less people—let's think about the value of "more": more communication, more cooperation, more involvement on levels that connect us to each other. Our collective years of experience working in libraries should be a resource to others new to the job. Our distinctive blend of certified and classified personnel can make for some exciting and new ideas if we are willing to learn from and listen to each other.

So, let's connect at the Fall Conference in Seaside in October. Hopefully we'll be back online by then!

*Laura Friesen is a paraprofessional at Bertha Holt Elementary in Eugene.  
You can contact her at [friesen@4j.lane.edu](mailto:friesen@4j.lane.edu)*

**Our distinctive blend of certified and classified personnel can make for some exciting and new ideas if we are willing to learn from and listen to each other.**



## **Intellectual Freedom** by Leigh Morlock

As the Intellectual Freedom chair, I was delighted to hear that young adult writer Chris Crutcher will be an OASL Fall Conference headlining author. Not only is he the author of one of my favorite YA novels, *Staying Fat for Sarah Byrnes*, the story of friendship between two social outcasts—overweight swimmer Eric “Moby” Calhoun and disfigured and abused Sarah Byrnes—he is also a bona fide intellectual freedom fighter. In 1998, Crutcher won the NCTE’s National Intellectual Freedom Award and he speaks out against censorship at every opportunity. He has had ample opportunity. All of his thirteen books have been challenged or banned at least once. In the spirit of the freedom to read, the novelist even sells his own wristbands that read, “Chris Crutcher? @#% yes!”, a nod to the biggest reason his books are challenged or banned—bad language.

But what is “bad” language? It is an idiosyncratic word, one that conjures different ideas for different people. For the censors, “bad” means expletives, profanity, or descriptions of violence or sex. But for writers like Crutcher and other intellectual freedom fighters, “bad” is not giving a voice to victims of violence, silencing those who have a story worth telling, or covering the truth with a disingenuous sheen. According to Crutcher, “Bad language gets kids to read books. Know why? It’s real. It is the expression of adolescence. Bad language doesn’t hurt anybody. It might make a few—mostly adults—uneasy, but it doesn’t hurt anybody. Words can hurt. Name calling hurts. Oral bullying hurts. Humiliation hurts. But bad language doesn’t do shit.”

And then there is the truth. Truth is messy. There is the way we would like the world to be and then the way it actually is. But just because the truth is messy doesn’t mean we should shame it, silence it, or cover it up. Crutcher says “one of the most important things when writing fiction is to look around and find things that are the truth, and to tell them as real as you can.” And this is exactly what he does. Crutcher’s stories are inspired by his experience as a teacher in an alternative school and as a family therapist. They deal with bullying, racism, abuse, rape, and suicide. These are issues that his students and clients have faced. What could be truer than that?

Economist John Kenneth Galbraith says, “We associate truth with convenience with what most closely accords with self-interest and personal well-being or promises best to avoid awkward effort or unwelcome dislocation of life.” This is what censorship does with truth. It twists it for convenience or to avoid awkwardness.

But what about the teenagers who inspired these stories? What if we silence these stories or they are never told in the first place? Aren’t we in some way erasing these kids? Telling them their experiences don’t count? Crutcher thinks so. “When we ban books about kids who feel marginalized and diminished, we ban the kids themselves. We say, ‘Your life is not worth examining, not worth being brought into the light. You don’t matter.’” Teenagers need to see themselves reflected in the books they read. The need to see that they do, in fact, exist. That they are recognized. That they do matter. If students can’t see themselves reflected in the books they read, they get the message that their experiences, their lives, don’t matter. But when kids do see themselves reflected in literature, that recognition can be a transformative experience. Literature has the power to validate a teenager’s experiences, especially if that teenager is socially or politically marginalized and is not routinely validated as part of the dominant culture. The truth is that racism, violence, abuse, and rape happen, even if we don’t want to think about it. Even if it isn’t convenient.

Still, if Crutcher receives hundreds of angry letters and complaints about his use of foul language and depictions of the messier side of life, and if all of Crutcher’s novels have been challenged at one time or another, why doesn’t he just sanitize his stories? Why not cut out the expletives? Lose the violence? Ignore the abuse? What really matters are the letters from his readers. Statements such as, ‘This book saved my life’, or ‘This book showed me that I wasn’t alone.’ Helping save the life of one teenager outweighs any number of letters from critics. Knowing the power of words and the power of story have such a positive impact, Crutcher says, “When I match these kids’ reactions to the complaints, then there is no contest.”

