

INTERCHANGE

Journal of the Oregon Association of School Libraries

Winter 2014

OASL & OLA



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Chris Armenta / Kelly Chambers

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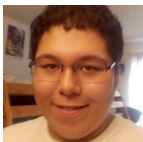
INTERCHANGE

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Winter 2014

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Chris Armenta is a senior at Parkrose High School. He enjoys drawing and sketching; it's a way of expressing how he feels and allows his mind to run wild and break out of reality. Chris is excited to have the opportunity to have his work featured on the cover of Interchange.

Kelly Chambers is a junior at Parkrose High School and is friends with Chris. Together, they collaborated to create a drawing that would reflect the state of Oregon in a collective way. She enjoyed the experience very much and was glad to have the opportunity!

We are grateful to be able to use their collaborative effort for our cover this month.



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**OREGON ASSOCIATION OF SCHOOL LIBRARIES
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: What is a Professional Learning Community? *by Stephanie Thomas*



This issue of *Interchange* is dedicated to professional growth and learning. Its origins came from the summer OASL retreat where we discussed ways to educate members about the growth opportunities available to them through their organization. Now that OASL is officially a division of the Oregon Library Association (OLA), we wanted to make sure that members were aware and taking advantage of the educational opportunities available to them from OASL, OLA, and beyond.

According to SEDL (Southwest Educational Development Laboratory), Professional Learning Communities or PLC's are explained in this way:

“In education circles, the term [professional] learning community has become commonplace. It is being used to mean any number of things, such as extending classroom practice into the community; bringing community personnel into the school to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning.”¹

The literature on professional learning communities repeatedly gives attention to five attributes of such organizational arrangements:

1. supportive and shared leadership,
2. collective creativity,
3. shared values and vision,
4. supportive conditions, and
5. shared personal practice.

Since OASL members are oftentimes the only person in their building (or sometimes their district) charged with the responsibilities of running the library program, it's important for us to seek other like-minded OASL and OLA members in our state. Participating in the organization allows us to stay current, gives value to our membership dollars, and collectively creates new shared ideas, policies, and leadership to provide a voice to the greater public regarding issues around school libraries.

This issue is a compilation of many ways in which members can think, create, share, and grow-- the very same things we are teaching our students to do with AASL's Learning for Life initiative. As school district budgets continue to shrink, professional development workshop dollars have been reduced or have dried up. It's important to find low-cost and creative ways to learn from each other and take advantage of the fantastic resources available to us through our membership in OLA and OASL. Feel free to contact the article contributors to find out more information about how you can get involved or participate in any of the professional development opportunities you see in this issue.

I started off in OASL as a new Oregonian, winning the first-timers scholarship to attend the Fall Conference eight years ago. I was immediately hooked and amazed at the learning and growth I received from my peers. From there, I joined the OASL Board of Directors as a way to learn more about the organization and grow. OASL has given so much to me that I wanted to give back and contribute to the larger conversation. I implore you to do the same. Take one new idea (or more!) from this issue and add it to your professional toolkit—you'll be thankful you did.

¹Published in *Issues ...about Change* Volume 6, Number 1, Professional Learning Communities: What Are They And Why Are They Important? SEDL, Southwest Educational Development Laboratory website. <http://www.sedl.org/change/issues/issues61.html>. Accessed 10/31/13.

Stephanie Thomas has been the teacher-librarian at Parkrose High School for the past eight years. Previously, she was an elementary teacher-librarian in Livonia, Michigan. She is President Elect of OASL, a 2013 ALA Emerging Leader, and is an adjunct instructor in the area of educational technology integration at Portland State University. She can be reached at: kid.librarian@gmail.com

From the President's iPad *by Nancy Sullivan*



Nowhere has the value of OASL/OLA as my PLC been more obvious than at the OASL 2013 Fall Conference. This year's conference brought together school, public, academic, and other library staff on the lovely campus of Jesuit High School in Portland, Oregon. The energy of the exchange and synergy of ideas was palpable. And it was fun! There were so many highlights I could never list them all here. I heard attendees rave about everything from vendors, to seeing old friends and meeting new people, to the fantastic meals, and more.

For myself, I know I was able to go to work on Monday with new tools and strategies in my pocket. I wish I could have attended every session. We had an amazing program and it was very difficult to choose. I put some new books on my purchase list that Jerene Battisti and Angelina Benedetti (B&B) recommended during their Feast Your Eyes on New Literature for Teens session. I learned what Jan Snyder and Miranda Doyle are doing to incorporate both digital curriculum and eBooks into school libraries in their Lost in the Digital Jungle session and have some take-aways for my own library. And Deborah Ford taught me new ideas in her Using Technology in School Libraries workshop. Thanks to her example, I've already made a Voki to promote the Writing Center in my library.

Our authors were amazing. A.S. King shared ways in which libraries are at the heart of ensuring that students learn at the Friday Evening Dessert. The Celebration Luncheon with Carmen Bernier-Grand was truly inspiring, and Kadir Nelson's lecture about his life and work was awesome.

I'm always inspired by our amazing and talented award winners, as I was this year at the Saturday night awards dinner. The acceptance speeches always bring me to tears and remind me of the real and lasting impact school libraries have on children.

During the Kickoff Luncheon, Suzie Boss's talk, Connecting Classroom and Community with PBL, gave us concrete examples of what it looks like in schools where a culture of collaboration exists. And Keynote Speaker, Peter Pappas, provided exciting new opportunities for innovative projects to increase student learning, focusing on results.

These are just some examples of ways we address the "big ideas" that represent the core principles of professional learning communities.

- Ensuring That Students Learn
- A Culture of Collaboration
- A Focus on Results

For me it all boils down to clarifying what really matters.

I am unbelievably fortunate to have an administrator who gives me the flexibility to use my PLC time as I see most productive. I move between using that time to collaborate with teachers in my building and working on my practice in ways that will directly impact student achievement using OASL and OLA as my PLC. I passionately hope that all library staff can be supported in this way one day soon. In the meantime, even though most of us will be "volunteering" our time to get together via Google Hangout or Skype, attend Regional Spring Conferences, or find other creative ways to come together to create PLCs that will really serve us and our students, I sincerely hope we will do so for the sake of our kids and our professional growth.

In this issue, you'll read about the many ways our members are utilizing the power of this PLC. I hope you will learn some new ways to incorporate these resources into your work and add some of your own to the mix. I'm a better practitioner to have OLA and OASL as my PLC and I'm grateful.

Big ideas mentioned here came from an article on the ASCD website, "What Is a Professional Learning Community?" Read the full article here: <http://tinyurl.com/namzzmv>

Nancy Sullivan is the 2013–2014 OASL President and the teacher-librarian at Madison High School in Portland, OR. Email is the best way to reach her: president@oasl.olaweb.org for association business or nsullivan.pdx@gmail.com for personal communication.

SCHOOL LIBRARIES BRANCHING OUT
OASL FALL CONFERENCE 2013

Conference Photos/Fall Conference Award Winner Speeches

*Authors chair
 Paige Battle
 with author
 A.S. King*



*OASL
 Administrator
 of the year,
 Debi Briggs-
 Crispin*



*Authors Barbara Kerley and Liz
 Rusch with their CCSS Sheltalkers*



*One of
 our very
 generous
 retiree
 volunteers,
 Linda
 Ague, at
 the merch
 table*



*Interchange
 co-editor
 Dana
 Berglund
 with
 graphic
 novelist
 Barry
 Deutsch*

*Jim Tindall
 with the
 queens of
 booktalking,
 Jerene
 Battisti, and
 Angelina
 Benedetti*



*Authors Dawn Prochovnic, Carmen
 Bernier-Grand, and Rosanne Parry*



*Nancy Sullivan with
 author Kadir Nelson*



*OASL scholarship award
 winners Jan Woodworth-
 First Timer Scholarship,
 Ayn Frazee-Norma Zabel
 Scholarship, and Amy
 Richards-Scholarship Chair*

continued...

Fall Conference, continued...

OASL Secondary School Librarian of the Year: Karen Beazizo

I have many people to thank for this award, but first I want to share the reaction of my family. My eldest son heard the news and said *grunt*, which could have meant anything from “Great job Mom” to “What’s for dinner?” He is 14. My twelve year old who seemed to adore his mother said, “Secondary librarian? Who won first?” Kids keep you humble and grounded. I want to thank my partner Tracy and our kids for loving me and accepting cold cereal for dinner occasionally when I have a good book.

Thanks to OASL and my nominators for this award. I am in the fortunate situation to work in a fantastic high school, with people who are more like family than coworkers. My principal, Ed John, opened our back to school staff meeting a few years ago by suggesting we treat the students at our school as we would like our own children to be treated. I’d like to thank the people I work with, especially Mr. John who makes kindness and connection the priority and my friend and assistant Candy Snyder who ensures a welcoming environment for anyone who comes through our library.

It hasn’t been a good time for librarians in our district or across the country. Those of us who are left operate with a sense of appreciation for being able to do a job we love and guilt for our colleagues who can’t. Cynically, I hope the students we do come into contact with grow up to be taxpayers with fond memories of their school and public libraries. I want to thank the other polar bears left on this ice floe with me, the remaining librarians of my district who are working hard to ensure the integrity of our collections and the services we provide. Also, a thank you to Steve Cox, our leader who has kept us focused and dedicated to collaborating on projects that keep us relevant to the district.

I grew up in Eastern Oregon, Ontario, where the Malheur County library was my favorite place. My mom, Mary Beazizo, took us there religiously every Saturday morning, after chores but before grocery shopping. I was always fascinated by a desk that sat empty in the children’s area. I learned from one of the library ladies that it was supposed to be for a children’s librarian, but there was never funding. Despite this, I never considered being a librarian until I was in college. My mom constantly put it in my mind that I would grow up and get a master’s degree long before I knew what that was. She read to me, let me read anything I wanted, and set an example of what it means to have a curious mind. I am very grateful to have a mom who could teach me the importance of reading and educating oneself. She is an amazing person and mother.

OASL District Librarian of the Year: Catherine Sergeant

To say that I am honored is an understatement! To say that I did this all myself is simply not true. I have the very best assistants working with me at the high school, at the middle school, and at each of our 4 elementary schools. I work with a staff that is incredibly positive and strongly supportive of our user friendly library. I work with an administration that cares and supports and teaches and laughs and cries with us. I work in a district that always puts the students first. I am so very fortunate to be in this ‘village’ where “it takes a village to raise a child”.

I have learned a few things in my years of teaching...and no matter what subject I have taught, those things are always the same—be open, be honest, be helpful, love your students, form relationships, have a sense of humor, and learn something new every day.

I am standing in the midst of a group of courageous, hard-working, literacy minded people and I am thrilled to be able to help them continue to carry the torch of literacy. Thank you for allowing me to grow and learn from each one of you.

*OASL award winners L–R,
Catherine Sergeant, Heidi Pramuk,
Karen Beazizo, Bev Whiting
with Follett sales rep Steve Baker*



OASL Library Media Paraprofessional of the Year: Bev Whiting

It is an honor to receive this award and with gratitude I accept it.

I appreciate my nominators, Putnam High School principal Kathleen Walsh. She advocates for literacy, libraries and is a joy to work for. It is a pleasure to team with our media specialist, Donna Nedelisky.

Thank you, Grace Butler, Awards Chair.

I am grateful to Follett and Steve Baker for sponsoring the Library/Media Paraprofessional award.

We are fortunate for the leadership, support and professional development OASL provides. Thank you for an excellent conference!

continued...

Fall Conference, continued...

OASL Lifetime Achievement Award: Allen Kopf



Dictionary of the Heart

In college
I owned a large
hard-bound
Webster's Collegiate Dictionary
which was required
by the professor
who taught English 221.
It disappeared
around the time
my oldest child
left for college.
I always thought

that dictionary held
the most precious
words of mankind
hidden among the
pages of definitions,
parts of speech,
pronunciation keys,
and examples
of how to use the word.
Today, I have
The Merriam Webster Dictionary
in smaller paperback format

with 2000 new words and
over 70,000 definitions.
The cover tells me
that it is clear and precise.
I understand, however,
that the few
most precious words in my life,
both clear and precise
reside in my heart,
hidden away from others.

— Allen Kopf

I want to pull out some of these “heart” words to share with you. They are *Learning • Teaching • Sharing*.

All of which you are part of—here, today, at this conference. Thank you for making them happen each day, in our school libraries and classrooms.

I also want to thank OASL for seeing me as a worthy recipient of this award. I am humbled by it.

OASL Elementary School Librarian of the Year: Heidi Pramuk

Thank you. It is humbling, and such an honor, to stand in your presence to receive this award. Many of you have gifted me over the years—inspiring me with your ideas, with your encouragement, and with your dedication and enthusiasm for this work that we do. Thank you.

My dear friends from Woodburn: teachers, fellow librarians, and Jenny, my building principal—what can I say? Working with you is a joy that I look forward to each day. You support me, you challenge me, you push me to grow and learn, and, most important, you keep me focused on the kids. Thank you.

My thanks also to Steve Baker and Follett for the steadfast support you give to libraries and to librarians. Your knowledge, help, and guidance have been a constant resource for me over the years. Your continued dedication to quality literature, and your underwriting of conferences and sponsoring of awards like this one enable us to learn from each other and improve our practice and our library collections.

Greg, Nathaniel, Hannah, & Ben: thank you all, too. You are the ones who get to put up with my long hours, who get put to work at unexpected times, who listened to books late into the night, who spend “days off” helping me—you make it possible for me to do what I do. Thank you.

School librarians are in a unique position. We see every student in the school through all of their years in our school. We have the opportunity to influence students over time - to encourage them - to expose them to a multitude of books, genres, and formats. We have the opportunity to teach them about research and how to be honest and ethical in their use of resources. We have the opportunity to expose our students to a variety of viewpoints and ideas. We have the opportunity to turn them into readers who want to read—readers who know that reading opens the world to them.

We need to seize that opportunity. We live in a time where libraries and librarians are facing constant cuts. We live in a time where lack of reading ability in 3RD grade is used to project how much prison space will be needed when those children are adults. We live in a time where the inability to read well leads to a life of poverty doing menial jobs. The challenges facing us are overwhelming, daunting, impossible.

And yet, we accept those challenges because we know that the impossible does happen in our libraries. The exciting part is that we don't know which student it will be, which one will get excited by a research lesson and go on to make a new discovery as an adult? Which one will read a book and discover how to accept differences in people? Which one will read about an artist, author, scientist or conservationist and discover that an individual can make a difference? Which one will read about our form of government and be inspired to be a public servant... one that makes a positive difference? Which one??? We don't know which one. We can't know which one and so it becomes each one.

Each child could be the one we influence. Each student could be the one we inspire, the one we encourage, the one that learns a new way to see the world. Each child that enters your library could be the one.

That is our true challenge, to see the possibility in each student, in every student, and then to give them our best. That is a challenge worth meeting! Enjoy it!



OSLIS and PLCs: What's the Connection? *by Jen Maurer*

The Oregon School Library Information System, more commonly known as OSLIS, is a K12 website (www.oslis.org) providing access to quality licensed databases within an information literacy framework. Whoa! So formal. Let's break it down. OSLIS has three main elements:

- Information literacy resources to guide students through the research process
- Citation Maker, a tool for creating a bibliography or a works cited page in APA or MLA format
- Access to a group of periodicals databases (which contain articles, images, and multimedia content from encyclopedias, magazines, journals, newspapers, and e-books) and to LearningExpress Library (a test-prep, skill-building, and computer tutorials database)

Everything on OSLIS can be accessed and utilized by anyone with an Internet connection. The lone restriction is that the databases are only for Oregon residents.

Then there are personal learning communities. In my mind, PLCs are about give and take. We take the knowledge and ideas from those in our network, learn from each other, and sharpen our professional tools. But there is also the give side of things. Someone has to start a conversation, lead a committee, or initiate a you-fill-in-the-blank.

And there, folks, is the connection. OSLIS does not grow without you. Consider taking a turn on the content committee to help further develop the information literacy resources. Not ready to take that step just yet? Then please think about your role in promoting OSLIS with teachers and students in your school or district. When you drum up interest, you are not just promoting a resource; you are developing your leadership role in your school's PLC. If you are quick to come up with an idea or resource, guess who staff will think of in the future? Yes, you. And with the snowball effect, you increase the value and perceived value of your school library program. Both are important.

So, put on your marketing/mentoring hat and pick a couple of ways to kill two birds with one stone. When was the last time you asked for ten minutes to promote the Gale databases at a faculty meeting? Have you approached the Spanish teacher about setting up journal alerts for students to receive emailed Spanish-language articles from ¡Informe! or cornered the health teacher about using Health & Wellness Resource Center, a trusted source of information, for the annual research project? Have you asked to teach a lesson to the fifth-graders about plagiarism through which you point to Citation Maker?

OSLIS is a project of the Oregon Association of School Libraries. When I look behind the scenes of OASL, I hope to see you. Together we can give to and take from our personal learning community.

Jen Maurer is the School Library Consultant at the Oregon State Library, and her duties include working with OSLIS and the K12 aspect of the statewide databases. Previously, Jen worked with the bookmobile program at the Salem Public Library and was a teacher and school librarian for a dozen years, split between Texas and Oregon. You can reach her at jennifer.maurer@state.or.us.

Board but not Boring *by Linda Ague*

Participating in the Board activities of OASL is just like running your library—except kind of like running your library on steroids.

- While you organize a pathway to guide research on the Middle Ages for 6TH graders, the Board supports a team that develops OSLIS for the state and beyond.
- While you plan lunchtime book groups to encourage reading, the Board sets up a whole state of book groups on OBOB teams.
- You ask students to share their favorite books to round out your weekly book talks. The Board develops the Beverly Cleary Children’s Choice Award and ORCA.

You get the idea. The Board is a chance to be you, just bigger.

The Board formally meets four times a year but, just like your work in the library, the real work is done mostly between meetings and often not just by Board members. In the summer, the meeting has a retreat vibe (eating and drinking are encouraged) and the new president sets a direction for the year. The fall meeting follows the annual conference. We celebrate the good time we have had seeing folks we never see any other time, do a little number crunching, continue the discussion we started in the summer, and plan the next steps (all while recovering from all the conference eating and drinking). By the winter board meeting, most project leaders are able to report progress and sometimes even completion of a project. (Everyone is on post holiday diets, so it’s all about the quality of the coffee, forget the eating—except for chocolate.) In May, it is the passing of the guard (and because it is the end of the school year, most of us can’t remember the last time we had a chance to eat but are looking forward to some serious end of the year drinking).

The president passes the gavel and unfinished goals onto the president-elect who has spent a year thinking about “what next”. The president stays on the board as the past president to help tie up any loose ends and provide moral support. The out-going past president breathes a sigh of relief and often, after three years at the “head table”, wakes up the next morning surprised to discover he or she has become a “Board junkie” and has already signed up to serve in some new capacity. The new president-elect experiences a moment of panic and then realizes that although he or she may now be the captain of the ship, the oars are in the hands of many who are all oh-so-practiced at paddling upstream. One of those oars is in your hands.

There are empty positions on the Board right now. Check the website to see what positions are available at <http://www.olaweb.org/oasl-board-of-directors>. Do not think you should wait until you will be less busy. You are in education. You will never be anything but too busy. Contact OASL President Nancy Sullivan at nsullivan.pdx@gmail.com and let her know you are interested. She will be thrilled, and you will discover a whole new adventure inside OASL.

Even if you don’t see a Board position that fits your situation, OASL projects cannot be done by the Board alone. They need participation and input from people with a wide range experience and expertise. Volunteer. Say yes when you are asked. Bring your own ideas to the attention of the Board. Contact your region rep to make your presence known. (No rep for your region? You know what you should do next.).

OASL is your one and only organized voice for school libraries in Oregon. As we struggle to hang on to staffing for our libraries, it is the Board that leads the charge. We all need to take a turn to help keep the effort going. Someone once said, “Perfection is the enemy of progress.” Sometimes as individuals, we translate our fear of imperfection into a fear of participation, and that breeds apathy. We cannot afford apathy. There is no better time than now to be part of the action. Expertise is nice but willingness and caring are all that are required. They are what make the steroids unnecessary.

Linda Ague is retired from Cal Young Middle School. She is currently the parliamentarian on the Board but is fully aware of the fact that her real responsibility is to crack a lame joke when things get too serious and to make sure there is always chocolate available. She can be reached at lindaague@gmail.com

Unconferences *by Lynn Lary*

Unconference. Ed Camp. Collaboration. Learning. What do these phrases have in common? Professional development. You may not have heard the terms “unconference” (involves a fee) or “ed camp” (totally free to attendees) before, but essentially, they are a coming together of like minds who want to learn collaboratively. *Yep, you got it...they are simply ways to structure professional development that requires the learner to participate in the teaching.*

Last spring, the OASL Region 2/3 Spring Fling Conference was a hybrid conference model (see the conference web site for more details at <http://goo.gl/rrhYU>). If you look at the [Schedule](#) section of the web site, you will see that we had a few things that were pretty traditional—a couple of author talks and a book talk. But there were also morning sessions set up in the unconference format. How does this work? Great question!