Join us at our Saturday evening banquet to hear all that Chris Crutcher has to say. We look forward to seeing you there!

*Intellectual Freedom Chair Leigh Morlock teaches at the Community School in the Beaverton School District. You can reach her at [lamorlock@hotmail.com](mailto:lamorlock@hotmail.com).*



## Resource Roundup *by Jen Maurer*



Editor's Note: With this issue we are reviving a regular column that used to run called *The Professional Library: Curriculum and Professional Development Support*. We have renamed it *Resource Roundup*, and you can look forward to finding professional resources in each issue provided by Jen Maurer from the State Library in Salem.

### **Our first column's focus: Common Core State Standards: Building Your Library's Nonfiction Collection and Resources**

#### **SLJ Article about Common Core & School Libraries**

Back in April, *School Library Journal* had an excellent article about the role of school librarians in implementing the Common Core State Standards (CCSS): "All Aboard!: Implementing Common Core Offers School Librarians an Opportunity to Take the Lead." <http://tinyurl.com/CCSSslj>

The article offers some very practical advice on supporting the common core standards, especially around building your nonfiction collection. Recall that an emphasis on engaging students with informational text is one of the major shifts in the standards for English language arts and literacy in the content areas. The article ends with a section that encourages library staff to rethink their collection. Below are some resources that can support you in those efforts.

#### **Oregon Department of Education (ODE) Resources on Common Core State Standards**

Common Core Webpage (gateway to CCSS information, divided by audience)

<http://www.ode.state.or.us/search/page/?id=2860>

CCSS Fact Sheet (background info)

<http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-fact-sheet.pdf>

Six Shifts

<http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-shifts-ela.pdf>

The Oregon State Board of Education adopted the Common Core State Standards in English language arts and math in October 2010. There is a transition plan in place, and students will be expected to pass updated assessment tests as of the 2014–15 school year. So what is different about the CCSS? Well, there are "six shifts that the Common Core State Standards (CCSS) in ELA & Literacy in History/Social Studies, Science, and Technical Subjects require of us if we are to be truly aligned with the CCSS in terms of curricular materials and classroom instruction." For example, there is a much greater emphasis on reading informational text—50% of total reading for K–5 students, 55% for middle schoolers, and 70% by the end of high school. There is also a greater emphasis on reading and writing instruction in the content areas and on reading increasingly more complex text. Do the print and electronic collections in your library support these shifts?

English Language Arts (ELA) & Literacy in the Content Areas Standards by Grade Level

[http://www.ode.state.or.us/teachlearn/real/newspaper/Newspaper\\_Section.aspx?subjectcd=ELA](http://www.ode.state.or.us/teachlearn/real/newspaper/Newspaper_Section.aspx?subjectcd=ELA)

CCSS Toolkit for ELA & Literacy Teachers

<http://www.ode.state.or.us/search/page/?id=3603>

Mathematics Standards by Grade Level

[http://www.ode.state.or.us/teachlearn/real/newspaper/Newspaper\\_Section.aspx?subjectcd=MA](http://www.ode.state.or.us/teachlearn/real/newspaper/Newspaper_Section.aspx?subjectcd=MA)

CCSS Toolkit for Math Teachers

<http://www.ode.state.or.us/search/page/?id=3605>

Text Exemplars by Grade Level

"The text samples exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with. They are suggestive of the breadth of texts that students should encounter. The choices should serve as useful guideposts in helping educators select texts of similar complexity, quality, and range for their own classrooms. They expressly do not represent a partial or complete reading list."