When you run an unconference, it’s important to set it up so that there is time for certain things to happen—gathering the topics, having people vote, and then arranging the schedule. For this event, we actually asked people to submit topics that they would like to see offered or that they could facilitate during the conference as a part of the registration form.

What topic would I like to see offered at the Spring Fling?	What topic that I feel I could help facilitate a session on?
Anything on research for high school students. For example: Conducting Web Searches tips & shortcuts.	
Bibliographies for common core alignment Using technology in library lessons iPads in the library ebooks in the library	
Ebooks.	Ebooks.
Educational eBooks	Educational eBooks
Front window/shelf display ideas to motivate reading.	
I Pad apps to use with upper elementary or middle school.	Partner Up and Let's Read: Plan a unit to promote the love of reading and make it SOCIAL by allowing pairs of students to choose a book to read and do a variety of writing/drawing assignments while reading it. Examples: journaling, writing summaries, quizzes, timelines or book reviews, etc.
I would like to know more about affordable ways to develop digital collections (eBooks, databases, etc.) and how to manage and promote them. I would like to know how to teach critical library-related skills in ten minutes or less.	I take care of K-12 and don't focus on anything for very long! However I am very happy to help with whatever needs doing. (Let me know if it's dishes so I can bring my rubber gloves.)
Teaching information literacy, instant book talks sounds interesting, tech vs. the real thing (ie. dictionaries vs. online dictionary, atlases vs. google maps, encyclopedia vs. online encyclopedia)	Ebooks, the above question regarding using technology (willing to facilitate as I'm not an expert), collaboration, book promotions
	free ebooks from Gutenberg and how to get them into your catalog for easy access Common Core and school libraries

Responses were included on the [Session Topics](#) section of the web site for all to see. Of course, not everyone submitted topics, so as people arrived, we asked the same question and they wrote their topics down on paper and posted them on a wall. In some cases, topics were kind of similar, so we grouped them to form a single topic. Prior to the author talk, we handed out “blue dots” and asked people to vote for what they were interested in—they could use all their blue dots on one topic or spread them out—the sessions with the most dots were the ones that were offered.

continued...

Unconferences, continued...

The biggest thing though, is setting it up so that you can quickly figure out your schedule based on the most popular topics and at the same time, diversify offerings so everyone can find something of interest at any give time. The other really important thing to do (ahead of time) is to set up your “Session Working Docs”, a series of publicly editable Google Docs where participants can contribute to the “take aways” from the session. (Example: [Session Working Documents](#)).

A couple of tips about running your unconference:

- **Scheduling.** Figure out how to get topics from people (immediately as they walk in), organize them for voting (while they are getting coffee), provide time for voting (you will need to specifically give time/instructions regarding voting), and then enough time to build your schedule (during the opening keynote, breakfast, or other activity).
- **Seed your topics.** I always like to have a couple of superstar presenters who can lead a session on a high demand topic.
- **Give the pitch.** Plan enough time in between sessions to “give the pitch.” This is the time where all of the participants come back together and the conference facilitator introduces each of the upcoming topics and asks the person who posted it to give a 30 second blurb about the topic.
- **Lay the ground rules.** It is really important that participants understand that participating in an unconference is a lot like going to the gym—if you work hard when you are there (contributing, collaborating, learning), then you will leave stronger than when you got there. So, everyone contributes and there must be a projector/document camera in every room—even if the only thing that is projected are the session notes. The idea is that there is something visual for those people who are visual learners.

Of the four or five unconferences that I’ve been involved with, participants have been consistently positive about their participation. A couple of comments from our evaluation that probably best sum it up:

“I found the “unconference” format really interesting. I also loved the conference notes and bibliography posted online; what a great reference! It’s really wonderful to be able to glean information from the sessions I didn’t get to attend. Thank you for all your hard work!”

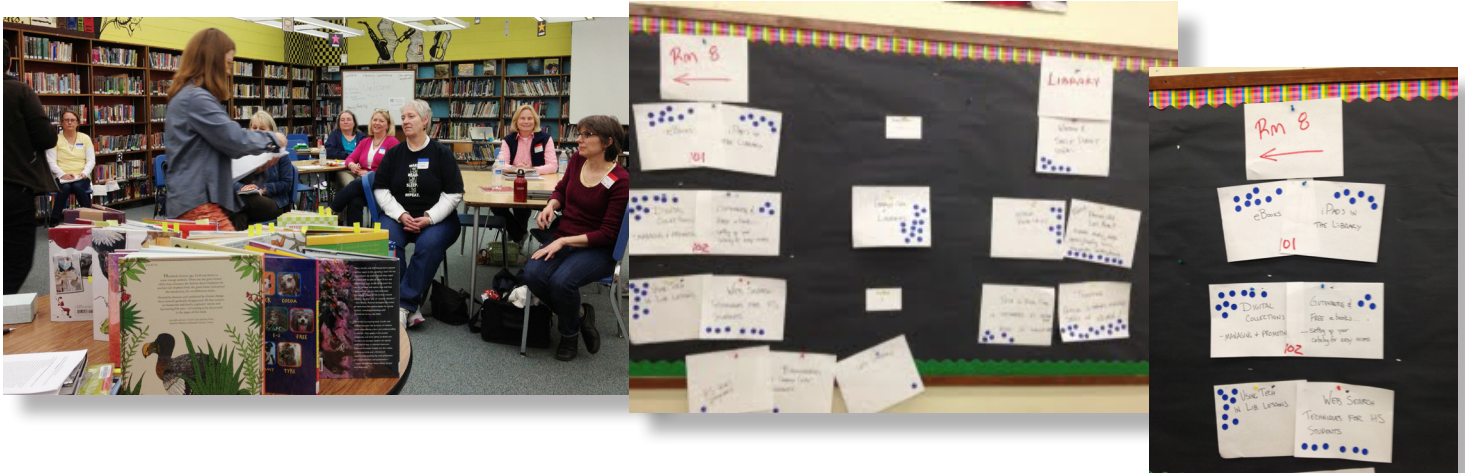
“Thanks so much for putting this on and something I noticed during this day long conference was the enthusiasm - it was very fun and invigorating! I believe to learn the best the people must feel like they are enjoying themselves and I did!”

Let us know if you’d like a Google Sites template for your own “unconference” and we will gladly make it available.

Learn More:

- [Notes on Organizing an Unconference](#)
- [Unconference](#)
- [Unconference \(Wikipedia\)](#)

Lynn Lary is the Instructional Technology Specialist & Media/Library Coordinator for the Springfield Public Schools in Springfield, Oregon, where she spends her time working with teachers and teacher-librarians to support 21ST century teaching and learning. Visit her at Libraries without Walls—a professional development resource for classroom teachers.



Add Virtual Members to Your PLC with Social Media

by Erin Fitzpatrick-Bjorn

Are you a Facebook member? Did you know that OASL has our own page on Facebook? Search OASL (Oregon Association of School Libraries) to find it. OLA also has a Facebook page: Oregon Library Association. Be sure to *LIKE* both pages. Moderators post upcoming events, author notes, educational opportunities, article and webinar links, job postings, photos of library happenings, and, of course, some library humor.

Certainly the members of OASL and OLA have a wealth of information to share, and I've never met a member who wasn't willing to make suggestions when I've asked, but there's also a wealth of information available out in the wider world. Twitter is one outlet for hearing from people outside the state who also have great ideas. Twitter posts are only 140 characters, so they're great for quick snippets of conversation. Tweets often have links to articles in them as well.

Twitter can be a bit overwhelming, but it doesn't have to be. One of the best features of Twitter is that you can just lurk at first, without making any commitment. I did this for the longest time. I couldn't interact with anyone as a lurker, but I didn't feel overloaded with information, either.

Log on to <http://twitter.com> and search a person you like or want to hear more from. Have a favorite author? Most of them are on Twitter. For example, want to know what AS King has been up to since she left us? Type her name in the search box, and then click on her. A list of her tweets will come right up. Does it look like she's in the middle of a conversation? Click the Expand button to see what she might be replying to.

You can also search hashtags (#) in Twitter to follow a particular topic. Search them the same way (be sure to type the # in the searchbox). For example, one popular hashtag on Mondays is #IMWAYR (It's Monday, what are you reading?). You can search it on a Monday, of course, or you can search it any other day to see what was recently posted under that topic. As you begin to follow Twitter, you'll catch on to different popular hashtags. For the most part, hashtags are designed to make tweets more searchable, although people can hashtag any word or phrase they want, and you'll definitely see some crazy ones. One of my favorites so far was from author Maureen Johnson who hashtagged something like #imsupposedtobeoneofthepeopleinchargeofthisevent

If you decide you like Twitter, you can sign up for your own account and follow people whose posts will then automatically post to your Twitterfeed, similar to a Facebook feed. Librarian Debbie Alvarez says about Twitter, "I adore Twitter. I love connecting with authors, teacher-librarians, ICT people, publishers, and more. I have connected with authors who actually have had Skype and in person author visits thanks to Twitter and additionally I fanatically follow and chat with a few Twitter folk." It's a great way to make broader connections, and I encourage you to explore it, even as a lurker!

Erin Fitzpatrick-Bjorn is the K–8 District Media Coordinator in the Gresham-Barlow School District. You can reach her by email at Fitzpatrick@gresham.k12.or.us or in the Twitterverse @aweekoraweekend.

Looking for people or hashtags to follow? Try some of these:

@edwebnet
 @joycevalenza
 @RossJTodd (professor at Rutgers)
 @sljournal (School Library Journal)
 @SLMonthly (School Library Monthly)
 @activelearning (Kristin Fontichiaro)
 @unquietlibrary (Creekview HS Library, Buffy Hamilton & Roxanne Johnson)
 @buffyjhamilton
 @davidloertscher (former SJSU professor)
 @JulieTrainGale (Julie Pepera, Gale trainer, but she seldom posts)
 @librarycongress
 @aasl
 @KCLance (Keith Curry Lance)
 @stylinlibrarian (Debbie Alvarez)
 @MrSchuReads
 @colbysharp
 @loveofxena
 @libraryfanatic
 @shannonmiller
 @MsHoughton
 @AmeDyckman
 @MatthewWinner
 @libraryreeder
 @mselke01
 @donalynbooks
 @CBethM
 @teachingLC (teaching with the Library of Congress)
 @actionhero Melissa Lim PPS Info Technology
 @kadirnelson
 @AS_King
 @suzieboss
 #nerdybookclub
 #sharpschu Colby Sharp and Mr. Schu' book club
 #IMWAYR It's Monday, what are you reading?
 #titlechat
 #kidlit
 #tlchat teacher librarian chat
 #ictchat technology
 #edchat education
 #bookaday

The Oregon School Library Standards *by Peggy Christensen*



The *Oregon School Library Standards* (OSLIBS) create a foundation for all school library programs. They were written by a group of teacher-librarians and media specialists from around the state. The committee that wrote the standards represented library personnel from public and private schools as well as an ESD. These professionals worked in districts ranging from one or two campuses to those who governed districts with more than 80. Together, the committee identified four instructional areas that should be a part of every school library program. These areas are Information Literacy, Reading Engagement, Social Responsibility and Technology Integration. The completed standards were endorsed by the *Oregon Association of School Libraries* (OASL) in the spring of 2012.

The standards were written to serve as a keystone for all who preside over a school library, whether they are certified or classified personnel. They were written with a concrete understanding that we are well into the 21ST century and no longer just looking toward the digital revolution, project-based learning, and, proficiency-based assessment. We are in the throes of it.

Some people, especially those who have had ready-access to digital technology, are comfortable with 21st century tools and programs; others are in a vortex of confusion. They feel as though they have been caught up in the rotor spin of the *Common Core* hovering over them. Regardless of where you are, the *Oregon School Library Standards* serve as a unifying structure for all who are in school libraries. They define how information is to be obtained and shared. They spell out how it is to be used responsibly in a democratic society. They establish direction for taking students from a beginning reader to developing life-long dispositions. And they delineate the role technology plays in all of this. Classroom teachers have standards that both define and dictate the direction students in their discipline area are to proceed. The *Oregon School Library Standards* provide a blueprint for teacher-librarians and library clerks. To see how they can be used as a guide for library instruction, access the OSLIBS web page <http://tinyurl.com/OSLIBS>. Look at the tab on “materials,” then use them. Study the crossover between the *Common Core State Anchor Standards* and the OSLIBS. Discover how your instruction and modeling intersects with the tasks classroom teachers have their students perform.

It is true that a number of school libraries in the state are taking big financial and staffing hits, if not suffering complete elimination. But it is also true that this is both an exciting and *crucial* time to be in a school library program. Think about how the *Oregon School Library Standards* are interwoven with the *Common Core*.

Research, information and other literacies comprise a significant portion of the *Common Core*. The library standards articulate the ingredients needed for teaching these processes. By both definition and tradition, librarians have been providing, directing and guiding students to the written word since the birth of the profession. Our library standards address cultivation of skills related to complex and non-fiction text. The skills are a critical part of the *Common Core* and at the foundation of the library standards. Teaching and using technology and content in a responsible way are sprinkled throughout the *Common Core*. They are also integral pieces of librarians’ daily tasks. Again, Social Responsibility and Technology Integration are two of the cornerstones to the *Oregon School Library Standards*. A preponderance of skills and dispositions mandated in the *Common Core* are encompassed in the *Oregon School Library Standards*.

There is a lot of crossover between the OSLIBS and the *Common Core*, but one area where the two are strikingly different is that the library standards call on the learner to assess the effectiveness of the tools, questions, strategies, processes and products they used and created. This is a critical piece because if we want students to be the stewards of their individual growth, then we need to call upon them to examine where that growth has taken place and where weaknesses still reside.

Responsible use dictates that we make our library standards the hallmark of every lesson. Professional integrity demands we use our own standards. The *Oregon School Library Standards* guide us and they unify us. They are the measure by which we should be held accountable.

continued...

Oregon School Library Standards, continued...

The standards can help transform a program from random to relevant and take those who are unsure from confusion to confidence. They provide us with a common language so we can establish common goals. Teacher-librarians, library media clerks and library assistants benefit from them. Armed with the library standards, teacher-librarians have the design plan they need to move forward not only within their profession, but to provide leadership to their constituents.

Peggy Christensen is the teacher-librarian at Marshfield High School in Coos Bay, Oregon. She serves on the OASL Board as District Representative and chairs the Oregon School Library (OSLIBS) standing committee. You can reach her at peggyc@coos-bay.k12.or.us

INTERCHANGE

Interchange as a Piece of Your Professional Development

by Erin Fitzpatrick-Bjorn and Isaac Gilman

OASL's journal publication *Interchange* is printed three times a year—fall, winter and spring. The fall issue focuses on our conference offerings, and the other two issues are devoted to a wide variety of topics pertinent to school libraries. All of our issues are posted online (<http://www.olaweb.org/oasl-interchange>), and back issues can be viewed. Although you don't need to read each article as carefully as my co-editor Dana Berglund and I do, I encourage you to make some time to read through each issue. You're sure to get some good ideas that will come in handy in your own work.

I also encourage you to think about writing articles for *Interchange*. Sharing the valuable and innovative work that you do strengthens our organization. Coming up this spring we will be publishing a joint issue with the Oregon Library Association focusing on *Libraries across the Lifespan*.

Oregonians interact with libraries throughout their lives. For toddlers, there is story time. For children and teens, there are school libraries, teacher librarians, public libraries, and summer reading. As young adults, college and university libraries strengthen research skills and open new worlds of knowledge. And after graduation, public libraries again welcome everyone through their doors (and don't forget special libraries—medical libraries, law libraries, and others—for those who need them).

Although every type of library—from public to school to academic to special—offers different collections and different services to meet the needs of our patrons at various points in their lives, all libraries have a shared mission: provide everyone with equal opportunities to access information, to explore, and to learn. Our upcoming special joint issue of the *OLA Quarterly* and OASL's *Interchange* will celebrate people, projects, and services at libraries across Oregon that are living that mission; it will offer a snapshot of how Oregon libraries are working together to serve Oregonians across their lifespan.

For this issue, the editors welcome submissions that describe and/or evaluate projects or services that have had a positive impact on the communities they serve. Articles that focus on services aimed at a specific age group (e.g. children, teens, college students, adults, older adults) are especially encouraged, as are submissions that describe collaborations between different types of libraries (e.g. between school and public libraries or school and academic libraries, etc.). The editors hope to publish a variety of articles that provide examples of library services across the lifespan.

continued...

Professional Development, continued...

We know OASL members are doing excellent things in school libraries and creating powerful partnerships with public and academic libraries. Please share these great happenings! If you have an idea for an article for this joint issue, or if you have questions, please contact OASL guest editor Ayn Frazee, at FrazeeA@wlwv.k12.or.us.

Submissions must be received by January 6, 2014 to be considered for the issue. (If you are receiving this after January 6th and have an article idea, please contact Ayn Frazee.)

Erin Fitzpatrick-Bjorn is the K–8 District Media Coordinator for the Gresham-Barlow School District. She is also the coordinating editor for Interchange. You can reach her at fitzpatrick@gresham.k12.or.us

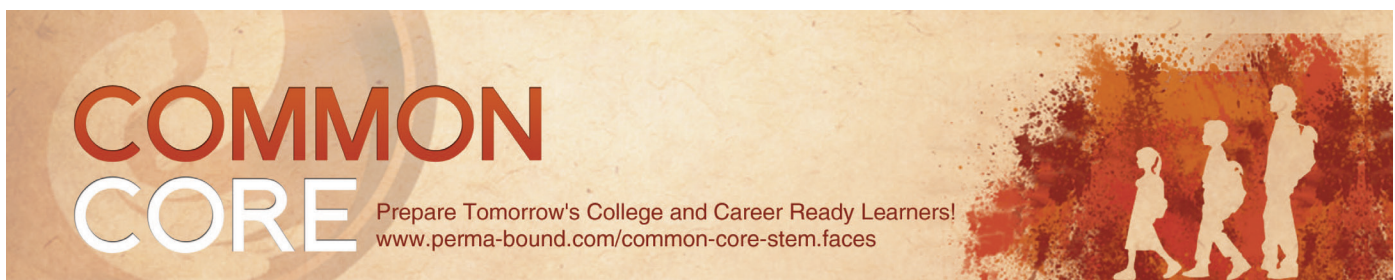
Isaac Gilman is Scholarly Communications & Research Services Librarian at Pacific University. He is also the President of ACRL-OR, the academic division of OLA. You can reach him at gilmani@pacificu.edu

The OASL Listserv by *Kate Weber*

An OASL Listserv Haiku
Alone in the stacks
Hark! A dispatch from Jen Maurer!
Connected once more...

The OASL listserv is one of the many benefits of membership in OASL. It provides a link to community in a field where we're often the only person doing what we do in the school or district. In your inbox on any given Tuesday, you might find a question about books on a certain topic, a list of school library-focused professional development opportunities, or a link and description for a new online tool that will shake up the way you do business.

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The OASL Listserv, continued...

It's easy to join. Once you become a member of OASL, you're automatically added to the listserv.

It's easy to contribute. Just send an email to oasl-all@ola.memberclicks.net. There is netiquette to be followed, of course, which can be found on the OASL Listserv page: <http://www.olaweb.org/oasl-listserv>

It's easy to change your settings (unsubscribe, re-subscribe, or change the email you send from and receive messages to).

- Go to www.olaweb.org/oasl
- Click login at the top of the page and log in
- Hover over the Home button and click My Profile
- Hover over the My Features tab and click on E-Lists

From here you can subscribe, unsubscribe, or change your email address.

Questions or issues? Email listserv@oasl.olaweb.org.

Post away at oasl-all@ola.memberclicks.net!

Kate Weber is the OASL Listserv Chair and the Data and Library Specialist at Lane ESD. You can reach her at oasl-all@ola.memberclicks.net.

Pressing On—The Newsletter of the Oregon Association of School Libraries *by Ruth Murray*

On the first day of each month, a newsletter is sent to the membership through email. The letter outlines the events of the past month, ideas for teaching, book reviews, and many suggestions for professional development.

Pressing On helps to connect our membership to the events and business of the organization. Much of the information presented within the newsletter is contributed by members of OASL.

Members are asked to give ideas, suggestions, news, and keep us informed of what is happening in your part of the state. The site for the webpage is Oregonlibrarylady.org and every month there is an entirely new site. Presently we have no archives of previous letters. You may always contact Ruth Murray (murrayr@pdx.edu) if you wish a copy of a story that was printed in a previous letter.

Please take the time to contribute and to read the communication between you and OASL. Want to read the latest issue? Just go to oregonlibrarylady.org

Ruth Murray is an instructor at Portland State University and editor of Pressing On, a newsletter of the Oregon Association of School Libraries. You can reach her at murrayr@pdx.edu.