<http://www.ode.state.or.us/search/page/?id=3405>

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*Resource Roundup, continued...*

K–5 Teachers: Laying Foundations for the Common Core

<http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/foundations.pdf>

K–12 Teachers: Building Comprehension in the Common Core

<http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/have-you-ever.pdf>

### **Nonfiction/Informational Text: Primary Sources**

*From the SLJ article: “The focus is on primary (or maybe secondary) sources, not the predigested tertiary writing found in many of today’s textbooks.”*

National Archives’ Primary Sources for Educators and Students

<http://www.archives.gov/research/arc/education/>

<http://www.archives.gov/research/arc/education/documents.html>

Teaching with the Library of Congress

<http://blogs.loc.gov/teachers/>

<http://blogs.loc.gov/teachers/2012/05/shortcuts-for-finding-primary-sources/> (sample post)

TeachingHistory.org’s Using Primary Resources

<http://teachinghistory.org/best-practices/using-primary-sources>

<http://teachinghistory.org/best-practices/using-primary-sources/23513> (sample resource)

### **Nonfiction / Informational Text: Nonfiction Book Awards**

*From the SLJ article: “Although we’re all still trying to figure out what exactly the term ‘literary nonfiction’ means, for your library it means you’ll need to buy more world-class informational texts. Think Gail Gibbons’s animal books or Jared Diamond’s *Guns, Germs and Steel*—extremely well-written titles that are packed with valuable information.”*

ALSC’s Robert F. Sibert Informational Book Medal

<http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>

ALSC’s Notable Children’s Books (some are nonfiction)

<http://www.ala.org/alsc/awardsgrants/notalists>

Amelia Bloomer Book List (some are nonfiction)

<http://www.ala.org/awardsgrants/awards/34/detail>

Booklist Editor’s Choice’s Books for Youth (some are nonfiction)

<http://www.ala.org/awardsgrants/awards/30/detail>

Booklist Editor’s Choice’s Adult Books for Young Adults (some are nonfiction)

<http://www.ala.org/awardsgrants/awards/31/detail>

National Council for the Social Studies’ Notable Trade Books for Young People (most are nonfiction)

<http://www.socialstudies.org/resources/notable>

National Council for the Social Studies’ Carter G. Woodson Book Award

<http://www.socialstudies.org/awards/woodson>

National Council of Teachers of English’s Orbis Pictus Award for Outstanding Nonfiction for Children

<http://www.ncte.org/awards/orbispictus>

National Science Teachers Association’s Outstanding Science Trade Books for Students K–12

<http://www.nsta.org/publications/ostb/>

YALSA’s Award for Excellence in Nonfiction for Young Adults

<http://www.ala.org/yalsa/nonfiction-award>

YALSA’s Outstanding Books for the College Bound (updated every 5 years; some are nonfiction)

<http://www.ala.org/yalsa/outstanding-books-college-bound>

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*Resource Roundup, continued...*

### **Nonfiction / Informational Text: Databases**

From the SLJ article: “Close reading of shorter texts: Your databases will become teachers’ new best friends once they discover that periodicals are a great source of superb shorter texts that students can dive into. Stretch your collection to include resources like *The Civil War Times* and other niche publications.”

Highlight resources from the current suite of statewide periodicals databases (Gale) and from periodicals or reference databases that your library subscribes to on its own.

#### Gale Bookmarks

One way to highlight Gale articles, searches, or publications is to create and share a Gale bookmark. Julie Pepera, a Gale trainer, created a document that explains how to use Gale bookmarks. Two variations, depending on the database interface being used, are posted on the Gale support site for Oregon library staff. Click on Training Opportunities in the blue toolbar at the top of the page and look in the section called Self-Guided Training Resources.

<http://galesupport.com/oregon/>

#### Gale Journal Alerts

Journal alerts allow people to receive the content of a specific publication in their email inbox. For example, you could help teachers, parents, or students receive *Faces*, “a magazine for young readers ages 9-14 that explores world cultures and geography.” The Training Opportunities page on the Gale support site for Oregon library staff has a document that outlines the steps for creating a journal alert.

<http://tinyurl.com/Faces-Gale>

<http://galesupport.com/oregon/>

### **Nonfiction / Informational Text: Working with Nonfiction**

#### Creating Questions for Close Analytic Reading

This document, included on the ODE support page for the ELA standards, helps educators develop better questions to ask students when they are analyzing informational text.

<http://tinyurl.com/DevelopBetterQuestions>

<http://www.ode.state.or.us/search/page/?id=3359>

#### *Nonfiction for Young Adults: From Delight to Wisdom*

This book by Dr. Betty Carter and Richard Abrahamson is twenty years old, but it has great ideas for using nonfiction in libraries and classrooms. It also explains how to choose informational books— identifies criteria to look for when selecting nonfiction. It is available to borrow from the Oregon State Library.