OASL Scholarships *by Amy Richards*

OASL offers several scholarship opportunities which may be of interest to you. Please read about our scholarship program, and consider applying for one if you meet the criteria.

Academic Scholarships

Academic scholarships may be used to assist the recipients to further their education in summer or academic year coursework at any accredited college or university. Applications are due in May of the year awarded, and recipients are notified in June.

Selections for academic scholarships are based on the following:

1. Applicant's potential for professional contribution in the field of educational media/instructional technology.
2. Oregon residency or employment in an Oregon school.
3. Experience related to the field of educational media, communications or technology, such as employment, field experience, course work, service to the field through OASL activities, and membership in other professional organizations, etc.
4. Two letters of recommendation from persons familiar with the applicant's professional qualifications and leadership potential.



Joyce Petrie Scholarship

The Joyce Petrie Scholarship, in the amount of \$800, is offered by OASL to undergraduate students working toward an educational media endorsement or individuals studying at the graduate level in the fields of educational media &/or instructional technology.

Heidi Sumner—Joyce Petrie Scholarship Recipient



Norma Zabel Scholarship

The Norma Zabel scholarship, in the amount of \$1500, is offered to qualified graduate students who are studying in the fields of education media &/or instructional technology.

Ayn Frazee—Norma Zabel Scholarship Recipient



Conference Scholarship

The First timer Scholarship is offered to Oregon school library staff members (certified or classified), in order to attend their first OASL conference. This scholarship will cover conference registration, and a ticket to the Celebration luncheon. Applicants will be judged on the basis of how the conference will benefit them professionally, as evidenced by both the personal response and administrator's supporting statement. Applications for the First Timer Scholarship are due at the end of August, and recipients are notified in September.

Jan Woodworth—First Timer Scholarship recipient

Congratulations to the 2013 OASL scholarship recipients! Please check the OASL website or contact Amy Richards, Scholarship Chair for more information. <http://www.olaweb.org/oasl-scholarships>



Amy Richards is the Library Media Specialist at St. John Fisher School in Portland. In addition to teaching, she enjoys traveling with her husband, cooking, and playing with her dogs, Fish and Taco. You can reach her at scholarship@oasl.olaweb.org



Welcome to OLA! *by Penny Hummel*



As the 2013–14 president of the Oregon Library Association, I am very pleased to offer these words of welcome to all my colleagues in school libraries via the Interchange. I joined the OLA board at a time when OASL’s transition to becoming a division of OLA was well underway, but as we have worked out the details of this marriage, I have been regularly enriched and enlightened by the creativity, energy, commitment and resilience that all school librarians seem to possess. Really, how did OLA manage without you for all these years? Now that OASL is a part of OLA, we are all more empowered to promote the joy of reading, emphasize the importance of information literacy, and, above all, to underscore the value of well-supported and well-staffed libraries. Our increased capacity to speak as one voice can only make us stronger.

Within this issue, you’ll find information about myriad opportunities for ongoing learning and professional development. I hope you’ll pay particular attention to those sections devoted to activities and resources within OLA as a whole, as OLA has much to offer you—just as you have much to offer OLA.

One of the most enjoyable aspects of my own involvement in OLA thus far has been to experience the rich cross-fertilization of ideas as they pass back and forth between academic, school, public and special librarians. Each slice of our profession has something important to teach the rest of us, providing fresh perspectives and new ways of seeing our efforts to serve. We are all teachers—and we are all learners. In that spirit, I hope to see many of you at the next OLA conference, to be held April 16–18, 2014 at the Salem Convention Center. Our theme is “The Inside Out Library,” with an emphasis on innovation, transformation and outreach. Join us in the ongoing conversation about what it means to be a librarian in Oregon!

Penny Hummel is a library consultant, the former director of the Canby Public Library, and the president of the Oregon Library Association. She can be reached at phummel.ola@gmail.com

The OLA Quarterly by Sara Kelso



As library professionals, students, and patrons, we thrive on sharing. Providing helpful resources and information to answer questions, serving the community, and discovering new ways of learning are central to our mission. We spend most of our time out there “in the trenches” of information service, doing the actual “service” part of our jobs, while still finding time to attend conferences, webinars, networking events, and contributing to conversations on listservs. Librarians are a busy bunch!

It’s no secret that our profession is constantly evolving, and at a lightning pace. Want an excellent way to contribute to that critical body of knowledge by sharing with your colleagues? You’ve got a lot on your plate, no doubt, but consider adding your insight, experience, and professional expertise to a publication serving library-minded folks beyond your workplace.

The *OLA Quarterly* journal is an excellent place to contribute and share your discoveries, trends, triumphs and victories, small setbacks and struggles in the library world. The journal provides library folks throughout Oregon with an opportunity to see what’s happening, from the big universities to the rural one-room libraries. It is a perfect place to share your experiences and passion for the profession. The *OLA Quarterly* seeks to connect people in the library world and better the profession by supporting what you already do best—sharing information. Inspire MLS students, connect with new colleagues and ideas, and keep the rest of us current! Tell us about your new programs and team projects, the feedback you get from patrons, the groundbreaking research making waves in your library! Add to your body of work with a published article.

Perhaps articles aren’t for you; I understand. As an editor, this is my first foray into “public” writing, and I’ll be honest, when OASL’s Stephanie Thomas asked me to provide something promoting OLAQ and OLA, I was a bit nervous. As an OLA member and an MLIS student, however, I can say this with confidence: being involved in OLA and working on a committee—helping to publish the journal—has been the most rewarding and beneficial experience one could hope for. Librarians are so supportive, and I’ve never seen a profession that so genuinely wants for everyone involved to succeed. If we’re lucky, all that hard work translates into happy patrons. Consider the ripple effect, that’s all I’m saying.

So now that you’re excited to add your expertise to our growing body of knowledge with an article, how do you go about doing it? The OLA “Publications” page has some information on the frequency of publication, some basic guidelines, and archived issues so you can familiarize yourself with the format and past content. Exciting news! The journal will soon be hosted in a beautifully streamlined interface, thanks to the hard work of Isaac Gilman at Pacific University, which has so generously offered to host the journal. Starting Spring 2014, getting involved will be easier than ever, so start writing now! In the meantime, please feel free to contact me directly with any questions you have about the OLAQ.

I look forward to hearing from you!

Sara Kelso is the Senior Library Assistant for the Tigard Library, assisting patrons with reference and technology needs in the reader services division. She is an active member of OLA, working for the communications committee as the coordinator/editor for the OLA Quarterly. She is currently completing her MLIS with the San Jose State University School of Library and Information Science, where, as a student, she works on the publications team as content editor for SRJ, the peer-reviewed student research journal at SJSU. You can reach her at Sara.kelso@gmail.com

The Role of the OLA Library Development and Legislation Committee

by Janet Webster and Abigail Elder

Some, not all, librarians cringe when they hear the words “politics,” “legislation,” “lobbying.” Others don’t cringe, but are not sure how to integrate these concepts into their professional lives. And then there are some who want to know what’s happening so they can be involved or at least informed. All of us should be in the last category. That’s one mission of the OLA Library Development and Legislation Committee. We exist to monitor what’s going on locally, statewide and federally in the legislative and political arenas that may have an impact on libraries.

The [committee’s web site](#) provides links to the topics we are currently exploring and OLA’s stance on them when appropriate. Last year, we talked about topics such as enhancing access to legal information statewide, educating legislators about information literacy, and defining OLA’s stance on social media and employee privacy. The committee represents the wide spectrum of OLA’s membership and includes the OASL chair as an ex-officio member. Carol Dinges (Lebanon Public Library and formerly of the Lebanon Public Schools) serves as a regular member of the committee.

School libraries are always on the committee’s mind as we struggle to convince lawmakers about the importance of school libraries and librarians in developing successful students and citizens. For instance, in 2009, OLA and OASL worked together to pass HB2586 passed that requires school districts to include goals that implement strong school library programs in local district continuous improvement plans. The OLA Board recently adopted a revised [Legislative Agenda](#). One of the four areas of focus is lifelong learning and literacy, including to “advocate for restoration of services, resources and staffing of Oregon’s school libraries.” We anticipate that the entire OLA membership will endorse the agenda and help us move it forward. The Library Development and Legislation Committee looks forward to working on the strategies to promote literacy in Oregon. We also are here to help the library community overcome the cringe factor associated with politics.

Janet Webster and Abigail Elder are the co-chairs of the OLA Library Development and Legislation Committee. Janet works at the Oregon State University Libraries and Abigail at the Beaverton Public Library. You can reach Janet at janet.webster@oregonstate.edu and Abigail at abielder@gmail.com.

OLA Professional Development Resource: Libs-Or Mailing List by Jerry Curry

For nearly two decades, the Oregon State Library has hosted the Libs-Or mailing list in order for the Oregon library community to share information and stay informed about job opportunities, grants, gift offerings, meetings & conference announcements, training opportunities, and a myriad of other library related topics.

We welcome all subscribers, however we do ask that our subscribers refrain from posting items of a commercial nature or endorsing Oregon political candidates, legislative measures, and ballot measures or initiatives.

Come network with nearly 2000 of your library colleagues by subscribing to the Libs-Or mailing list. You can subscribe and manage your subscription by visiting the list information page at: <http://listsmart.osl.state.or.us/mailman/listinfo/libs-or>.

Some helpful tips about the Libs-Or list:

- Once subscribed, you can post to the list by addressing your message to libs-or@listsmart.osl.state.or.us.
- A browsable archive of list posts is available from July 2002 to present at: <http://listsmart.osl.state.or.us/pipermail/libs-or/>
You can use Google to search the Libs-Or archive by using a site specific search command, site:
listsmart.osl.state.or.us/pipermail/libs-or/

In addition to Libs-Or, the Oregon State Library hosts 725+ other mailing lists with well over 610,000 subscribers. We can host a list for OASL and our list request form is available at: <http://library.state.or.us/services/lists/request/index.php>

Please let me know if I can answer any questions about our Oregon State Library hosted email lists.

Jerry Curry is the Libs-OR Administrator at the Oregon State Library. You can reach him at jerry.w.curry@state.or.us or at 503-378-5008.

OLA Hotline by Ann Scheppke

The *OLA Hotline* arrives in all OLA members' in-boxes on the 1ST and 15TH of every month. Published since 1995, it serves to disseminate news about the association to all its members. But like all things worth doing, there is another, more subtle, reason why the *Hotline* is an important component of OLA membership. Put simply, the *Hotline* provides connections.

Oregon is a big state, and, with more than a thousand members, OLA is a big organization. It's just human nature for all of us to focus on what's closest and most familiar: our own town, our own library, our own specialty, our own OLA niche. The *Hotline* reminds members that we are all a part of something bigger.

Yes, it is important for law librarians to know about the issues that confront public, academic, and school librarians. Yes, it is important for public librarians to be aware of the challenges that our school library brethren face. Yes, it is important for OLA members to be introduced to new members and to each other. And yes, it is important for school library workers to be reminded that there are others who share their vision of information literacy for all Oregonians. The *Hotline* does all these things and more by allowing members to share experiences and opportunities with the entire organization. In the past few months, in addition to articles about conferences and issues, the *Hotline* has published articles introducing new members, celebrating award recipients, exploring the complexities of funding new facilities, and encouraging OLA members to participate in state-wide initiatives and become more politically engaged.

Although most *Hotline* content is provided by OLA officers, unit leaders, and roundtable and committee chairs, any OLA member may submit an article, and almost all articles submitted are published. Submissions are accepted any time, but the deadline for any particular issue is 5 p.m. the day prior to publication. The primary criteria for articles are that they are about libraries or the people that make libraries work, and that they are timely. Articles carry the byline of the submitter, and are edited very lightly; every effort is made to retain the voice of the article's author. For those who prefer to get their Oregon library news on the web, all content in the *Hotline* is also published in OLA's *Hotline Blog*, found at olahotline.wordpress.com

My guess is that there are plenty of OASL members out there who are just itching to share a terrific idea, opportunity, observation, or insight. What's holding you back? The *Hotline* awaits.

Ann Scheppke has been the editor of the OLA Hotline for the last 2½ years, and is co-chair of OLA's Communications Committee. She is a reference librarian at Salem Public Library. You can reach her at ascheppke@gmail.com

OLA Awards and Scholarships by Leah Griffith

Oregon Librarian of the Year may be awarded to any Oregon librarian who has been working in an Oregon Library for at least two years in a paid professional position. The nominee must demonstrate excellence in library service in his or her community and to Oregon libraries. The nominee must be a member of the association.

Oregon Library Employee of the Year may be awarded to any Oregon library staff member who has worked in an Oregon library for at least two years as a paid staff member and demonstrated excellence in library service in his or her community.

Oregon Library Supporter of the Year may be awarded to any volunteer, volunteer group, library Friend, board member, government official, or other individual who is not a paid library staff member and who has demonstrated excellence in supporting and promoting Oregon libraries.

Oregon Library Association Distinguished Service Award may be awarded to any Oregon librarian or library staff member, who has been in the profession for 15 or more years, has worked in Oregon libraries for at least ten years, and is currently a member of OLA, for exceptional service over a period of years.

OLA MLIS Scholarships Program

The Oregon Library Association offers financial assistance for eligible Oregon residents enrolled or planning to enroll in ALA accredited masters' degree programs in library and information science. The deadline for submitting applications for the next academic year is on or close to March 1. To check the deadline, and to apply, go to the scholarships catalog of the Oregon Student Assistance Commission at <http://www.getcollegefunds.org> and find OLA's scholarship program by searching for program 471.

Leah Griffith is the OLA Honors, Awards, and Scholarships Chair. You can reach her at leah.griffith@newbergoregon.gov.

OLA Mentor Opportunities

The goal of the OLA Career Mentoring Program is to provide encouragement, support and guidance to early-career librarians (with less than five years of professional experience) to promote their professional development and growth.

A mentor is a mid-to-late career (with five or more years of professional experience) librarian who listens and provides guidance to librarians at the start of their careers. Mentors and mentees must commit to one year in the program (with the option of nine months for librarians on nine-month contracts) and have contact 5-6 times during that period. The mentoring relationship can last beyond one year if the mentor and mentee choose.

Benefits of mentoring programs

- Early-career librarians have the opportunity to develop professional skills and a sense of direction.
- Experienced librarians can contribute to the profession by helping to develop future leaders.
- Both early-career and experienced librarians can learn from each other's perspectives and experiences.
- Both early-career and experienced librarians can develop enhanced listening skills and the ability to communicate with respect.
- The profession as a whole can benefit from the opportunity to capture knowledge from senior library leaders.

Mentor Program Forms:

To become a mentor, log on to <http://tinyurl.com/OLAmmentorapp>

To be a mentee, log on to <http://tinyurl.com/menteeappform>

The OLA Mentoring Program is managed by the OLA Membership Committee and the administrators are

Meredith Farkas, Portland State University Library

Shirley Sullivan, Beaverton City Library

Emily Papagni, Multnomah County Library

Please contact the Mentoring Program Administrators at mentor@olaweb.org with any questions or concerns.

Current List of other OLA Projects Seeking Your Help (excerpted from the OLA website)

Get Involved • Network • Develop Your Marketable Skills • Support Your Profession

OLA Unit: [Oregon Association of School Libraries](#)

Project: Coordinate the compilation of a K–12 library contact list of staff at Oregon K–12 libraries. Help OASL identify staff and create a contact list for collaboration, conferences, surveys, and professional development opportunities. Identify staff who provide instruction. Because this is a big project, multiple volunteers will be welcome.

Contact: Nancy Sullivan, OASL President

Email: president@oasl.olaweb.org

OLA Unit: [Library Development and Legislative Committee](#)

Project: Here's your chance to help OLA make a difference through the legislative process as well as help libraries work for change and growth. We meet five times a year when there isn't a legislative session and a bit more during those with active sessions. Be prepared to learn how to talk to legislators and local policymakers. Get engaged and join this fun and lively committee.

Contact: Janet Webster, Chair

Email: janet.webster@oregonstate.edu

continued...

OLA Projects Seeking Your Help, continued...

OLA Unit: [Children's Services Division](#)

Project: Way back in 1998 a group of youth library advocates banded together to draft a set of guidelines for the purpose of improving library service for Oregon's youth.

Fast-forward 15 years. Youth services has seen some major shake-ups over the years. From early literacy education and expectations of caregiver interaction to electronic information delivery mechanisms and interactive play spaces, our present youth services landscape has blossomed in many new and exciting ways.

The Children's Services Division needs your help! We are looking to form a Committee of people dedicated to updating and revising the Youth Services Guidelines. We are looking for folks with varied library experience, with representation from libraries small, large and in-between. All committee work will be conducted online. This is your opportunity to get involved in an OLA committee and to set a new standard of excellence in library service to youth!

Contact: Korie Jones Buerkle, CSD Chair-Elect

Email: korie.buerkle@newbergoregon.gov

OLA Unit: [Intellectual Freedom Committee](#)

Project: The Intellectual Freedom Committee would like to invite public library staff members to join the Committee in its work of supporting intellectual freedom in libraries throughout Oregon. The Committee meets about five times a year, and members can attend by conference call. The Committee has a number of ongoing projects, including supporting the Oregon Challenged Books database and the online Intellectual Freedom Toolkit, sponsoring conference sessions at the OLA conference, and working with the Legislative Committee. For every project, the Committee needs the insights and experience from a wide range of library types, which is why we are eager to get more voices from public libraries.

Contact: Roberta Richards & Garnetta Wilker, Co-Chairs

Email: rrichard@pcc.edu & gwilker@pps.net

OLA Unit: [Support Staff Division](#)

Project: Archivist—1 year term

Join the awesome team of the Support Staff Division, as you take over the 20 years worth of history of this professional organization, in the process of being digitized. Help us find a reliable method of storing the information online, with an eye to future searchability. Bring your tech savvy and love of history, work alongside your peers and learn all about the amazing people who have kept SSD strong since its beginning. Membership in the Oregon Library Association is a requirement—we can help with that!

Contact: Susan Bacina or Margaret Harmon-Myers

Email: susan.bacina@oregonstate.edu or Margaret.HarmonMyers@ci.eugene.or.us

OLA Unit: [Northwest Central](#)

Project: Content Harvester— Help keep the Northwest Central library continuing education website robust by posting upcoming continuing education events or resources. You could arrange to work 1–2 hours a month posting new content from training resources such as ACRL, Booklist, InfoPeople or others, or you could work for a block of time that fits your schedule adding content (in your area of expertise or an area recommended by the NWCentral administrator). This is an excellent way to immerse yourself in the environment of library continuing education and get skills using a Drupal-based content management system.

Contact: Gina Bacon

Email: gina.bacon@pcc.edu

continued...

OLA Projects Seeking Your Help, continued...

OLA Unit: [Intellectual Freedom Committee](#)

Project: Keeping the IFC web presence current

Contact: Roberta Roberts and Garnetta Wilker

Email: rrichard@pcc.edu and gwilker@pps.net

OLA Unit: [Support Staff Division](#)

Project: Mobile technology training for support staff

Contact: Sean Park

Email: spark@cclsd.org

OLA Unit: [Communications Committee](#)

Project: Ad Coordinator—The ideal candidate would be a self-starter who has solid outreach skills and who is motivated to develop a network of advertisers. In addition to soliciting ads, the Coordinator bills advertisers, updates the OLA Quarterly ad sheet, and works with the OLA Quarterly editor to identify potential advertisers. Time commitment varies, with 3–4 hours a week required near the time of publication, to much less between issues.

Contact: Sara Kelso

Email: sara.kelso@gmail.com

Portland State University Offers Classes to Meet Many Needs *by Ruth Murray*

While we are saddened by the demise of several outstanding library media programs in Oregon and we hope that the number of school librarians will increase in the next couple of years, so our friends from George Fox and Western can continue to offer outstanding library programs, we are adding to our PSU programs now.

Since we introduced our [Certificate in Instructional Technology](#), we have had a lot of questions and excitement around our new courses. If you are looking for a 1 to 3-credit course to add, if you are excited about new ways to love technology, or if you feel handicapped by a lack of understanding of it, you may want to look into these classes.

We are offering classes such as [Collaborative Technology Tools in the Classroom](#) winter term, a 3-credit course which meets twice on campus but can also be tailored to a fully online format for you if you can't make it downtown (or don't want to pay for parking!). Here are some of the topics that are going to be discussed in the course:

- Digital citizenship--etiquette, legal aspects, communication, commerce, addiction
- Project management--planning, scheduling, designing work flow around educational
- Consensus building--using technology tools to bring issues/solutions to the front of the
- Publishing and presentation tools
- Video conferencing tools

We are also offering LIB 408/508 Literature for At Risk Youth, and in the spring will offer LIB 408/508 Multicultural Storytelling, and LIB 408/508 Picturebooks and 21ST Century Literacies .