<http://catalog.willamette.edu/record=b1595022~S2> (item in catalog)

<http://tinyurl.com/OSLborrowinghow-to>

<http://tinyurl.com/NFarticle> (article that references the book)

#### *The New York Times’ The Learning Network: Reading Strategies for Informational Text*

<http://tinyurl.com/NYTlearning-network>

There are so many more resources that could be included. For example, an increasing number of articles about implementing the Common Core State Standards are popping up in professional journals. This, however, is a good start.

*Jennifer Maurer is the School Library Consultant for the Oregon State Library in Salem and regularly posts helpful tips like these via the OASL listserv. You can reach her at [jennifer.maurer@state.or.us](mailto:jennifer.maurer@state.or.us).*



## Reading Rebooted: Implications for Online Reading *by Kathy Dorr*



Children at the Turn of the Century  
<http://www.loc.gov/pictures/resource/cph.3b36952/>

“I just wish my kids could read and process online materials.” This was a lament I overheard in a middle school staff room recently. As I listened more closely, this scenario unfolded. The teacher described how one student was excited because he had found thirty-five online resources for a class research project. When asked if he had taken notes on the sheet provided or had synthesized his research in some other way, the student looked at her with a puzzled look and said, “But I did a search and all these sites showed up!” As online materials provide more resources for student research and inquiry development, the issue of digital literacy comes to the forefront of instructional support for educators. The same teacher who made the initial comment went on to say that students are used to having

the answers to questions “pop” off the text page, but this is no longer the case when faced with the myriad of materials found on a web page. According to the 2010 Common Core Standards, students need to “habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally.” With the task set before us, we need to explore ways of implementing strategies in support of online literacy skills development. The time has come to re-evaluate reading instruction to include a focused emphasis on digital literacy in the classroom.

The last few years have seen a huge increase in the amount of online material available for students as they research and develop inquiry projects. On the one hand, digital resources support the concept of Universal Design for Learning that allows all students the ability to access knowledge and materials for learning. “Universal Design for Learning supports teachers’ efforts to meet the challenge of diversity by providing flexible instruction materials, techniques, and strategies that help teachers differentiate instruction to meet these varied needs” (CAST). Web resources scaffold learning for auditory learners through spoken voice and word tracking. Visual learners attach meaning to pictures, video, and graphics. The student with special needs can manipulate print to make it more visible through font size, style, and color. On the other hand, the navigation and use of a web page can be overwhelming and daunting for learners. So they’ve found thirty-five resources? What can they do with them? Students obviously need to acquire new comprehension skills and strategies to learn from text on the Internet.



Seventh grade student conducting research

As opposed to textbooks, digital environments are non-linear. There are hyperlinks to navigate, videos to play, sound recordings to hear, and searches to begin. The challenge is to help students learn to “read” a web page and decide on the best strategy to gather, analyze, and synthesize information. In 2008, the Executive Committee of the National Council of Teachers of English stated, “Twenty-first century readers and writers need to . . . manage, analyze and synthesize multiple streams of simultaneous information . . . and to create, critique, analyze, and evaluate multi-media texts.” Where to begin?

Online content is generally scanned, not read in its entirety. Web pages are frequently scanned in an “F” shape pattern. People initially look at the top of the page, then the middle, and finally the left side. The home page is the main navigational tool that hosts the major links related to the site. Students need to use this home page as a point of reference when doing site research. On the main page, encourage students to explore interactive features, pop-up menus, hyperlinks, and scroll bars. Identify the creator of the site to establish validity and see when the

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*Reading Rebooted continued...*

last update was made. Do a search on the creator to determine purpose and perspective. Rather than clicking randomly from site to site, students need a plan of action to take advantage of the available information. Based upon an investigative question, students are taught to look for key words and phrases relating to the topic, to take notes on findings, and to synthesize results when finished.