We are offer a variety of classes for one to three credits that can help you retain your license while learning new skills. Most of our classes are open to anyone. You need not be a graduate student to take our electives or to work on our Certificate of Instructional Technology or Children's and Young Adult Literature certificate.

Portland State University is an accredited university that will offer you the best and personalized education you need. Whether it's the Technology Certificate, Children and Young Adult Literature certificate, or our library endorsement and Master's degree, we can design a plan for you. With few on campus meetings (and none if you are at a distance) we can make it easy for you to take classes at your own pace. We are even a part of the Read Oregon certification.

Let me know if you have questions about these amazing programs or need help with registration.

Ruth Murray is an instructor at Portland State University and editor of Pressing On, a newsletter of the Oregon Association of School Libraries. You can reach her at murrayr@pdx.edu.

Portland Community College's (PCC) Library Assistant Course Offerings *by Lori Wamsley*

Portland Community College's (PCC) Library Assistant certificate program is offering the following courses this winter:

ED 103

Desktop Publishing for Educators

ED 111

Collection Development (online course)

ED 112

Intro to Children's Literature

ED 119

Library Access Services (online course)

ED 122

Library Technical Services (online course)

ED 134

Library Technology I (online course)

ED 136

Learning with Technology (online course)

ED 224

Foundations of Education (online course)

ED 260

Multicultural Literature:Child/Young Adult

Registration for Winter classes is now open and can be done through this website: <http://www.pcc.edu/registration/>

Winter classes begin January 6, 2014.

For more information about PCC's Library Assistant certificate program, please e-mail Lori Wamsley.



The library media assistant works in all aspects of library and media center operations.

Lori H. Wamsley, Ph.D. is on the faculty of the Education Department/Library Assistant Program at Portland Community College's, Cascade Campus. You can reach her at lori.wamsley@pcc.edu

VIEW ARCHIVES

Future Ready

By Keith Krueger

eSCHOOL NEWS

‘Connected educators’ spur connected learning

October has been designated by the U.S. Department of Education as “Connected Educator Month.” How are you and your school or district participating?

What is a ‘Connected Educator’?

There is increasing evidence that online communities of practice (CoP) and learning networks are helping hundreds of thousands of educators learn, reducing isolation and providing “just in time” access to knowledge and opportunities for collaboration.

That sounds good, but what exactly is a CoP? It’s an online environment in which practitioners connect to share resources, problem-solve, and develop professional learning networks around common areas of practice. CoPs are characterized as having the following building blocks:

- A shared area of professional interest (Domain); for example, data-driven decision-making or STEM or research.
- Interactions around the commonality of the domain that build a collective identity (Community); examples of online environments might include webinars, discussions, chats, or virtual field trips.
- Shared experiences, stories, tools, and techniques (Practice); for example, wikis that build shared knowledge and strategies or collectively solve problems.

There are often many linkages that connect online CoPs and their members to other online communities and resources, such as blogs or RSS feeds from social networks. This builds even stronger communities.

Too few benefiting

While use of these new online environments is growing, many educators are not yet participating—and others aren’t realizing the full benefits. Last year, it was estimated that only a quarter of U.S. educators regularly use online

CoPs for professional uses.

Too many educators do not see sharing their practice beyond the walls of their schools or even their classrooms as a key professional responsibility. Some educators even believe that seeking support and guidance in online spaces signals a professional weakness.

Many school systems do not recognize and reward this essential professional learning. Most critically, the challenge of bringing these educators online is not simply a matter of raising awareness, acquiring a new technical



Keith Krueger

communication among teachers, school leaders, and educators within our district and across the globe. Teachers can enroll in a variety of special interest courses, from personalized learning to job-alike groups.”

The connected educator model is a powerful way to

individualize professional learning and growth for each staff member. To help administrators with this process, a new toolkit is being released at <http://connectededucators.org/cem-for-districts>.

I hope school administrators will promote and model CEM activities.

“Educators must be more than information experts; they must be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students.”

— *Transforming American Education: Learning Powered by Technology*
(U.S. National Education Technology Plan, 2010)

skill, or increasing professional learning time; it’s about having a new professional point of view.

Rethinking PD

Now is the time for school districts to rethink and redesign their professional development strategies and create hybrid professional learning that links social and online with their traditional face-to-face offerings. This requires a systemic and integrated vision and a plan tied to clear learning goals.

For example, Bailey Mitchell, chief technology and information officer for Georgia’s Forsyth County Schools, says his district “has engaged in an online community of practice through our collaborative platform called Circles. Traditional ‘cookie cutter’ ... staff development has been replaced by new platforms for collaboration that enable com-

Veteran connected educators are especially encouraged to mentor their peers and demonstrate how they connect, how they got started, and what they gain from connecting with other educators. It’s important to understand there will be several levels of engagement for staff as they explore online CoPs. These levels are characterized as a continuum from visitor, to community member, to lurker/observer, to one-way receiver, to engaged in exchanges, to contributor for the common good. Some will find that a community is not the right fit and will seek another.

Using social media should become the norm for every teacher and administrator.

eSN

Keith Krueger is CEO of the Consortium for School Networking, an ed-tech leadership association.

Inquiring Minds Want to Know: Exploring Inquiry with the Library of Congress *by Kathy Dorr*

Magic can happen when groups of dedicated educators gather together to share expertise, explore strategies for student success, and build upon the ideas of their peers. Magic did happen at the Library of Congress's Teaching with Primary Sources (TPS) sessions that were held in Washington, Oregon, Idaho, and Montana this past summer. Sponsored by the Northwest Council for Computer Education (NCCE), two different levels of professional development were offered. Level I introduced participants to the vast resources available at the Library of Congress, the primary source analysis process, and lesson development. Level II expanded on Level I and focused more directly on Barbara Stripling's Inquiry Model. Both sessions had educators participating in hands-on activities that included group discussion and time for personal reflection.

One of the activities looked at the San Francisco Earthquake through a motion picture filmed at the time and two different newspaper accounts from opposite sides of the country. Participants discussed the issues of perspectives and purpose and how a combination of primary sources enrich and deepen understanding of an historical event. Another activity looked at the Indian Removal Act of 1830 and how it violated the mandates of Constitutional checks and balances. A close analysis of primary sources explored the perspectives of Andrew Jackson, Chief John Ross, Edward Boudinot, and John G. Burnett as they either supported or challenged the act that led to the "Trail of Tears". Participants had to either validate or repudiate the Indian Removal Act by providing evidence of their position based on the primary sources that were examined.

Historical thinking skills formed a foundation for many of the activities and discussions that took place in both sessions. Using resources from Stanford's History Education Group (another TPS partner), educators created infographics that highlighted both the process and the skills needed to assess historical thinking. Infographics were introduced as an alternate means of assessment as they involve both text and graphic representations of knowledge and understanding.

Supported by a Library of Congress TPS Partner grant, NCCE is able to provide these professional development opportunities at no cost to participants. Workshops are taught by highly-trained educators with many years of classroom experience. Activities presented are easily adapted to a variety of grade levels and subject areas. We wish to thank the many library-media specialists and classroom teachers who have participated in our workshops. Their expertise and insights are greatly appreciated. With funds granted through 2014, these opportunities will be offered again next year. Please check on the NCCE website (www.ncce.org) for further updates and information.

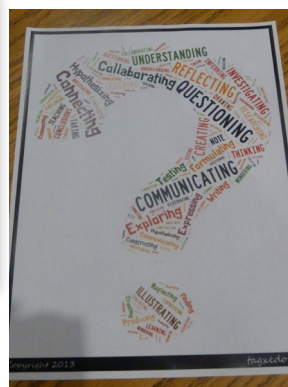
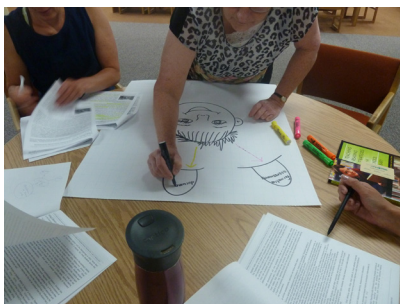
Resources Cited:

Stripling, Barbara. Library of Congress, "Teaching Inquiry with Primary Sources." Accessed August 4, 2013. http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html.

Stanford History Education Group, "Charting the Future of Teaching the Past." Accessed August 4, 2013. sheg.stanford.edu.

Kathy Dorr is a Washington Library Media Association member and Professional Development Specialist for Northwest Council for Computer Education. You can reach her at 4dorr@comcast.net

What is inquiry?



*Assessing
with
Infographics*

Northwest Central *by Gina Bacon*



School librarians are busy people, and tracking down relevant continuing education resources can be a task when your plate is full. Northwest Central works to remedy this by being your one stop shop for continuing education. Northwest Central is a community-driven, online clearinghouse for library continuing education and collaboration that serves library staff in Oregon, Washington and beyond.

Northwest Central (NWC) was developed in 2005 by the Portland Area Library System consortium with LSTA funding from the Oregon State Library. Portland Community College Library currently provides hosting and administrative support for Northwest Central and is guided by a voluntary Advisory Group made up of librarians representing a range of library types and geographical regions.

NWC provides a platform for sharing resources, ideas, and upcoming continuing education events for the professional development of our community. Our coordinator and volunteers are continually harvesting continuing education content for the site, which is updated daily. NWC offers OLA conference materials, continuing education resources, an events calendar with upcoming events and trainings, and a directory for speakers. The site allows you to search for resources and events by library type or topic, making it easier for you to find what you are looking for. In addition, if you would like personalized updates sent to you directly, we also offer RSS feeds that you can sign up for that allow you to specify what type of continuing education notifications you would like to receive. Similarly, our Facebook page alerts our followers of new events as they are posted to the site.

We recently completed a needs assessment of our community and are working towards streamlining our site to make it even more user-friendly. We strive to do everything we can to make continuing education resources easy to locate and access. As a community driven site, we rely on members of the community to participate by sharing their resources, ideas, and events. We invite you to join our community of life-long learners at the easy-to-remember site, nwcentral.org!

Gina Bacon is the coordinator for Northwest Central, works at OHSU as a student Library Assistant, and is currently enrolled in Emporia's MLS program. You can reach her at gina.bacon@pcc.edu

Oregon Battle of the Books Gearing Up for Competition *by Jennifer Parkhurst*



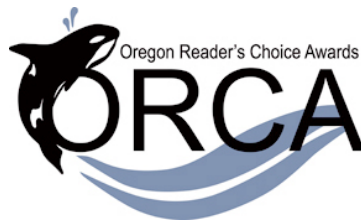
Oregon Battle of the Books will start holding our regional competitions in late February. Battles will continue through March, leading up to the state tournament on April 12th. Volunteering to be a time-keeper or score-keeper at a regional or state competition is an excellent way to get your feet wet in OBOB if you may be thinking about hosting a team in the future, and we are always in need of volunteers. If you would like more information about your regional battles and who to contact to volunteer, please visit the OBOB wiki

(<http://tinyurl.com/OBOBwiki>) and click on the link for “Regional and State Competitions.” There you can find the contact information for your local event organizer.