There are several Web 2.0 tools available to help students gather, analyze, and synthesize the mass of information



Collaboration among middle school students

available at the stroke of a key. A website hosted by the American Association of School Librarians (AASL) has created a list of the Top 25 Websites for Teaching and Learning (<http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsites25>) that matches standards with online Web 2.0 resources. This is a good place to begin building a toolbox of resources to promote and enhance digital literacy in the classroom and to help our students read and process online materials. Online graphic organizers/mindmappers help students gather and organize information around a particular topic or essential question. SpiderScribe ([www.spiderscribe.net](http://www.spiderscribe.net)) is an excellent tool for the task. In a nonlinear fashion, students can upload files, take notes, add pictures, and collaborate with others. LiveBinders ([www.livebinders.com](http://www.livebinders.com)) is an online notebook for compiling notes, videos, pictures, and files in an individual or group effort. Wiggio (<http://wiggio.com/>) facilitates collaborative work and help with organizational skills; as well as creating virtual meetings, using instant messaging, and polling. Used to highlighting text documents, students can now use Highlighter ([www.highlighter.com](http://www.highlighter.com)) to do highlighting online individually and with shared text. Teachers can upload information and have students concentrate on note taking skills and classroom discussions.

Another Web resource that teachers throughout the United States are using to expose students to the skills necessary for online research and critical thinking is the Library of Congress website and its materials ([www.loc.gov](http://www.loc.gov)). Using primary sources to analyze, evaluate, and synthesize information is a key element of the professional development that this site offers. Teachers are finding that the integration of primary sources into instruction encourages students to draw independent conclusions based on available artifacts surrounding a particular issue or research question. As Justin Hinkley writes: "In a digital world where millions of like-minded folks are only a click away, people are increasingly seeking out news and facts from sources with which they already know they agree." He goes on to cite an East Carolina University study that concluded that political moderation and compromise may be more difficult as Americans get different versions of events/issues. It is this kind of investigative thinking that the Library of Congress explores through the analysis of sources and the posing of inquiry questions. This type of thinking that has real possibilities for expanding and supporting the skills necessary to evaluate the vast online resources available to the students in our classrooms. For more information on the free resources from the Library of Congress visit the website or, if you live in the Pacific Northwest, check out upcoming events at [www.ncce.org](http://www.ncce.org).

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*Reading Rebooted continued...*

Reading depends upon the reader making sense of print by using background knowledge and skills to develop connections and to comprehend contextual clues. In the 21st century, reading has moved beyond the hand-held book to encompass a huge mass of digital media. Online access to resources requires another layer of reading skills, including media evaluation, analysis, and synthesis. It is time to look at the literacy skills that currently exist in the classroom to see if they are truly meeting the needs of the digitally literate student.

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*Kathy Dorr is a Professional Development Specialist for Northwest Council for Computer Education, an Adjunct Faculty Western Washington University and Lesley College, and a WLMA presenter. You can reach her at [dorr.kathy@gmail.com](mailto:dorr.kathy@gmail.com)*





2012-2013 Nominations

**JUNIOR DIVISION**  
(Upper Elementary)

*Hereville: How Mirka Got Her Sword*  
by Barry Deutsch

*The Incorrigible Children of Ashton Place: the Mysterious Howling*  
by Maryrose Wood

*Jimi Sounds Like a Rainbow*  
by Gary Golio

*Meanwhile: Pick Any Path. 3,856 Story Possibilities*  
by Jason Shiga

*Moon Over Manifest*  
by Clare Vanderpool

*One Crazy Summer*  
by Rita Williams-Garcia

*The Strange Case of Origami Yoda*  
by Tom Angleberger

*Turtle in Paradise*  
by Jennifer Holm

**INTERMEDIATE DIVISION**  
(Grades 7-9)

*Countdown*  
by Deborah Wiles

*Fever Crumb*  
by Philip Reeve

*Foiled*  
by Jane Yolen

*The Grimm Legacy*  
by Polly Shulman

*Heart of a Samurai*  
by Margi Preus

*Red Umbrella*  
by Christina Gonzalez

*Smile*  
by Raina Telgemeier

*Tale Dark and Grimm*  
by Adam Gidwitz

**SENIOR DIVISION**  
(Grades 10-12)

*Clockwork Angels*  
by Cassandra Clare

*Finnikin of the Rock*  
by Melina Marchetta

*For the Win*  
by Cory Doctorow

*Hold Me Closer, Necromancer*  
by Lish McBride

*Immortal Life of Henrietta Lacks*  
by Rebecah Skloot

*Please Ignore Vera Dietz*  
by A. S. King

*Shipbreaker*  
by Paolo Bacigalupi

*Will Grayson, Will Grayson*  
by John Green & David Levithan

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