OBOB is also looking for feedback on the titles that are being considered for the 2014–15 list. There is a link on the wiki where you can give input about books that are being considered for inclusion, and we appreciate your feedback. Nominations for 2015–16 titles will be open again in October 2014, so keep a list of all those great books you read over the summer. Anyone can nominate up to three titles for consideration in each division.

Don't forget to follow us on Facebook for a great place to get questions answered and connect with other coaches around the state.

Jennifer Parkhurst is the Outreach Chair for Oregon Battle of the Books and is the teacher-librarian at Roseburg High School. You can reach her at oboboutreach@gmail.com



ORCA Update by *Stuart Levy*

Just a reminder that your students still have a few more months left to read the ORCA books so they can vote for the winner. Students will be able to vote during the month of March for their favorite book, as long as they have read at least 2 books in one of the divisions.

You can find some promotional activities, like Prezis and booktalks, on the ORCA homepage:
<http://www.olaweb.org/orca> .

Beginning in January, people will also be able to nominate books for the 2015 ORCA. As long as the book has an initial copyright date of 2012, it will be eligible. Look out for an email through the listserv on how students will be able to nominate those titles.

2013-2014 ORCA Nominees

Upper Elementary Division

Abe Lincoln at Last! by Mary Pope Osborne

The Emerald Atlas by John Stephens

Inside Out & Back Again by Thanhha Lai

Liesl & Po by Lauren Oliver

Pie by Sarah Weeks

Vanishing Acts by Phillip Margolin and Ami Margolin Rome

Young Fredle by Cynthia Voigt

Zita the Spacegirl: Far from Home by Ben Hatke

Middle School Division

Amelia Lost: The Life and Disappearance of Amelia Earhart by Candace Fleming

Between Shades of Gray by Ruta Sepetys

Dead End in Norvelt by Jack Gantos

Middle School: The Worst Years of My Life by James Patterson

A Monster Calls by Patrick Ness

The Mostly True story of Jack by Kelly Regan Barnhill

Okay for Now by Gary D. Schmidt

Wildwood by Colin Meloy

High School Division

Anya's Ghost by Vera Brosgol

Au Revoir, Crazy European Chick by Joe Schreiber

Beauty Queens by Libba Bray

The Berlin Boxing Club by Robert Sharenow

Daughter of Smoke and Bone by Laini Taylor

Divergent by Veronica Roth

Everybody Sees the Ants by A. S. King

The Scorpio Races by Maggie Stiefvater

Stuart Levy is the librarian at Wood Middle School in the West Linn-Wilsonville School district. He is the OASL treasurer and the ORCA Chair for 2012–2014. You can reach him at treasurer@oasl.olaweb.org.

Intellectual Freedom *by Leigh Morlock*



Banned Book Week is a positively delicious time for librarians. We practically salivate over those displays, don't we? *The Bluest Eye*, *The Absolutely True Diary of a Part-Time Indian*, *Catcher in the Rye*, *Huck Finn*—That's right, kids. All banned or challenged. It's practically criminal to read these books. Then we just sit back with our half-glasses perched on our noses and watch the books fly off the shelves.

Still, as great as attempted censorship is for circulation, I know many of you were as horrified as I was to read the *Omaha World-Herald's* recent article about Rainbow Rowell's cancelled library visit. The reason for the cancellation? The Parents' Action League, a "small but vocal" group, voiced their outrage over Rowell's use of profanity in *Eleanor and Park*—not to mention her portrayals of poverty. In the novel, high school bullies and drunken stepdads launch verbal assaults and the protagonist is too poor to buy a toothbrush—or batteries for her Walkman. These details do hurt. The reader aches for the main character. But what's offensive here is that this portrayal is an all-too-real reflection of all-too-many kids' lives. What shouldn't offend us is a word artist painting a realistic portrait of painful, marvelous, confusing adolescence.

If you read only one YA novel this year, or can buy only one for your school library, I urge you to make it *Eleanor and Park*, the novel John Green calls a "beautiful, haunting love story" in his *New York Times* book review. And it is. Eleanor's life is nuanced and complex, a life punctuated by profanity and despair. Yet she finds love and hope—a story we see again and again in YA literature, though rarely told with such inventive rawness. *Eleanor and Park* is, like all great fiction, a lie that tells the truth.

To honor Rainbow Rowell's literary contribution and courage, be sure to read *Eleanor and Park*. Be sure to save a special place for it on your shelves.

You can find the *Omaha World-Herald* article at <http://www.omaha.com/article/20130925/NEWS/130929202>

You can find the John Green *New York Times* book review at http://www.nytimes.com/2013/03/10/books/review/eleanor-park-by-rainbow-rowell.html?_r=0

Intellectual Freedom Chair Leigh Morlock teaches in the Beaverton School District's Community School. You can reach her at lamorlock@hotmail.com



Professional Development: Managing Time and Environment

Participating in a professional learning community. Watching an edWeb webinar. Reading a book from the State Library's LIS collection. All of these are forms of self-directed professional development. We want to do our jobs well, and that often means spending time engaged in what we hope our students will do even when no teacher or librarian is requiring it of them: learning. AASL's recognizes the need to help students develop not only skills but also behaviors and tools that will build the path to lifelong learning. AASL's vocabulary for these is "dispositions in action" (4.2.2 Demonstrate motivation by seeking information to answer personal questions...), "responsibilities" (3.3.5 Contribute to the exchange of ideas within and beyond the learning community), and "self-assessment strategies" (2.4.4 Develop directions for future investigations).

continued...

Resource Roundup, continued...


I like the wording in the last example above: develop...directions...future. To me, it sounds like I should have a plan for continued learning. Well, what if my problem isn't knowing that I want to participate in professional development, but is, instead, the lack of time to actually do it? School days are packed with scheduled classes, prep periods are often used to plan lessons, and sometimes even your time before and after school is dictated by faculty meetings, parent-teacher conferences, and more. Some days it feels impossible to even get the bare minimum done, much less add professional development to the never-ending list.

My colleagues and I have been feeling some of the same pressures, and for the last year or so, time management has been on our radar. As part of our own investigations on the topic, two resources surfaced as especially helpful. One is a 60-minute DVD by Julie Morgenstern called *Time Management from the Inside Out*. There is also a book with the same name. More recently, I've been reading *18 Minutes: Find Your Focus, Master Distraction, and Get the Right Things Done* by Peter Bregman. He was a keynote speaker at this year's AASL national conference. So why did a time management (and more) expert speak to a group of school library professionals? Perhaps it is because so many of us are in the same boat with more tasks to do than time to do them in, and feeling like we are sinking.

From my short study of time management, I learned several strategies and am applying three that I find especially practical. Morgenstern has a background in organization, and in her DVD she compares time to a closet. There is a finite amount of space in a closet, and only so many pairs of shoes, jeans, and sweaters are going to fit into it. Time is the same: there are only 24 hours in a day, and only so many activities will fit into a day. Therefore, we should treat time like a container and understand the limits of that container. That involves breaking a job down into component tasks, estimating how long each part will take—people usually underestimate—and then scheduling time for the tasks on the calendar. To me, the last tip was the most helpful. When I block an hour from 3:00 to 4:00PM on Thursday to watch an archived webinar, I am much more likely to finish the task than when it remains as one of many items on my general to-do list.

Thinking of time as a container offers the added advantage of making it easier to say no. When you can refer to your calendar and see that your time container is almost at capacity, it is easier to refuse or delegate tasks, as appropriate. But what if you really want to take on the task? That is when having goals comes in handy. If we have a few professional learning goals for the year, then we can stop being overwhelmed by the myriad options available. Morgenstern and Bregman discuss in detail the purpose of, and tips for, setting goals. Bregman likens the combination of three actions to pressing the Find Me button in the Google Earth app: pausing, noticing, and reflecting on your goals as a way to right the course of your day or year. Suddenly you have a bird's-eye view of a situation, and it helps put things in perspective.

Many of you may have to set goals as part of the educator evaluation process. If not, coming up with professional development goals does not have to be complicated. Just think about two or three areas you would like to strengthen, and use those as a net by which to filter PD options. If your goals center on understanding Common Core math standards and becoming more familiar with the young adult fantasy genre, then it is much easier to ignore the opportunity to learn about flipped classrooms, even if it does sound tempting. If you follow the S.M.A.R.T. method for creating goals and include a measurable number of activities to complete for each PD area, then it is easier to know when you have met your goal and when you can let yourself off the hook. "Yes, this CCSS webinar about math standards looks excellent, but I am busy and have already completed 3 activities in this area this school year. On the other hand, I have not yet done anything to learn more about the young adult fantasy genre." Referring back to your measurable goals is like activating your own Find Me button; it zooms you back into focus and helps you use your limited time to its fullest advantage.

continued...

Resource Roundup, continued...

One chapter of Bregman's *18 Minutes* discusses how "to a larger extent than you probably realize, your environment dictates your actions (p. 155)." He shares a story of how every time his family rode a jungle ride at an amusement park, there was always a lion out on a rock. One time the author mentioned to the ride attendant the good luck of always seeing the lion. Guess what he found out? The rock that the lion sat on was temperature controlled—warm on cold days and cool on hot days. The park staff simply made the rock a place the lion wanted to be. What would make your environment more PD friendly? Would you be more likely to read the book about the 50 best YA fantasy authors if you did so as part of a professional book club? Would you be more likely to watch an archived webinar if members of your professional learning community joined you and then afterwards you discussed it as a group? Then make it so.

Now and then I am still frustrated by how easily my day disappears and how my to-do list does not seem to shrink accordingly. However, I do feel much more in control of my time and my priorities, and as a result, I am completing important tasks and letting go of some not-so-important ones. Learning to schedule time on my calendar to work on a specific task was an aha moment for me. What tip will put you in the driver's seat of the professional development train?



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More about...

edWeb webinars: <http://home.edweb.net/professional-learning-communities-with-free-webinars/>

S.M.A.R.T. goals: <http://www.101-smart-goals.com/smart-goals>

State Library's Library and Information Science (LIS) collection: <http://osl-lis.blogspot.com/>

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